STRUCTURED
Field Experience Log & Reflection
Instructional Technology Department

Candidate: Wayne Langford	Mentor/Title: Becky Mathews/eClass Specialist	School/District: McConnell Middle/Gwinnett County
Field Experience/Assignment: WebQuest	Course: Multimedia & Web Design in ED	Professor/Semester: Dr. Angela Bacon/Spring 2016

Part I: Log

Date(s)	Activity/Time	STATE Standards PSC	NATIONAL Standards ISTE NETS-C
4/12/16	Queried support ticket records to verify anecdotal evidence of the most common low-level tech issues. [3 hours]	PSC 1.4, 2.6, 2.8	ISTE 1a, 2a, 2b
4/13/16	Designed a template to allow me to use Google Sites. Created the placeholder pages. [3 hours]	PSC 1.4, 2.5, 2.6, 5.1	ISTE 2a, 2b, 3c
4/14/16	Designed the activities and recorded some videos to tie in with each activity. Decided to limit the original design. [4 hours]	PSC 2.5, 2.6, 3.6, 5.1	ISTE 2a, 2b, 4b
4/15/16	Revised the task and recorded audio for each page. [4 hours]	PSC 1.2, 3.1, 3.2	ISTE 2a, 2b, 4b
4/16/16	Started on rubric and further revised the process [3 hours]	PSC 1.2, 2.7, 3.1, 3.5	ISTE 3b, 3e, 3e, 4b
4/20/16	Designed and began work on the Google Form "trouble ticket. [4 hours]	PSC 1.2, 2.7, 3.1. 3.5	ISTE 1b, 3b, 3e, 3e, 4b
4/21/16	Finished the Google Form "trouble ticket" and revised the tasks further. [4 hours]	PSC 1.2, 3.1. 3.2, 3.5	ISTE 1d, 3b, 3e, 4b
4/23/16	Finished the rubric and revised the overall quest. [5 hours]	PSC 1.2, 2.7, 3.3, 3.5	ISTE 3b, 3e, 3e, 4b
	Total Hours: [30 hours]	30	

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
Black								X
Hispanic								X
Native American/Alaskan Native								
White								X
Multiracial								X
Subgroups:								
Students with Disabilities								X
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?

The concept grew out of my belief that teaching a teacher to troubleshoot is far better than troubleshooting for a teacher. In a former role I handled tech support for a school of about 2,400 students. Under the most ideal circumstances it could take me thirty minutes to get a problem resolved. Then, to increase accountability, a ticketing system was put in place and my lag time jumped to a couple of hours. Then, my system decided to cut back on the number of support techs and I quit and my replacement had lag times of a day or more. At that time I began preaching the need for self-sufficiency and I decided to train teachers to be able to fend for themselves. .

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.)**

I believe that, while I am a strong technology leader, I am limited in the number of staff I can serve. This is compounded by my chosen method of working one-on-one with staff. I have tried to design instruction that allows me to be in multiple places at once and to work around their schedules. I also believe that providing extra tools and resources to motivated teachers will get you further than trying to lift all boats with a single snap. Tools that wait patiently for a teacher to decide they are ready to engage beats telling a teacher to engage when they are not yet ready for what you have to teach. I was intrigued by the idea of leveraging a tool that I had not given much thought to in over a decade. I think some variation of this may well show a way for me to gamify the process of learning skills that, in the past, have proven to be difficult to spark much enthusiasm in acquiring.

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

I am fortunate to work in a school with talented teachers and wonderful students. This quest is already showing some worth as I now have an assignment for each teacher that calls me to a lab to only plug a computer back in or reset a student password. The final analysis will be in looking at support tickets over the coming year and seeing if a significant reduction if realized.