**STRUCTURED
Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** Nkenze Jones | **Mentor/Title:** Mr. Logan Evans/ITS | **School/District:** Westside Elementary/Coffee County Schools |
| **Field Experience/Assignment:**Vision/SWOT/Action Plan | **Course:**ITEC 7410 Instructional Technology Leadership  | **Professor/Semester:**Dr. William Beeland/Summer 2016 |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **STATE StandardsPSC** | **NATIONAL StandardsISTE NETS-C** |
| 06/29/16 | Researched examples technology vision statements for the Vision Paper. [2 hours] | PSC 1.1 | ISTE 1a |
| 06/30/16 | Developed a shared vision for the use of technology in teaching, learning and leadership. [6 hours] | PSC 1.1 | ISTE 1a |
| 07/02/16 | Researched SWOT Analysis [1 hour] | PSC 1.1, 1.2. 1.3, 1.4  | ISTE 1a, 1b, 1c, 1d |
| 07/08/16 | Completed SWOT Analysis. [4 hours] | PSC 1.1, 1.2. 1.3, 1.4  | ISTE 1a, 1b, 1c, 1d |
| 07/13/16 | Researched examples of Action Plans. [1 hours] | PSC 1.1, 1.2. 1.3, 1.4  | ISTE 1a, 1b, 1c, 1d |
| 07/15/16 | Completed Action Plan. [3 hours] | PSC 1.1, 1.2. 1.3, 1.4  | ISTE 1a, 1b, 1c, 1d |
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|  | Total Hours: [ 17 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 | X | X | X | X | X | X | X |
|  Black | X | X | X | X | X | X | X | X |
|  Hispanic | X | X | X | X | X | X | X | X |
|  Native American/Alaskan Native |  |  |  |  |  |  |  |  |
|  White | X | X | X | X | X | X | X | X |
|  Multiracial | X | X | X | X | X | X | X | x |
| **Subgroups:** |  |  |  |  |  |  |  |  |
|  Students with Disabilities |  |  |  |  |  | X |  |  |
|  Limited English Proficiency |  |  |  |  |  | X | X | X |
|  Eligible for Free/Reduced Meals |  |  |  |  |  | X | X | 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?**In this field experience, I facilitate the development of a shared vision, evaluate a technology-infused strategic plans, and research strategies for initiating and sustaining technology innovations and for managing the change process in schools.  |
| **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.)** I demonstrated skill to develop a vision for use of technology in teaching and learning. The vision promotes learning experiences aligned with student content standards and student technology standards. I evaluated technology-infused strategic plans at the district and school level using a SWOT analysis. I demonstrated continual growth in knowledge and skills connecting the Vision with the SWOT analysis and then use the SWOT to initiate an Action Plan. |
| **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**The Vision and Action Plan will help influence the school to improve student engagement through the use of technology. They can take a more constructivism learning approach by helping students become engaged learners. The impact can be assessed by the improvement in the academic achievement of the students. The impact on the teachers can also be assessed when they receive an evaluation score of a Level 3 or 4 on the TKES (teacher evaluation system) in the following standards: Performance Standard 1: Professional Knowledge, Performance Standard 2: Instructional Planning, Performance Standard 3: Instructional Strategies, Performance Standard 7: Positive Learning Environment, Performance Standard 8: Academically Challenging Environment, and Performance Standard 10: Communication. The impact on teachers can be assessed by their willingness to implement multimedia design projects into their instructional framework. |