

STRUCTURED

Field Experience Log & Reflection

Instructional Technology Department

Candidate: Tiffany Gibson	Mentor/Title: Laurah Fannin/ ITS	School/District: Westside Elementary School/Polk School District
Field Experience/Assignment: Technology Planning Project	Course: ITEC 7410 Instructional Technology Leadership	Professor/Semester: Dr. Fuller /Summer 2016

Part I: Log

Date(s)	Activity/Time	STATE Standards PSC	NATIONAL Standards ISTE NETS-C
6/15/16	Research survey questions for vision paper: 2 hours	1.1, 1.2, 1.3, 1.4, 2.4, 2.5, 3.3, 3.5, 6.2, 6.3	1a, 1b, 1c, 1d, 2d, 2e, 3c, 3e, 6b, 6c
6/17/16	Create questions for survey: 2 hours	1.1, 1.2, 1.3, 1.4, 2.4, 2.5, 3.3, 3.5, 6.2, 6.3	1a, 1b, 1c, 1d, 2d, 2e, 3c, 3e, 6b, 6c
6/23/16	Revise questions for survey: 1 hour	1.1, 1.2, 1.3, 1.4, 2.4, 2.5, 3.3, 3.5, 6.2, 6.3	1a, 1b, 1c, 1d, 2d, 2e, 3c, 3e, 6b, 6c
6/26/16	Meet with people to give survey for vision paper: 4 hours	1.1, 1.2, 1.3, 1.4, 2.4, 2.5, 3.3, 3.5, 6.2, 6.3	1a, 1b, 1c, 1d, 2d, 2e, 3c, 3e, 6b, 6c
6/27/16	Shared vision: 2 hours	1.1, 1.2, 1.3, 1.4, 2.4, 2.5, 3.3, 3.5, 6.2, 6.3	1a, 1b, 1c, 1d, 2d, 2e, 3c, 3e, 6b, 6c
6/29/16	Shared vision: 3 hours	1.1, 1.2, 1.3, 1.4, 2.4, 2.5, 3.3, 3.5, 6.2, 6.3	1a, 1b, 1c, 1d, 2d, 2e, 3c, 3e, 6b, 6c
7/1/16	Shared vision: 1 hour	1.1, 1.2, 1.3, 1.4, 2.4, 2.5, 3.3, 3.5, 6.2, 6.3	1a, 1b, 1c, 1d, 2d, 2e, 3c, 3e, 6b, 6c
7/3/16	SWOT: 2 hours	1.1, 1.2, 1.3, 1.4, 2.4, 2.5, 3.3, 3.5, 6.2, 6.3	1a, 1b, 1c, 1d, 2d, 2e, 3c, 3e, 6b, 6c
7/5/16	SWOT: 2 hours	1.1, 1.2, 1.3, 1.4, 2.4, 2.5, 3.3, 3.5, 6.2, 6.3	1a, 1b, 1c, 1d, 2d, 2e, 3c, 3e, 6b, 6c
7/6/16	SWOT: 3 hours	1.1, 1.2, 1.3, 1.4, 2.4, 2.5, 3.3, 3.5, 6.2, 6.3	1a, 1b, 1c, 1d, 2d, 2e, 3c, 3e, 6b, 6c
7/8/16	SWOT: 3 hours	1.1, 1.2, 1.3, 1.4, 2.4, 2.5, 3.3, 3.5, 6.2, 6.3	1a, 1b, 1c, 1d, 2d, 2e, 3c, 3e, 6b, 6c
7/10/16	Action/Evaluation Plan: 1 hour	1.1, 1.2, 1.3, 1.4, 2.4, 2.5, 3.3, 3.5, 6.2, 6.3	1a, 1b, 1c, 1d, 2d, 2e, 3c, 3e, 6b, 6c
7/12/16	Action/Evaluation Plan: 2 hours	1.1, 1.2, 1.3, 1.4, 2.4, 2.5, 3.3, 3.5, 6.2, 6.3	1a, 1b, 1c, 1d, 2d, 2e, 3c, 3e, 6b, 6c
7/13/16	Action/Evaluation Plan: 2 hours	1.1, 1.2, 1.3, 1.4, 2.4, 2.5, 3.3, 3.5, 6.2, 6.3	1a, 1b, 1c, 1d, 2d, 2e, 3c, 3e, 6b, 6c
7/14/16	Action/Evaluation Plan: 2 hours	1.1, 1.2, 1.3, 1.4, 2.4, 2.5, 3.3, 3.5, 6.2, 6.3	1a, 1b, 1c, 1d, 2d, 2e, 3c, 3e, 6b, 6c
	Total Hours: [32 hours]		

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?

I had the opportunity to work closely with the vision of the school and what it entails to create and revise a shared vision for a school. Once the shared vision was created I also completed a SWOT analysis and an action/evaluation plan. These experiences are helping me to have a better understanding of how important the vision of a school is and how equally important the follow up plan is in order to ensure the vision is coming to reality. This experience gave me a great deal of insight into technology leadership. I learned how to meld peoples ideas and goals into one.

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.)

A technology leader must know how to effectively communicate with others and help others see where technology and the school is going. One way to help accomplish this is to have a shared vision. You must know about the current technology trends and how they apply to your school. You must know where your school is at currently and then help figure out what direction the school is going to head in.

A technology leader must have certain skills in order to be effective. This experience gave me the opportunity to use and enhance those skills. I helped create a shared vision for technology for my school which is something it has never had before. I implemented strategies for initiating and sustaining changes. A technology leader must be able to communicate with others and help them get to an agreement on the direction the school should go. This experience allowed me to help others create a shared vision and give it the means it will need to be successful.

When dealing with change it is not always easy and a positive attitude, enthusiasm, and flexibility can go a long way. This was definitely the case with this experience. In the beginning the people involved had different ideas on what technology use in the future should look like at my school. After gathering all parties involved and working with each of them to determine the most important factors for each, we were able to create a shared vision that is attainable and will be the driving force for the change that we wish to see.

3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?

The shared vision, swot, and action evaluation plan will directly impact school improvement and indirectly impact professional development and student learning. The shared vision will guide the direction the school is going in. It has laid out a path that current administration has agreed to follow. This will impact how the school as a whole views technology and its implementation. The SWOT analysis gives the school leaders a plan and tells them exactly where attention needs to be focused. The action/evaluation plan follows the SWOT to give clear directions on how things can improve. The impact of this experience can be assessed through the changes that will come as a direct result of this experience.