

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?

For the first activity, I coached a first grade teacher in how to effectively use several technology apps with her students. I modeled a lesson in front of her students, and I also met one-on-one several times with her after school. Through this field experience, I learned how important it is to assist with the process of technology integration in a school. This teacher was so appreciative of all the help I gave her throughout the year, and she was able to learn some new ways to use technology with her students. Just facilitating professional development is not the way to fully help teachers apply technology in their classrooms. Many teachers feel much more confident when they have someone in their room with them to assist as they begin new projects. I will definitely continue to do this with my teachers.

For my second activity, I created a one hour technology workshop that I will deliver during staff development this year. I was required to create this project on an online platform, and I saw how beneficial that online platform will be to teachers. They will have access to all of the materials discussed at the professional learning so that they can go back to it later. Teachers learn so much content during professional learning that that it is practically impossible for them to remember it all. As a result, if it is online somewhere they will be able to access it again if and when they need a refresher.

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 learning covered a wide variety of the PSC standards. First, I had to have a lot of knowledge, skills, and dispositions. First, I had to be able to “collaboratively plan with and assist” other teachers as they utilized technology in their classrooms. I had to know both content standards and technology standards, and I had to understand a good variety of research-based learner-centered strategies. I also focused on creating an online workshop that focused on authentic learning and higher-order thinking skills for both teachers and their students. I also modeled a means of instructional design through the online workshop. During my technology coaching, I had to make sure that I created a collaborative learning environment, and through the online workshop, I demonstrated a combination of both online and blended learning.

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

The technology coaching impacted faculty development and student learning because the teacher that I worked with learned new ways to integrate technology in her classroom. This then impacted student learning. The impact can be assessed by talking with the teacher and asking her how she enjoyed the coaching sessions. In addition, the impact can also be assessed by talking with the students and viewing their products created using these apps.