**STRUCTURED  
Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** Brandy Stapleton | **Mentor/Title:** Natalie Smith/ Technology Integration Specialist | **School/District:** Gainesville High School/ Gainesville City School District |
| **Field Experience/Assignment:** Tech Plan | **Course:** ITEC 7410– Instructional Technology Leadership | **Professor/Semester:** Dr. Erin Davis, Spring 2020 |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **STATE Standards PSC** | **NATIONAL Standards ISTE NETS-C** |
| 1/17-20/2020 | Researched and Evaluated Gainesville City School District and Gainesville High School’s Tech Plan  Completed the SIP/Tech Plan [ 3 hours] | PSC 1.4, 5.1, 5.3 | ISTE 1d, 3f, 6a, 6b |
| 2/12/2020 | Developed Survey/ Interview Questions using ISTE Conditions [ 2 hours] | PSC 1.1,1.2 ,2.1 ,3.6 , 3.7, 4.1 5.1 | ISTE 1a, 1b, 1d, 3b, 3d, 4a, 6a, 6b |
| 2/16/2020 | Completed Lead & Transform Diagnostic Tool [1 hour] | PSC 1.1, 1.2, 1.3, 2.1, 2.2, 3.6 5.1 | ISTE 1a, 1b, 1d, 3b, 3d, 4a, 6a, 6b |
| 2/16-19/2020 | Completed SWOT Analysis [5 hours] | PSC 1.1, 1.2, 1.3, 2.1, 2.2, 3.6 5.1 | ISTE 1a, 1b, 1d, 3b, 3d, 4a, 6a, 6b |
| 3/9/2020 | Completed Shared Vision Paper [3 hours] | PSC 1.1, 1.2, 1.4 | 4 ISTE 1a, 1b, 1d, 3b, 3d, 4a, 6a, 6b |
| 4/06-08/2020 | Completed an Action/Evaluation Plan [5 hours] | PSC 1.1, 1.2, 1.3, 2.1, 2.2, 3.6 5.1 | ISTE 1a, 1b, 1d, 3b, 3d, 4a, 6a, 6b |
| 4/22/2020 | Completed IT Grant Proposal [3 hours] | PSC 1.1, 1.2, 1.3, 2.1, 2.2, 2.5, 3.6, 6.1 | ISTE 1b, 1c, 1d, 3d, 3f, 6a |
|  | Total Hours: [22 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?**   This field experience, or the entire experience of the Instructional Technology Leadership course, has been a true challenge. This structured field experience consisted of the components of my Technology Planning Project. The first part of the project was a shared vision paper that provided a vision statement, a diversity component, and ideal roles for stakeholders. The next component was a SWOT analysis for Gainesville High School, which required me to gather data on each of the essential conditions and complete the ISTE’s Lead and Transform Diagnostic tool. The last component, was a one-year action/evaluation plan based on the needs of GHS, determined through the SWOT analysis. The plan included strategies for addressing the needs of diverse populations to promote digital equity for all students. This experience provided me an opportunity to think about my vision for educational technology in the present, as well as in the future. When I entered this Master’s Program, I had no intentions of becoming a technology coach or leader. My desire was and is to learn technology that I can use in my classroom to create meaningful experiences for my students. This class, however, has shown me that there is a depth to technology in schools that I never thought about. Our technology department has a massive job to do, and I commend every one for their work in this field. |
| 1. **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 learning related to what I must know and what I must be able to do because I had to consider how I would facilitate the development and implementation of a shared vision for the use of technology in teaching, learning, and leadership. This learning related to the dispositions required of a technology facilitator or leader because I had to consider my beliefs and attitudes toward the implementation of educational technology as it related to digital equity and stakeholder involvement. The Technology Planning Project was an area of educational technology that I had not previously considered, and it opened my eyes to a new realm of educational leadership. |
| 1. **Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**   This experience will help Gainesville High School by providing support from the teachers to the technology team. Just by changing my perspective about the roles of technology leadership, I have been able to share this new understanding with colleagues with whom I work, and enlighten them as to the depths of technology. I now understand the needs at our school and have helped to move our teams forward in implementing strategies to accomplish our goals. |