STRUCTURED
Field Experience Log & Reflection
Instructional Technology Department

Candidate: Jessica Reed	Mentor/Title: Mrs. Durham/ MEdia SPecialist	School/District: Dade Middle School/ Dade County
Field Experience/Assignment: SHared Vision, SWOT Analysis, and Action/Evaluation Plan	Course: ITEC 7410 INstructional Technology Leadership	Professor/Semester: Dr. Beeland/Fall 2018

Part I: Log

Date(s)	Activity/Time	STATE Standards PSC	NATIONAL Standards ISTE NETS-C
8/15/18	Shared Vision (4 hours)	PSC 1.1, 1.2, 1.3, 2.4	ISTE 1a, 1b,
10/20/18	SWOT Analysis Plan/ Design (2 Hours)	PSC 5.1, 5.2,	ISTE 2a, 2b, 2d, 2e
10/22/18	SWOT Analysis Write-up/ Complete (3 hours)	PSC 5.3, 6.1,	ISTE 4a, 4b, 4c
11/6/18	Action/Evaluation Plan (6 Hours)	PSC 2.8, 2.3	ISTE 2e, 4a, 4c
	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								
Black								
Hispanic								
Native American/Alaskan Native								
White			X				X	
Multiracial								
Subgroups:								
Students with Disabilities							X	
Limited English Proficiency								
Eligible for Free/Reduced Meals							X	

Part II: Reflection

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CANDIDATE REFLECTIONS:
(Minimum of 3-4 sentences per question)

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1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?

This field experience has created awareness in me to how things work in the district. Technology facilitation is lacking in my district and it has created a desire in myself to be more of a tech person in my community rather than staying in special education. We have so many different tech tools but we are lacking in the quality professional development that has been used in the classroom which creates difficulty with equipment in the classroom. The opportunity to really focus in and choose different topics that my Google Chrome Squad can learn about and provide simple training for other teachers, which creates ownership for the students.

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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.)**

Based on the PSC standards, 1.1, my district has not come up with a cohesive technology vision, which enabled me to create one based on my own research and experience. It requires strategic planning and assessing the situation for each school, particularly each classroom to see how the different use of technology is happening in the classroom. This requires administrators and teacher leaders to be able to advocate for policies that push Dade County into the future when it comes to technology rather than keep things simple and boring in the classroom. The disposition of a technology leader needs to be one of excitement and joy because of the use of how this can really enhance learning in the classroom.

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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 has impacted school improvement because of the plan to create an edcamp for teachers this upcoming summer. I am hoping t create and propose a fun and engaging professional development that will be useful to several teachers based on different topics. This can be assessed through the use of surveys and just viewing student engagement in the classroom the following school year. This experience has really made me more aware of the different things that can be used in the classroom and the joy it has been to start the discussion with others at my school.

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