

UNSTRUCTURED Field Experience Log & Reflection

Instructional Technology Department

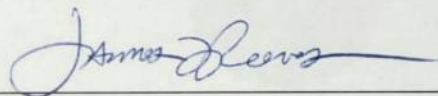
Candidate: Wayne Langford	Mentor/Title: Becky Mathews/eClass Specialist	School/District: Gwinnett County Public Schools
Course: PL & Tech Innovation Fall Semester 2016		Professor/Semester: Dr. Grove/Fall 2016

(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)	1 st Field Experience Activity/Time	PSC Standard(s)	ISTE Standard(s)
August 31st 2016	Google Sites & Classroom/3PM - 5PM	Element 1.4	1.d
September 7th 2016	Google Student Account Management/3PM-4PM	Element 3.3	3.b
October 5th 2016	Google Classroom & Forms/3 PM - 5PM		4.b

First Name/Last Name/Title of an individual who can verify this experience:

Dr. James Reeves/Teacher



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					

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 had initially been asked to just help this teacher update his website. I always try to work in a plug for other technologies that I see as fitting with the overall goals of the teacher. In this case I suggested that he might like to learn to reset students passwords for eClass our network and for Google accounts as a way of speeding up problem resolution. He agreed and at the next meeting I demonstrated some features from Google Forms that I thought he would be interested in. That led to a full-blown Google Classroom lesson where we integrated his forms into Google Classroom. It is wonderful how getting to know a staff member well enough to interpret where they are on their personal tech journey. It makes it so much easier to sell a product when you know it addresses a customer's needs perfectly.

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 pride myself on a rather thorough knowledge of all the tools we have at our disposal in this district. This is extremely important as it gives me the confidence to recommend tools and strategies with a high certainty that they will work as promised. It also helps to cement my word with my staff as gold. If I tell them something will do what they want, they can trust that it will work as I stated. Technology innovations are more readily adopted if the appropriate tech is paired with the right teacher. Managing change is almost impossible if the change is perceived as bad by the staff.

Skills -

Listening well is as important as knowledge. All the knowledge in the world will not help if I miss the mark on what the teacher was actually trying to accomplish. This is the area I have spent the most time working on for the last two decades. It is not a question of what I would do or use, it is totally about what each teacher would do or use. In this case I had an excellent teacher in the classroom who desperately, in my opinion, needed to develop skills with blended learning techniques and tools for the benefit of his students. The students now have radically increased opportunities and choices simply by virtue of this teacher increasing his work opportunities and choices for reaching his students.

Dispositions -

My belief is, first and foremost, in the strength of my teachers. This has to be a core belief for me. If I didn't feel these teachers had the best interests of students and the skill to deliver the instruction, there would be little point in my arming them with better tools. My attitude and enthusiasm must also be a notch above my staff. They may have good reason to be nervous or anxious about how something will work with their students. I must exude confidence and enthusiasm in them, the tools, the students and myself so that they can relax and feel they are in good hands.

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

In this case I took a teacher who was putting very little content and no assessments online and turned him around 180 degrees. This obviously benefits students who can now practice and review all of his content 24/7. It also strengthens his team who see his success and have begun to make the same moves. We will assess student learning with test scores of course. However, I also put a great deal of stock in our perception surveys we do each year. A child who enjoys school and feels the technology works well and supports their education is, I believe, highly predictive of how well that student will do in their academic career.