STRUCTURED
Field Experience Log & Reflection
Instructional Technology Department

Candidate: Angelica Garcia	Mentor/Title: Mrs. Rich/Specialist	School/District: Dug Gap Elementary/Whitfield County Schools
Field Experience/Assignment: Technology Planning Project	Course: ITEC 7410 Technology Leadership & Vision in Schools	Professor/Semester: Dr. Bacon/Spring 2019

Part I: Log

Date(s)	Activity/Time	STATE Standards PSC	NATIONAL Standards ISTE NETS-C
3/6/19-3/10/2019	Completed Shared Vision Paper (5 hours)	PSC 1.1, 1.2, 1.3, 1.4, 5.1, 2.5, 5.3, 6.1, 6.2, 6.3,	ISTE 1a, 1b, 1,c 1d, 3f, 6a, 6b, 6c
4/5/19-4/9/19	Completed the SWOT Analysis/Current Reality Report (5 hours)	PSC 2.8, 3.2, 3.4, 3.6, 4.1, 4.3, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3	ISTE 4a, 4b, 4c, 3f, 5a, 5b, 5c, 6a, 6b, 6c
4/11/19-4/15/19	Completed Action/Evaluation Plan (5hours)	PSC 1.2, 1.3, 2.8, 3.2, 3.4, 3.6, 4.1, 4.3, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3	ISTE 5a, 5b, 5c, 6a, 6b, 6c
	Total Hours: (15 hours)		

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								
Hispanic	X	X				x		
Native American/Alaskan Native								
White	X	X				x		
Multiracial								
Subgroups:								
Students with Disabilities						x		
Limited English Proficiency						x		
Eligible for Free/Reduced Meals						x		

Part II: Reflection

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?**

During this field experience, I investigated the current reality of my district and school, assessed strengths and weaknesses, threats of technology integration and created an action place to help school achieve our common goals. I learned that it is essential to have a clear and shared plan when it comes to a technology integration vision at the school level. Without a clear vision, teacher will not be aware of the technology integration expectations for the staff and students. Staff and students will not benefit from the technology opportunities is a clear vision is not in place.

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.)**

During this learning experience, I found that it is very important for a technology facilitator to know the implementation and development of a shared vision for the use of technology in leadership, learning and teaching. It was enlightening to understand how a shared vision provides expectations for students. It is also important for leaders to have the skills to design, develop, implement, communicate and evaluate technology-based strategic plans. Being knowledgeable about the various technologies allow for bigger opportunities and more refined learning for both teachers and students. In addition, instructional technology leaders must be skilled in researching, recommending, and implementing strategies for initiating, keeping and managing the technology changes in a school. Lastly, the personality of a leader should be enthusiastic and positive about the technology integrations in the school and how these produce and positive outcome in student engagement. The technology proposed should minimize or reduced the weakened conditions and in result enrich students learning.

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 will affect the student learning directly. Understanding not having a shared technology visions delays learning, and allows an opportunity to make adjustments for the upcoming school year. I believe these changes will address the various needs of the diverse populations in our school, which include race, geographic backgrounds, and socio-economic backgrounds. It is important to be an advocate for true technology integration that will make the most impact in student learning.