**STRUCTURED  
Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** Jasmine McBride | **Mentor/Title:** Terri Davis | **School/District:** Russell Elementary School/Cobb County |
| **Field Experience/Assignment:** Technology Planning Project | **Course:** ITEC 7410 Technology Leadership and Vision in Schools | **Professor/Semester:** Spring 2017/ Chester Fuller |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **STATE Standards PSC** | **NATIONAL Standards ISTE NETS-C** |
| 3/7/17 | Worked on shared vision (2 hours) | PSC 1.1 | ISTE 1a |
| 3/8/17 | Worked on shared vision (3 hours) | PSC 1.1 | ISTE 1a |
| 3/10 | Worked on shared vision (3 hours) | PSC 1.1 | ISTE 1a |
| 3/11 | Worked on shared vision (5 hours) | PSC 1.1 | ISTE 1a |
| 3/29 | Create survey for SWOT (1 hour) | PSC 1.2 | ISTE 1b |
| 3/31 | Sent out survey for SWOT (10 minutes) | PSC 1.2 | ISTE 1b |
| 4/9 | Analyzed data for SWOT (2 hours) | PSC 1.2 | ISTE 1b |
| 4/11 | Analyzed data for SWOT and completed SWOT (4 hours) | PSC 1.2 | ISTE 1b |
| 4/21 | Worked on action plan (3 hours) | PSC 1.2, 1.4 | ISTE 1b, 1d |
| 4/22 | Worked on action plan (2 hour) | PSC 1.2, 1.4 | ISTE 1b, 1d |
| 4/24 | Worked on action plan (5 hours) | PSC 1.2, 1.4 | ISTE 1b, 1d |
|  | Total hours: 30 hours |  |  |

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| **DIVERSITY** (Place an X in the box representing the race/ethnicity and subgroups involved in this field experience.) | | | | | | | | |
| **Ethnicity** | **P-12 Faculty/Staff** | | | | **P-12 Students** | | | |
|  | P-2 | 3-5 | 6-8 | 9-12 | P-2 | 3-5 | 6-8 | 9-12 |
| **Race/Ethnicity:** |  |  |  |  |  |  |  |  |
| Asian |  |  |  |  |  |  |  |  |
| Black | X |  |  |  |  |  |  |  |
| Hispanic | X |  |  |  |  |  |  |  |
| Native American/Alaskan Native |  |  |  |  |  |  |  |  |
| White | X |  |  |  |  |  |  |  |
| Multiracial |  |  |  |  |  |  |  |  |
| **Subgroups:** |  |  |  |  |  |  |  |  |
| Students with Disabilities |  |  |  |  |  |  |  |  |
| Limited English Proficiency |  |  |  |  |  |  |  |  |
| Eligible for Free/Reduced Meals |  |  |  |  |  |  |  |  |

**Part II: Reflection**

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| **CANDIDATE REFLECTIONS:**  (Minimum of 3-4 sentences per question) |
| **1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?**  **The field experience was the Technology Planning Project. This project had three components, which were the shared vision paper, SWOT analysis and the action plan. Each of these assignments had me research information on my school and find ways to make my school, Russell Elementary, better in terms of technology. These projects taught me the importance of understanding the needs and wants of your school when it comes to technology.** |
| **2. How did this learning relate to the knowledge** (what must you know), **skills** (what must you be able to do) **and dispositions** (attitudes, beliefs, enthusiasm) **required of a technology facilitator or technology leader? (Refer to the standards you selected in Part I. Use the language of the PSC standards in your answer and reflect on all 3—knowledge, skills, and dispositions.)**  **These projects helped me learn how to be an effective leader in my school. The projects helped me learn and show that I could develop and implement technology vision at my school. These projects helped me learn and practice implementing strategies for initiating technology into the school.** |
| **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**  **This project can help with the improvement of my school by being used as information to help start creating a school technology plan. If the school decides to start a technology plan this document can be used a tool. This can also be used to show the staff at Russell the importance of technology in everyday instruction.** |