STRUCTURED
Field Experience Log & Reflection
Instructional Technology Department

Candidate: Josh Freedman	Mentor/Title: Dr. Chaffee/Principal	School/District: Poole Elementary/ Paulding County School District
Field Experience/Assignment: Tech Project	Course: ITEC 7410 Instructional Technology Leadership	Professor/Semester: Dr. Bacon Spring 2019

Part I: Log

Date(s)	Activity/Time	STATE Standards PSC	NATIONAL Standards ISTE NETS-C
SAMPLE 1/16/19	SAMPLE Started the SIP and TECH plan.. [2 hours]	PSC 2.6, 2.1	ISTE 4a, 4b
1/23/19	Starting a shared vision paper. [2 hours]	PSC 2.1, 2.5, 2.6, 2.7, 3.1, 3.2	ISTE 2a, 2e, 3d, 5a
1/30/19	Continuing shared vision paper. [4 hours]	PSC 2.1, 2.5, 2.6, 2.7, 3.2	ISTE 2a, 2e, 3d, 5a
2/23/19	Completed ISTE survey about current school for SWOT. [2 hours]	PSC 2.1, 2.5, 2.6, 2.7, 3.2	ISTE 2a, 2e, 3d, 5a
3/23/19-4/7/9	Completed SWOT analysis [10 hours]	PSC 2.1, 2.5, 2.6, 2.7, 3.2	ISTE 2a, 2e, 3d, 5a
4/9/19-4/21/19	IT grant appliation [2 hours]	PSC 2.1, 2.5, 2.6, 2.7, 3.2, 5.3, 6.2	ISTE 2a, 2b, 2c, 2d, 2e, 2f
		PSC 2.1, 2.5, 2.6, 2.7, 3.2, 5.3, 6.2	ISTE 2a, 2b, 2c, 2d, 2e, 2f
		PSC 2.1, 2.5, 2.6, 2.7, 3.2, 5.3, 6.2	ISTE 2a, 2b, 2c, 2d, 2e, 2f
		PSC 2.1, 2.5, 2.6, 2.7, 3.2, 5.3, 6.2	ISTE 2a, 2b, 2c, 2d, 2e, 2f
		PSC 2.1, 2.5, 2.6, 2.7, 3.2, 5.3, 6.2	ISTE 2a, 2b, 2c, 2d, 2e, 2f
	Total Hours: [22 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		
Hispanic					x	x		
Native American/Alaskan Native								
White	x	x			x	x		
Multiracial					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?

Throughout this course, I realized that our school is behind in the technology scheme of things when comparing our school to other metro Atlanta schools. The SWOT analysis revealed that we have little technology available for our students but a plan to assist the district in becoming a 1:1 district with devices. Our district has a BYOD contract that parents, students, and teachers can agree on to assist our schools in reaching a 1:1 level. Writing a grant can be challenging as well. Using the information from the SWOT, focus on what is needed in your building and attempt to gain funds to achieve your goals.

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.)**

You must know PSC standard 2. The primary job of a teacher is to educate the students. Knowing PSC standard 2 will have you prepared to assist teachers and share what they need to complete in order for their students to succeed. Making sure the teachers are able to complete basic troubleshooting during their activity is something that may be overlooked but important to include. As stated above, teachers will need to know how to remain calm if a glitch occurs when teaching.

Standard 6 has become a new addition to the importance of my technology growth. Since completing the SWOT analysis, reflecting on how I planned, and time spent with individuals was an important part of this process. Making sure time is managed properly and resources are used to their full potential.

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

The SWOT analysis speaks for itself. We looked at areas in which we are weak when it comes to technology and began the processes of improving our technology devices and teacher understanding of how to use technology instruction. The impact can be assessed by the approval of our grant application and through TKES observations when it comes to instructional technology and staff members.