

STRUCTURED

Field Experience Log & Reflection

Instructional Technology Department

Candidate: Wayne Langford	Mentor/Title: Mrs. Mathews/eClass Trainer	School/District: McConnell Middle School/GCPS
Field Experience/Assignment: Nearpod pilot design and recruitment	Course: 21 st Century Teaching & Learning	Professor/Semester: Dr. Williamson/Summer 2015

Part I: Log

Date(s)	Activity/Time	STATE Standards PSC	NATIONAL Standards ISTE NETS-C
6/1/2015	Identified Nearpod as a candidate for new tech pilot program. Put together a possible pilot group by looking at budget to get numbers, asking for volunteers and vetting each applicant. [5 hours]	1.2 Strategic Planning 2.8 Data Analysis 3.6 Selecting and Evaluating Digital Tools & Resources	1b 1d
6/2/2015	Finalized the pilot group teachers, purchased the required licenses, created accounts and sent out emails with expectations for pilot participation. [5 hours]	1.2 Strategic Planning 1.3 Policies, Procedures, Programs & Funding	2b
6/8/12	Designed the initial Nearpod training, created Google Classroom dedicated to pilot and answered questions from staff having difficulty. [5 hours]	2.6 Instructional Design 3.5 Basic Troubleshooting	2a
	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		
Black			x			x		
Hispanic			x			x		
Native American/Alaskan Native								
White			x			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?

I learned that teachers make powerful allies once you earn their trust. By surveying staff at the end of the year and determining where the greatest interests were school-wide, it was much easier to identify a tool to roll out next year. Interest is already there, they have evidence that I am listening to them, and staff buy-in is high as the entire pilot is an enhancement of their expressed wishes.

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.)

As I look for ways to impact instruction at my school there is a constant learning process. Staff must feel comfortable, that you are listening to them and understand their needs. They also need to see that you can and will back them up with answers and support. Consequently, my knowledge of all tools needs to remain at a higher level and my skills have to be sharpened constantly. The vision and planning is much easier if you can work in concert with your teachers. As a school we are moving towards a digital-age education for our students. I believe that, since my return to the LSTC position several years ago, each year has seen an increased level of transformational change for my school. We are now at a place where we are ready for refinement of the tool set.

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

I believe that the use of Nearpod is going to help push many teachers who have been reluctant to embrace online education, to finally become comfortable with the tools. This is primarily due to how easy and fun Nearpod makes online interaction with students. My hope is that this will act as a gateway to more advanced platforms. We are going to collect test data in much the same way as we did with Khan Academy last year to try and quantify any benefit. We will also have control classes for each of our pilot classrooms. This should help us further compare results.