**STRUCTURED  
Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** Sheri Bashlor | **Mentor/Title:** Mrs. Kimberley Spivey/Media Specialist | **School/District:** Midway Elementary/Pierce, |
| **Field Experience/Assignment:** Technology Plan Project  (Shared Vision, SWOT Analysis, and Action Plan) | **Course:** ITEC 7410 | **Professor/Semester:** Dr. Angela Bacon/Summer 2016 |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **STATE Standards PSC** | **NATIONAL Standards ISTE NETS-C** |
| 7/2/2016 | Completed the Shared Vision for the Technology Plan (5 hours) | PSC 1.1, | ISTE 1a, 1b, 1c, 1d |
| 7/10/2016 | Completed the SWOT Analysis for the Technology Plan (7 hours) | PSC 1.2, 1.3 | ISTE 1a, 1b, 1c, 1d |
| 7/15/2016 | Completed the Action Plan for the Technology Plan (3 hours) | PSC 1.2, 1.3, 1.4 | ISTE 1a, 1b, 1c, 1d |
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|  | 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 |  |  |  |  |  | x |  |  |
| Black |  |  |  | X |  | x |  | X |
| Hispanic |  |  |  | X |  | x |  | X |
| Native American/Alaskan Native |  |  |  |  |  |  |  |  |
| White |  |  |  | X |  | x |  | X |
| Multiracial |  |  |  | X |  | x |  | X |
| **Subgroups:** |  |  |  |  |  |  |  |  |
| Students with Disabilities |  |  |  | X |  | x |  | 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?**  While I completed this project, I learned about the dynamic relationship one must have with staff members, administration, and data. Learning how to create a shared vision and collaborating with others for the purpose of a SWOT analysis allowed me to gain knowledge about my school in terms of technology. The action/evaluation plan taught me skills such as setting goals, evaluating the methods in doing so, and creating strategies during the process. Learning how to incorporate a timeline, while considering budgeting, within the plan helped to create a real-world experience that will help the school where I work in the future. |
| **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.)**  In order to complete this project, I had to first have a general knowledge of the purpose of a shared vision and ways to enhance the vision in terms of technology. I needed to be an innovative, yet strategic thinker, in order to evaluate the current situation and create a plan to improve it. In addition, I needed a positive outlook, diligence, and communication skills in order to conduct the evaluation and promote the final results of the action plan in a clear and uplifting way. |
| **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 gave me newfound knowledge in evaluating a school’s current stance on technology use and then learning how to create a plan to enhance the use of technology within the school. It helped me realize the importance of digital equity as a consideration when writing any plan with technology as well. The impact can be assessed through the various ways indicated on the action plan, such as through surveys, agenda meetings, the amount of teachers who perform the tasks, and results illustrated through data. |