**STRUCTURED  
Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** Natalie Crosby | **Mentor/Title:** Tanya Dexter/SPED Teacher | **School/District:** LCHS9/Lee |
| **Field Experience/Assignment:** Technology Plan | **Course:** ITEC 7410 | **Professor/Semester:** Prof. Borup/Spring 2014 |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **STATE Standards PSC** | **NATIONAL Standards ISTE NETS-C** |
| **2/10/14** | Read and analyzed SIP for technology integration (2 hours) | PSC 1.1, 1.2, 1.3, 1.4, 5.1, 6.2 | ISTE 1a, 1b, 1c, 1d, 4a, 6c |
| **2/25/14** | Developed faculty survey for SWOT Analysis on Survey Monkey (3 hours) | PSC 1.1, 1.2, 1.3, 1.4, 5.1, 6.2 | ISTE 1a, 1b, 1c, 1d, 4a, 6c |
| **3/1/14** | Developed an information email and administered survey to faculty (1.5 hours) | PSC 1.1, 1.2, 1.3, 1.4, 5.1, 6.2 | ISTE 1a, 1b, 1c, 1d, 4a, 6c |
| **3/6/14** | Analyzed data from survey to assist in SWOT Analysis and completed SWOT Analysis (5 hours) | PSC 1.1, 1.2, 1.3, 1.4, 5.1, 6.2 | ISTE 1a, 1b, 1c, 1d, 4a, 6c |
| **4/2/14 - 4/4/14** | Drafted Technology Action Plan (7 hours) | PSC 1.1, 1.2, 1.3, 1.4, 5.1, 6.2 | ISTE 1a, 1b, 1c, 1d, 4a, 6c |
| **4/6/14** | Edited and made additions to Technology Action Plan (1 hour) | PSC 1.1, 1.2, 1.3, 1.4, 5.1, 6.2 | ISTE 1a, 1b, 1c, 1d, 4a, 6c |
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|  | Total Hours: [19.5 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 |  |  |  | X |
| Hispanic |  |  |  |  |  |  |  | X |
| Native American/Alaskan Native |  |  |  |  |  |  |  |  |
| White |  |  |  | X |  |  |  | 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?**  I thought I knew a lot about implementing technology into a curriculum for a school or even a school system. I realized that it was much more complicated than I had originally thought. I think that by reading my school’s SIP and analyzing the way in which technology was integrated into the SIP was a eye-opening experience, especially when comparing it to technology plans from across the state. After analyzing the plan, I had the opportunity to do a SWOT analysis of our campus and I identified and classified items for each category and used them while developing an Action Plan for Technology Integration for our campus. I submitted the plan to the administration and I hope to eventually lead our campus with the implementation of the plan. |
| **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.)**  As a technology leader, I must be able to evaluate the strengths, weaknesses, opportunities, and threats that I identify on any campus and be able to research and recommend technology based on those needs (PSC 1.3). I should also be able to develop strategic plans (as done in this field experience) based on what I have evaluated (PSC 1.2, 1.4). In addition, as a technology leader, I must believe in the strategic plan that was developed. |
| **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**  At this point, this field experience has only impacted the faculty. After the survey was complete, many of the faculty asked about the results of the survey, which were ultimately shared with the faculty. However, at this time, only the administration has seen the SWOT analysis and the Action Plan. While they do plan on taking the analysis and the Action Plan into consideration when developing the SIP for next year, our new SIPs are going to be developed to be more closely aligned with other schools in the district and this plan was written simply for our campus. |