

## UNSTRUCTURED Field Experience Log & Reflection

Instructional Technology Department – Updated Summer 2015


<b>Candidate:</b> Wayne Langford	<b>Mentor/Title:</b> Becky Mathews/eClass Specialist	<b>School/District:</b> Gwinnett County Public Schools
<b>Course:</b> Internet Tools in Classroom Section W05 Spring Semester		<b>Professor/Semester:</b> Dr. Kathi Vanderbilt/Spring

(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 <sup>st</sup> Field Experience Activity/Time	PSC Standard(s)	ISTE Standard(s)
February 5th 2016	Observation orientation meeting / 8 AM - 9 AM	Element 1.2 Element 3.4	1.d

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

Donna Liska-Johnson / 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
<b>Race/Ethnicity:</b>								
Asian			X					
Black			X					
Hispanic			X					
Native American/Alaskan Native								
White			X					
Multiracial								
<b>Subgroups:</b>								
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 a chance to meet Sam and other students. I also was able to discuss ideas on ways to bridge the gap keeping him from performing to his potential with his teachers. There was considerable disappointment that Sam was not being well served by existing technology in spite of the effort his teachers were putting forth on his behalf. I saw an opportunity for technology to possibly provide motivation as well as serve a stronger role in his studies.

### 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 -

Planning strategically meant that I had to know where we starting from and see for myself what had been tried. Meeting with all stakeholders is necessary for facilitating a shared vision.

#### Skills -

Listening is the most critical skill for planning and crafting a vision that others can buy into. In preparing my analysis of learner characteristics for Sam, I tried to get a handle on his actual readiness level and personal interests. This was only a beginning but it was very helpful in subsequent meetings.


#### Dispositions -

My belief in the skills of the teachers at my school informs me that, if I do my job, the planning and strategies we implement will make a difference.

### 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 this sort of interaction at the technological integration planning phase will reap great rewards as it is carried forward over the coming years.

Date(s)	2 <sup>nd</sup> Field Experience Activity/Time	PSC Standard(s)	ISTE Standard(s)
February 8th 2016	Whole class observation / 10:30 AM - 12:00 PM Whole class observation / 3:00 PM - 4:30 PM	Element 3.4	2.b 2.c

<b>First Name/Last Name/Title of an individual who can verify this experience:</b> Donna Liska-Johnson / Teacher	<b>Signature of the individual who can verify this experience:</b> 
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<b>DIVERSITY</b>								
(Place an X in the box representing the race/ethnicity and subgroups involved in this field experience.)								
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Students with Disabilities			X					
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## 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?

Watching the challenges of language in a classroom setting where things always move faster than you imagine they will, really brought home the realization that we were going to have to find a way to adapt instruction and expectations. There were also instances where it was clear that some of these changes might be constructive for all students involved. Watching decisions play out in real time can be helpful if you can avoid subjective reductions and, instead, look deeper for objective reasons at the root of a problem.

### 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 -

Anytime I can get invited into a teacher's classroom, I gain an opportunity to experience the current reality that students currently work within. This does not happen often enough.

#### Skills -

I tend to go back to my Granny's instructive colloquialism that there is a good reason we have two ears and only one mouth. Hopefully, I do her proud in my dealings with stakeholders most of the time.

#### Dispositions -

After watching Sam in the context of a classroom, it was clear he had trouble with some vocabulary and concepts. The problem for his teachers is finding what those words and areas are. It was difficult for me to nail those down. However, it became clear that Sam knew when he was struggling because his demeanor changed as soon as his confidence in his translation was shaken. I decided during the VR trips that instead of focusing solely on what teachers could do I needed to try and find ways in which Sam could take more ownership of the translation to actively get help when he needed it.

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

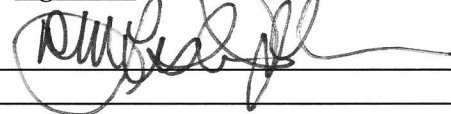
We have struggled from time to time with how our BYOD network can be most effectively leveraged. It would now seem that one advantage of the ease of access BYOD brings is that with a little guidance we can begin to allow students to be the arbiter of their own differentiation. There is no need to insist that each student will need the same resource. Indeed, it makes the most sense to make everything available online and allow the student to use whatever resource they currently need.

Date(s)	3 <sup>rd</sup> Field Experience Activity/Time	PSC Standard(s)	ISTE Standard(s)
February 10th 2016	Meeting with stakeholders / 1:55 PM - 2:50 PM	Element 3.1	3.b

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

Donna Liska-Johnson / Teacher

**Signature of the individual who can verify this experience:**



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## 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 a chance to meet with Sam and his teachers. We discussed what I had seen in my observations and looked at some examples of his work.

### 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 -

After talking about what I had seen and comparing that with what Sam had actually experienced, I provided a Nexus 7 to Sam and we looked at a couple of quick ways it could be used to help in those situations.

#### Skills -

As one of Sam's teachers is not entirely on board with the collaboration, I feel the onus is on me to find a way for Sam to take more control. Hopefully the tablet and BYOD can give him a tool for translation and note taking.

#### Dispositions -

I think we are on the right track here. Sam's teachers are a conscientious group. However, everyone has a bad day when their plans do not meet every student's individual needs and they are not as present as they should be to a situation. This combined with Sam's facility with conversational English and his ability to stay "under the radar" means that a teacher has to be very observant to catch the language problems as they arrive. Giving Sam another avenue for those times may make a difference.

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

I have begun to think of the broader implications of this philosophy which is certainly informed by the Just In Time training model. I can see how this level of learner analysis could help me design training for my teachers as well. Since, from time to time, we seem to be separated by a common language.

Date(s)	4 <sup>th</sup> Field Experience Activity/Time	PSC Standard(s)	ISTE Standard(s)
February 24th 2016	Stakeholder Meeting / 8:15 AM - 9:00 AM	Element 3.1 Element 3.3	3.b

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

Donna Liska-Johnson / Teacher

**Signature of the individual who can verify this experience:**



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## 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 continue to enjoy having this opportunity to meet with teachers and students in a more collaborative setting. This experience has been demonstrative of how much control students are capable in plotting their own course.

### 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 am seeking to find a way to give Sam online resources even where all of his teachers are not ready to blend his instruction to the same degree. This is not nor will it ever be a strategy that can be set in stone. It must remain fluid to allow adaptation depending on Sam's needs.

#### Skills -

Two of Sam's teachers are now posting digest versions of their plans in D2L ahead of the class meeting which gives Sam the opportunity to check vocabulary problems or get clarification. Obviously, a great deal depends on Sam being proactive. It has been pointed out to me repeatedly that a middle-school student may not be the most reliable executor for this activity. However, at the end of day, he is the most knowledgeable individual when it comes to Sam.

#### Dispositions -

I am heartened that Sam is carrying his device to all his classes now. Time will tell whether this can create real change.

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

The most important thing to come out of this experience was a renewed sense among my staff that I am a resource for them across all areas, grades and subjects. There is a tendency to think that I am only useful when confronting problems with obvious technological solutions. Perhaps staff are starting to see that instructional design can take many forms and involve many tools and skills.