**STRUCTURED
Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** Chad DeWolf | **Mentor/Title:** Doug Wood / Assistant Principal | **School/District:** Madison County Middle SchoolMadison County School District |
| **Field Experience/Assignment:**Vision, SWOT, SIP, and Tech Plan | **Course:**ITEC 7410 Instructional Technology Leadership | **Professor/Semester:**Dr. Fuller (Summer 15) |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **STATE StandardsPSC** | **NATIONAL StandardsISTE NETS-C** |
| **06/28/15** | Researched and completed the Vision & Rationale Analysis [ 2.5 Hours ] | 1.1 | 1a |
| **07/03/15** | Researched and completed the SWOT assignment. [ 5 Hours ]  | 1.2 | 1b |
| **07/07/15** | Researched and completed the SIP assignment. [ 4 Hours ] | 1.3 | 1c |
| **07/12/15** | Researched and completed the Technology Action Plan [ 4.5 Hours] | 1.3, 1.4 | 1c, 1d |
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|  | Total Hours: [16 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 |  |  |  |  |  |  |  |  |
|  Black |  |  | X |  |  |  |  |  |
|  Hispanic |  |  |  |  |  |  |  |  |
|  Native American/Alaskan Native |  |  |  |  |  |  |  |  |
|  White |  |  | X |  |  |  |  |  |
|  Multiracial |  |  | X |  |  |  |  |  |
| **Subgroups:** |  |  |  |  |  |  |  |  |
|  Students with Disabilities |  |  |  |  |  |  |  |  |
|  Limited English Proficiency |  |  |  |  |  |  |  |  |
|  Eligible for Free/Reduced Meals |  |  |  |  |  |  |  |  |

**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?**Through my research of the assignments listed above, I was able to create important documents for my school that can become usable tools for improvement and implementation of school technology. I was also able to sort through data to determine what the faculty felt about the technology and where we as a school should focus on improvement. We can only improve if we know where we came from, but more so, where we currently are. This alone will assist me in becoming a better technology leader in my school and district.  |
| **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.)**I feel that this class and these assignments really opened my eyes up to what is really needed to become a technology leader. Through communication and collaboration, stakeholder input really assisted me with what needed to be completed in this experience. I gained knowledge, skills, and an overall understanding that a technology leader needs to have enthusiasm and a vision to make the needed changes for technology implementation and integration. |
| **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**You can have the greatest technology plan, but it is just a plan that needs to be implemented by people. These people are the ones who are going to either make or break that plan, and the people involved need to have that shared vision of implementation and integration for changes to occur. At the end of the year, we can really see if the needed changes occurred, or not, and then reassess what needs to happen to make the plan a reality. |