UNSTRUCTURED Field Experience Log & Reflection
Instructional Technology Department – *Updated Summer 2015*

Candidate: Wayne Langford	Mentor/Title:	School/District: Gwinnett County
Course: 21st Century Teaching & Learning		Professor/Semester: Dr. Williamson/Summer

(This log contains space for up to 5 different field experiences for your 5 hours. It might be that you complete **one** field experience totaling 5 hours! If you have fewer field experiences, just delete the extra pages. Thank you!)

Date(s)	1st Field Experience Activity/Time	PSC Standard(s)	ISTE Standard(s)
6/8/2015	Local School Improvement Committee meeting	1. Visionary Leadership 5. Professional Learning & Program Evaluation	1. Visionary Leadership. 4. Professional Development & Program Evaluation.

First Name/Last Name/Title of an individual who can verify this experience: My Principal (Clent Chatham)	Signature of the individual who can verify this experience:

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			3					
Hispanic			1					
Native American/Alaskan Native								
White			10					
Multiracial								
Subgroups:								
Students with Disabilities								
Limited English Proficiency								
Eligible for Free/Reduced Meals								

Reflection

	Eligible for Free/Reduced Meals									

Reflection
(Minimum of 3-4 sentences per question)

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

There is a great deal to be learned about how to implement change from watching our principal and curriculum chairs strategize and plan for the coming year. I always get a great deal out of these meetings as I can quickly get a "pulse" on current issues among staff and students. This helps me prioritize and plan technology initiatives. I also get the chance to generate buy-in for my pet projects during these meetings by explaining my vision to our department chairs and asking their help in disseminating the information to their peers.

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 above. Use the language of the PSC standards in your answer and reflect on all 3—knowledge, skills, and dispositions.)

Knowledge – I have learned that there is no substitute for preparation. The quickest way to scuttle a pet project of mine is to be unable to answer a staff member's question I should have anticipated. Such a lack of foresight shows that you have not thought things through and confidence immediately evaporates.

Skills - I continue to work on my leadership abilities. I recognize that I am long on vision but short on leadership. Watching leaders who are at the top of their game is the best way to learn. I am much better these days at targeting specific teachers to help collect data on programs we implement. I work to build a relationship built on trust and honest feedback that seems to get the best work from teachers.

Dispositions - I have learned to accept my limitations with regards to leadership. I would not be a good principal, as I do not have the patience or the ability to delegate. This self-reflection helps me to guard against certain tendencies that work against me when working with staff. I do have plenty of vision. My own solution is to align myself closely with strong leaders to implement this vision.

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

Every activity and bullet point on the agenda was focused on school improvement, which manifests itself in student learning. As a school we watch student data, student survey results and test scores obsessively. We are focused on improving in directly measurable ways.

Date(s)	2nd Field Experience Activity/Time	PSC Standard(s)	ISTE Standard(s)
6/11/2015	Instructional Support Conference for new LSTCs	1.1 Shared Vision 3.5 Basic Troubleshooting	1a. Contribute to the development, communication, and implementation of a shared vision for the comprehensive use of technology to support a digital-age education for all students 3e. Troubleshoot basic software, hardware, and connectivity problems common in digital learning environments f. Collaborate with teach

First Name/Last Name/Title of an individual who can verify this experience: Gale Smith - Director of Technology Training GCPS	Signature of the individual who can verify this experience:

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			1					
Hispanic								
Native American/Alaskan Native								
White		2		2				
Multiracial								
Subgroups:								
Students with Disabilities								
Limited English Proficiency								
Eligible for Free/Reduced Meals								

Reflection
(Minimum of 3-4 sentences per question)

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

I enjoy these summer training sessions. I get to meet folks who are new to the field and maybe provide a pointer or two. I also get a huge dose of enthusiasm from these folks who tend to be full of ideas and plans. I love that. Meeting with groups of LSTCs with ten to twenty years is not the same in terms of energy.

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 above. Use the language of the PSC standards in your answer and reflect on all 3—knowledge, skills, and dispositions.)

Knowledge – One important aspect of the job is troubleshooting. I find this to be the topic that most scares new hires. I try to give them some tips. The single most important lesson is that confidence and a good ear is often more important than technical knowledge when solving the sorts of technical problems they will be encountering.

Skills – While there are a number of skills required for the LSTC role, I take it on faith that the principal that hired them has already determined they have the basic skills required. Therefore, while I address all the main categories, I try to reserve time for vision and identifying and building trust with school leaders. I know all of these folks have big ideas and they deserve being given the skills to give them the best shot at getting some of those ideas realized.

Dispositions – Listening is, perhaps, the most important skill. This means being able to put aside ego for the good of the project and the school. I feel like this is a trait that can be learned. Acting humble and presenting from a can go a long way towards making people feel at ease. If those you are trying to reach get defensive due to a perceived air of authority, you are sunk.

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

I hope that most attendees will feel like they got something out of our time together. I also hope that they are able to leverage some of these strategies to help their schools. I have heard from two attendees via email that they really enjoyed the session and they requested copies of my presentation and resources. That is always nice to hear.