

STRUCTURED

Field Experience Log & Reflection

Instructional Technology Department

Candidate: Jennifer Burke	Mentor/Title: Karin Searls, Teacher, EIP 5 th -6 th Grade	School/District: Centennial Academy/Atlanta Public Schools
Field Experience/Assignment: Schoolwide improvement plan analysis, SWOT analysis and development of action plan	Course: ITEC 7410 / Instructional Technology Leadership	Professor/Semester: Julia Fuller / Summer 2014

Part I: Log

Date(s)	Activity/Time	STATE Standards PSC	NATIONAL Standards ISTE NETS-C
6-13-14	Reviewed ISTE essential conditions and developing draft survey questions for vision survey. (2 HOURS)	PSC 1.1	ISTE 1a
6-24-14	Vision paper literature review (3 HOURS)	PSC 1.1	ISTE 1a
6-28-14	Writing vision paper (8.5 HOURS)	PSC 1.1	ISTE 1a
7-4-14	Current Reality SWOT (6.5 HOURS)	PSC 1.2	ISTE 1b
7-5-14	Current Reality Schoolwide Improvement Plan Analysis (4.4 HOURS)	PSC 1.2	ISTE 1b
7-8-14	Action/implementation plan (6.5 HOURS)	PSC 1.3 PSC 1.4	ISTE 1c ISTE 1d
Total Hours: 60.9 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	X		
Black	X	X			X	X		
Hispanic	X	X			X	X		
Native American/Alaskan Native								
White	X	X			X	X		
Multiracial	X	X			X	X		
Subgroups:								
Students with Disabilities					X	X		
Limited English Proficiency					X	X		
Eligible for Free/Reduced Meals					x	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?

This field experience gave me a deeper understanding of the instructional framework and vision of our school. I learned that the work of technology leadership and facilitation requires being able to examine information from several sources to identify common threads for instruction and management, with focus on the big picture. Although I have worked as a part of the School wide Improvement Plan development team in the past, it was not until this year as I examined all the documents carefully that I realized the extent to which they are related to data analysis and leadership. I had not looked at the function of our school from the perspective of a school leader in the past. I realized that our school has a shared vision of technology as a tool we use to help our students achieve excellence, but we need to do a better job of ensuring that essential conditions are in place so we are more effective in using technology in different ways to support teaching and learning. We have not explicitly included our technology vision in our School Improvement Plan, and that may lead us to make technology decisions based on use, and not on instructional need.

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 needs to have broad knowledge of the overall structure of the school, infrastructure, technology use and instructional vision. A technology facilitator or leader also needs to be able to guide development of a shared vision as well as have the skills to lead change where necessary, demonstrating enthusiasm for technology as a tool for improving all students' learning. A technology leader needs to be able to facilitate development of a shared vision, starting with consulting with colleagues to be able to understand their perspectives. Technology innovations require management of the change process, and the technology leader must be able to research, recommend and implement policies as needed to ensure technology is used effectively to support instructional change. A technology leader must also be able to facilitate the design, development, and communication of technology strategic plan, while seeking funding strategies and developing implementation policies and procedures to ensure the shared vision is supported.

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

My field experience will impact school improvement as I share the results of my analysis of our schoolwide improvement plan as well as my review of our current realities. Although I believe we have a shared vision for technology use and student achievement at our school, I doubt that most teachers realize the extent to which current initiatives and innovations might overlap or duplicate effort. This review coupled with the results of my data initiative analysis gives us a complete picture that could guide continued improvement. I plan to be a more active participant in the school improvement plan development through the instructional leadership team and coordinating technology innovation and implementation in the construction of our new campus. The impact of my field experience can be assessed through results of my participation in the development of this

year's schoolwide improvement plan that includes a clear plan for technology implementation to guide not only technology use for instruction and communication, but also addresses professional learning needs.