STRUCTURED
Field Experience Log & Reflection
Instructional Technology Department

Candidate: Jonathan Sabo	Mentor/Title: Dustin Tench/ Math Teachers	School/District: North Hall High School/ Hall County Schools
Field Experience/Assignment:	Course: ITEC 7410 Instructional Technology Leadership	Professor/Semester: Dr. Fuller/ Spring 2019

Part I: Log

Date(s)	Activity/Time	STATE Standards PSC	NATIONAL Standards ISTE NETS-C
3/4/2019 – 3/11/2019	Shared Vision Research (2 hours)	1.1, 1.2, 1.3, 1.4, 5.3, 6.3	1a, 1b, 1c, 1d, 4c
3/11/2019	Shared Vision Paper (2 hours)	1.1, 1.2, 1.3, 1.4, 5.3, 6.3	1a, 1b, 1c, 1d, 4c
4/1/2019 – 4/8/2019	SWOT Analysis Research (3 hours)	1.1, 1.2, 1.3, 1.4, 2.8, 5.1, 5.3, 6.2, 6.3	1a, 2b, 3c, 1d, 2h, 4a, 4c, 6a, 6b, 6c
4/8/2019	Writing the SWOT Analysis (3 hours)	1.1, 1.2, 1.3, 1.4, 2.8, 5.1, 5.3, 6.2, 6.3	1a, 2b, 3c, 1d, 2h, 4a, 4c, 6a, 6b, 6c
4/9/2019 – 4/15/2019	Action/ Evaluation Plan Research (3 hours)	1.1, 1.2, 1.3, 1.4, 2.8, 5.1, 5.3, 6.2, 6.3	1a, 2b, 3c, 1d, 2h, 4a, 4c, 6a, 6b, 6c
4/15/2019	Writing the Action/ Evaluation Plan (3 hours)	1.1, 1.2, 1.3, 1.4, 2.8, 5.1, 5.3, 6.2, 6.3	1a, 2b, 3c, 1d, 2h, 4a, 4c, 6a, 6b, 6c
	Total Hours: [16 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

(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 experience allowed me to complete a school technology plan from beginning to end. We began by creating a shared vision. This gave me an idea of the necessary components of a shared vision and what it would take to create one at my school. Next, I created an analysis of my schools strengths, weaknesses, opportunities and threats (SWOT). This gave me a much greater understanding of the available resources at my school. This gives me a clearer vision of what we are doing well and what areas need to be addressed. I also created an action and evaluation plan. This is a plan for how we are going to accomplish our goals laid out in the shared vision.

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 was great a great opportunity to see the responsibilities of a school technology leader. A leader needs to know a lot of information about the school. This is a major foundation for being able to create and reach their goals. The leader should be able to maximize all resources within a school. This includes hardware, software, and people. All opportunities need to be explored and all threats need to be addressed. The leader needs to able to bring everyone together. Everyone within a school can benefit from the use of technology. The leader should be able to spread their enthusiasm to all stakeholders

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 will lead to school improvement at my school. We do not currently have a shared vision throughout the school. The work I have done could help as we begin to create that plan. Many of the conversations that were a part of this experience could create a spark that would lead to more analysis of our strengths, weaknesses, opportunities, and threats. The development of an eventual shared vision will lead to more professional development that is aligned with the goals of that vision. All profession al development will lead to a positive impact on students. This can be assessed based on walkthrough data and end of course assessments.