STRUCTURED
Field Experience Log & Reflection
Instructional Technology Department

Candidate: Caitlin Tucker	Mentor/Title: Mrs. Andrews/Media Specialist	School/District: Whitehead Road/Clarke County
Field Experience/Assignment: Technology Plan Project	Course: ITEC 7410 Technology Leadership	Professor/Semester: Dr. Julia Fuller/Spring 2019

Part I: Log

Date(s)	Activity/Time	STATE Standards PSC	NATIONAL Standards ISTE NETS-C
1/26 – 2/2	Developed a School Improvement Plan Tech Analysis for the current state of my elementary school and the district level ideas about technology integration. [4 hours]	PSC 1.2	ISTE 1b
3/6 – 3/11	Next, for the technology plan project, I developed a shared vision goal for my school. The plan involved creating a vision, rationale supported by current research, diversity considerations and the role various stakeholders will play in the development of this particular shared vision. I also developed initial plans for staff survey to begin the process of developing the shared vision to people in the building. [5 hours]	PSC 1.1	ISTE 1a
4/10 – 4/15	Then, after the initial plans for a new vision, I used the ISTE Diagnostic tool to assess the current technology state of my school. This tool influenced my discussion of my schools strengths, weaknesses, opportunities and threats (SWOT) that exist at the current time. This process encompassed using each Essential Condition to identify all the various components of a SWOT Analysis supported by current research and best practices. [6 hours]	PSC 1.2 PSC 1.4	ISTE 1b ISTE 1d
4/18-4/20	The last stage in the technology plan was to complete a technology grant to support the shared vision, SWOT Analysis and stakeholders in their engagement with the ideas shared in this project. Clarke County School District Foundation of Excellence provided opportunities for grant applications. [2 hours]	PSC 1.3	ISTE 1c
	Total Hours: **[17 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		x						
Hispanic		x						
Native American/Alaskan Native								
White		x						
Multiracial		x						
Subgroups:								
Students with Disabilities								

Limited English Proficiency								
Eligible for Free/Reduced Meals								

Part II: Reflection

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

This technology project was an ongoing experience that required various components that a technology leader would partake in to make changes in a school or district. All the different assignments allowed for a deep connection to the state and national standards for technology integration in schools.
The initial analysis allowed me to get a grasp of the current state of my school and district. Next, writing up the shared vision based on this current state required me to think about key stakeholders, look at the research and develop a plan for technology that made sense. Then, the SWOT Analysis provided a framework to identify the strengths, weaknesses, opportunities and threats within this particular setting. Breaking down each Essential Condition to meet the various needs of technology integration provided a clear, well thought out plan for technology in my school. The ISTE Diagnostic tool was also very helpful in decided what to focus on for each Essential Condition. The grant proposal provides a start to the technology plan and gets the ball rolling. My school district has a process for grant proposals, which made this an easy transition from graduate schoolwork, to really taking on this technology plan with my school.

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.)**
This project truly engulfs your mind into what it looks like to develop, initiate and integrate technology based on your school's needs. I feel that after completing these assignments, I have a enormous opportunity to really make some changes at my current level. I am more knowledgeable about how this process can unfold and where to start. These frameworks, Essential Conditions and valuable feedback from my professor will ensure successful technology leadership skills in my school district. It all comes back to provide a framework for teachers to share their ideas, allowing teachers to explore at their own pace and supporting them with strategies and modeling technology plans effectively.

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 developed my skills to make a plan for my school backed by research, elaborate frameworks and familiarity of technology integration incentives. I feel more confident in my ability to initiate technology incentives with my team, school and within my district through grant proposals that make these processes even more efficient and manageable. Students will greatly benefit from these opportunities to become digital citizens through modeled technology strategies from their teachers. These plans have ripple effects that move through each stakeholder. Ultimately, the students benefit when these strategies and incentives become part of the norm for schools and districts.