**STRUCTURED  
Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:**  Daniel Hoeh | **Mentor/Title:**  Tracey Borrup/ TTIS | **School/District:**  Cobb County School District |
| **Field Experience/Assignment:**  Technology Planning Project | **Course:**  ITEC 7410 Instructional Technology Leadership | **Professor/Semester:**  Dr. Michael Ribble/Summer 2016 |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **STATE Standards PSC** | **NATIONAL Standards ISTE NETS-C** |
| 6/17/2016 – 6/27/2016 | Worked on Vision Statement [6 hours] | PSC 1.1, 1.2, 1.4, 3.6, 3.7, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3 | ISTE 1a, 1b, 1d, 3f, 3g, 5a, 5b, 5c, 4a, 4b, 4c |
| 6/28/2016 – 6/30/2016 | Revised Vision Statement after teacher feedback. [2 hours] | PSC 1.1, 1.2, 1.4, 3.6, 3.7, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3 | ISTE 1a, 1b, 1d, 3f, 3g, 5a, 5b, 5c, 4a, 4b, 4c |
| 6/26/2016 – 7/4/16 | Worked on SWOT Analysis [6 hours] | PSC 1.1, PSC 2.2, 2.4, 2.8, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3 | PSC 1a, 2b, 2d, 2h, 5a, 5b, 5c, 4a, 4b, 4c |
| 7/7/16 – 7/8/2016 | Revised SWOT Analysis based on teacher feedback [2 hours] | PSC 1.1, 1.2, 1.4, 3.6, 3.7, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3 | ISTE 1a, 1b, 1d, 3f, 3g, 5a, 5b, 5c, 4a, 4b, 4c |
| 7/10/2014 | Drafted Action/Evaluation Plan [3 hours] | PSC 1.3, 2.4, 3.1, 3.2, 3.6, 3.7, 4.1, 4.2, 4.3, 6.1, 6.2, 6.3 | ISTE 1c, 2d, 3a, 3b, 3f, 3g, 5a, 5b, 5c, 6b, 6c |
| 7/11/2014 | Revised Action/Evaluation Plan [2 hours] | PSC 1.3, 3.1, 3.2, 3.6, 3.7, 4.1, 4.2, 4.3, 6.1, 6.2, 6.3 | ISTE 1c, 3a, 3b, 3f, 3g, 5a, 5b, 5c, 6b, 6c |
|  | Total Hours: [21 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 |  |  |  |  |  |  |  | x |
| Black |  |  |  |  |  |  |  | x |
| Hispanic |  |  |  |  |  |  |  | x |
| Native American/Alaskan Native |  |  |  |  |  |  |  |  |
| White |  |  |  |  |  |  |  | x |
| Multiracial |  |  |  |  |  |  |  | x |
| **Subgroups:** |  |  |  |  |  |  |  |  |
| Students with Disabilities |  |  |  |  |  |  |  | x |
| Limited English Proficiency |  |  |  |  |  |  |  | x |
| Eligible for Free/Reduced Meals |  |  |  |  |  |  |  | x |

**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?**  For this field experience I created a shared vision for my school. The vision incorporated 21st century technology along with digital citizenship, authentic learning and equitable access to technology. These core concepts helped to drive the SWOT analysis which looked at the strength, weaknesses, opportunities and threats that exist with technology. The results of the SWOT analysis and vision became the building blocks for my action/evaluation plan. The action/evaluation plan utilized the information from the shared vision and the SWOT into a plan of action for addressing technology in the school.  I learned that technology planning begins with a single vision and grows from there. There is a lot to technology in the school than just making a purchase order. School and countywide decisions need to be data driven and researched. The educational community has to utilize all of the stakeholders in order to create real technology change. |
| **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.)**  This experience has showed me the importance of creating shared vision, digital citizenship, professional learning, utilizing all stakeholders, 21st century learning, professional learning and program evaluation. Creating the shared vision allowed me to see how each school has different values, visions and priorities. One vision does not fit all school, each and every vision is a different as every school. After using the vision to drive the SWOT, I began to see how the vision can be used to put the technology needs of the school under the, “microscope.” This intense focus on the strength, weaknesses, opportunities and threats of my school help to illustrate the individual personality of the school. The results of the SWOT was very surprising and helped to demonstrate areas that were in need of improvement along with areas that the school was strong in. SWOT alone is not enough to make serious change. The action/evaluation plan was a great asset and showed me the value and cost of implementing serious change. My knowledge from the SWOT and shared vision helped to really drive the action/evaluation plan and come up with was to make serious change and create my school into a true 21st century learning environment. |
| **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**  The field experience has impacted both my school and the district by empowering me with a better since of understanding about how 21st century learning can become a reality. This experience has taught me how to determine what is really need and create a vision that drives the school forward. I learned about the importance of including all of the school and community into a single cohesive plan that makes serious change.  I look forward to sharing my new found understanding with both my school and the district. The impact of addressing needs of the school and becoming involved in technology planning at my school can be seen in teacher surveys of professional development. Along with teacher reflections of new professional development initiatives, the impact should also be seen in teacher planning, SLO and EOCT. I plan to become more involved in the school improvement and advocate for the creation of a technology improvement plan and committee. |