

Field Experience Log & Reflection

Instructional Technology Department

Candidate: <i>Angela B. Burgess</i>	Mentor/Title: <i>Ruth Allen / ITS</i>	School/District: <i>Lambert High School / Forsyth County Schools</i>
Field Experience/Assignment: <i>Technology Planning Project</i>	Course: <i>ITEC 7410</i>	Professor/Semester: <i>Anissa Vega / Spring 2013</i>

Part I: Log

Date(s)	Activity/Time	PSC Standard
February- April 2013	Vision Paper: Research, writing, revisions / 6 hours	1a, 1b, 1c, 1d, 2c, 2b, 3c, 4a, 4b, 4c, 6a, 6b, 6c
March – April 2013	Current Reality report (SWOT Analysis): survey creation for admin/staff/students, survey analysis, writing 4 hours	1c, 2d, 2e, 2h, 3e,
April 2013	Action / Evaluation plan: planning with ITS, writing, revisions 5 hours	1b, 1c, 2e, 2g, 3c, 4a, 4b, 4c, 6a, 6b, 6c
	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				X				X
Black				X				X
Hispanic				X				X
Native American/Alaskan Native								
White				X				X
Multiracial				X				X
Subgroups:								
Students with Disabilities								
Limited English Proficiency								X
Eligible for Free/Reduced Meals								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?

Through these experiences, I learned first-hand that there is more to being an ITS than simply fixing a computer or IWB for a teacher. In order to facilitate proper technology integration, a true technology leader must prepare with forethought the goals that they hope to achieve. It is not enough to encourage teachers simply to use technology in their class or to find cool tools for them to use. One must also know what curricular goals will be met, what gains will be achieved, and what weaknesses are being supplemented by using technology.

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.)

When I began this semester, I was unaware of the visionary needs of a technology leader. After completing these three projects, I now know that one know both the how and the why of new technology for others to be able to envision your vision of the future. It is also important to be able to take a step back and analyze current reality for both strengths and weaknesses. It is easy to see strengths sometimes, but areas of weakness have more room for improvement, as uncomfortable as it may be to acknowledge them. Finally, one must be able to do these things with an air of confidence and optimism that the weaknesses and threats can be transformed into strengths and opportunities for growth.

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 helped to impact faculty development by guiding future professional learning to be delivered by the ITS and the goals set by the administration. The success of these goals will be assessed at the end of the next school year by both the ITS and the school administration.