

STRUCTURED
Field Experience Log & Reflection
Instructional Technology Department

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| Candidate: Wayne Langford | Mentor/Title: Becky Mathews/eClass Specialist | School/District: McConnell Middle School/Gwinnett County |
| Field Experience/Assignment: One Hour Technology Workshop | 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 |
|----------------|---|--------------------------------|---|
| 10/10/16 | Meet with technology teams from three other schools to discuss needs and objectives for interests of anticipated GaTEC attendees. (2 hours) | PSC 1.1, 1.2 | ISTE 1a, 1b |
| 10/14/16 | Reviewed notes from previous presentations and conduct meta analysis to find areas most requiring improvements. [4 hours] | PSC 2.6, 2.8, 3.6, 5.1 | ISTE 1a, 1b, 1d, 4a |
| 10/20/16 | Begin preparing presentation and notes. [6 hours] | PSC 2.1, 2.6, 3.6, 5.1, 6.2 | ISTE 1c, 2c, 2f, 4a, 4c |
| 11/4/16 | Conduct presentation and respond to all questions. (1 hour) | PSC 2.2, 2.4 | ISTE 2a, 2b, 2g |
| 11/8/16 | Conduct post-mortem on conference and look at survey results. (3 hours) | PSC 2.7, 2.8 | ISTE 4c |
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| | Total Hours: [16 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 first spent a good deal of time looking at data and feedback from past presentations on this subject. As I have a number of colleagues who have attended those presentations, I decided to ask them to come to my office to discuss what was good and not so good about those sessions. I also had a chance to ask them what they might like to hear about if they were starting all over again. The process of building the presentation was far less capricious than it has been in the recent past. I believe that the final presentation showed that a great deal of thought was behind the topics.

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.)

Technology without a clear vision is a waste of time at best and can be downright dangerous. Having a vision informed by standards and best practices is the shortest route to success. I have always believed that strong leaders must possess, not only a clear and informed vision but they must also be able to express that vision clearly. There is no simple test to determine this quality. Only regular reflection, departmental assessments backed up with hard data can determine successful leadership.

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 my cohort to include schools from far flung districts, the interconnectedness of all educators has become clear. Sharing what we have learned with others enriches all of us as the expectation of sharing and the luxury of multiple perspectives deepens the well from which we all draw ideas. I will be curious as the attendees email their experiences and insights on the Google G Suite for Education journey. My teachers benefit from coaching and sharing with teachers at other schools. I believe that this process also impacts our students who are sometimes enlisted by their teacher to help create or coach key strategies. We will continue to use results from our student perception surveys as well as test scores to see how much each new strategy contributes to our bottom line.