**STRUCTURED  
Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** Brandy Stapleton | **Mentor/Title:** Natalie Smith/ Instructional Specialist | **School/District:** Gainesville High School/ Gainesville City Schools |
| **Field Experience/Assignment:** Current Reality | **Course:** ITEC 7460- PL & Tech Innovation | **Professor/Semester:** Dr. Jabari Cain/Fall 2019 |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **STATE Standards PSC** | **NATIONAL Standards ISTE NETS-C** |
| 9/13/2019 | Research for Current reality (2 hours) |  |  |
| 10/04/2019 | GSAPS Part 1- Interviewed Principal for Current Reality - (1 hour) | 1.1, 1.4 | 1a, 1d |
| 10/10/2019 | GSAPS Part 2- Evaluation of Professional Learning for Current Reality - (2 hours) | 5.1, 5.3 | 4a, 4c |
|  |  |  |  |
|  | Total Hours: [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 |  |  |  | x |
| Black |  |  |  | x |  |  |  | x |
| Hispanic |  |  |  | x |  |  |  | x |
| Native American/Alaskan Native |  |  |  |  |  |  |  |  |
| White |  |  |  | x |  |  |  | x |
| Multiracial |  |  |  | x |  |  |  | x |
| **Subgroups:** |  |  |  |  |  |  |  |  |
| Students with Disabilities |  |  |  | x |  |  |  | x |
| Limited English Proficiency |  |  |  | x |  |  |  | x |
| Eligible for Free/Reduced Meals |  |  |  | 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?**  For this field experience, I researched the history and demographics of Gainesville High School, interviewed the principal about of current technology and professional development plan and needs, researched funding sources and initiative and evaluated the current professional development system using the GSAPS rubric. I learned that sometimes administrators are very busy and that you may have to negotiate for their time. I also learned about the overall successes and challenges at our school, and it made some of our policies and practices make more sense to me. |
| **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 required me to have the knowledge to assess and analyze our District’s Strategic Plan for Improvement, our current technology situation, and the professional development plan. |
| **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**  This field experience impacted faculty development because it provided me with understanding of current reality in this schools programs.   Since then, I have become an active member with the technology integration team and a consultant for professional development needs. I attended the GaETC conference to obtain ideas and best practices to share with our faculty and content teams. |