

STRUCTURED
Field Experience Log & Reflection
Instructional Technology Department

Candidate: Wayne Langford	Mentor/Title: Becky Mathews/eClass Specialist	School/District: McConnell Middle School/Gwinnett County
Field Experience/Assignment: Coaching Journal & Preparation	Course: ITEC 7460 PL & Tech Innovation	Professor/Semester: Dr. Grove/Fall 2016

Part I: Log

Date(s)	Activity/Time	STATE Standards PSC	NATIONAL Standards ISTE NETS-C
8/1/16	Meet with new staff members to address problems with New Staff Classroom content they worked on over the summer. [2 hours]	PSC 3.1, 3.2, 3.3	ISTE 3a, 3c
8/11/16	Reviewed notes from last year's Techno-buddies group to prepare questionnaire, survey and set agenda for our first meeting . [4 hours]	PSC 2.6, 2.8, 3.6, 5.1	ISTE 1a, 1b, 1d, 4a
8/15/16	Reviewed survey results and emailed invitations to two new members nominated by existing members. Met with all techno-buddies as a group and officially welcomed two new members to the group. [4 hours]	PSC 2.1, 2.2, 2.4, 2.6, 3.6, 5.1, 6.2	ISTE 1c, 2a, 2c, 2f, 4a, 4c
9/7/16	Meet with teacher on blended learning strategies for eClass (D2L) [1 hour]	PSC 2.2, 2.4, 3.3	ISTE 2a, 2b, 2g, 3c
10/26/16	Met with group of teachers on using Google Forms for formative assessment. [1 hours]	PSC 2.2, 2.7	ISTE 3b, 3c, 3f
	Total Hours: [12 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

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?

I met with my new hires for the coming year in their first face-to-face session on their first day of work. We cover content in the online component to their training which they work on over the summer. I also met with my techno-buddies for the 2016-17 school

year. I coached a group in the use of Google Forms for formative assessment. And I held a session on using eClass. My new staff group always teaches me something important. These are teachers who are unfamiliar with the school, the culture and I am typically the first school leader they interact with other than when our principal hired them so this also puts a bit of pressure on me to set a good example. eClass (D2L) is also a challenge to coach teachers through. There is far too little skill transfer and interface conventions in the tools. This causes a great deal of stress for teachers who want to understand the application and are met with obfuscation at every other turn.

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 session and, indeed, most sessions with my Techno-buddies group tend to be chaotic at times. Part of this is my refusal to take center stage for too long at these meetings. We have email, a listserv and our discussion forum where I can pontificate or share my ideas. This group's time is precious and, I firmly believe that it needs to serve the group as a whole. The other reason that I have become a little more tolerant of chaos is that I am slowly trying to generate more and more acceptance among my staff for non-traditional classroom behaviours. Modeling an active classroom with several groups working on different tasks at the same time is a subtle way to show these teachers that work is still being accomplished and, perhaps, attaining a higher degree of authenticity when we allow people to communicate directly and enthusiastically. This means giving them each a chance to share their experience with various digital tools and resources. This sharing helps us evaluate these digital tools and resources for efficacy across a broad range of parameters which is far more illuminating than one teacher's experience.

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

As I have expanded the Techno-buddies group each year, it has become more and more diverse and reflective of the school as a whole. This has helped us reach a broader number of students and it gives us better insight into best practices. I believe that this process along with the varied professional development methods and styles impacts our students as teachers implement what has been modeled in their own classrooms. This impact can be tracked and quantified through the use of perception surveys, baseline scores and other metrics. In the end, however, it is always the student and teacher's perceptions of impact that interests me the most.