

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?

During this field experience, I created a technology workshop for Taylor Elementary. First, I completed a needs assessment to send out to the teachers at the school. After looking at the data teachers said, they wanted to use technology more, but they wanted a way that was simpler than creating all new lessons. They said they did not have a lot of time to build the lessons because it takes a long time using eClass. My principal and I decided that I would do a workshop on how to copy content from one eClass page where lessons were already made to the teachers own eClass pages. I also saw a need for formative assessments using online tools. I decided to incorporate Mentimeter.com into my workshop as a side note to the central concept of copying content. I also created handouts to guide teachers as well as a google webpage for the teachers to access in the future.

When doing this field experience, I learned a lot about technology facilitation and leadership. I learned that I needed to be very knowledgeable about everything I was going to be showing in the workshop. I did not want to get up in front of everyone and not know how to answer a question. I realized that being knowledgeable about the content also made me more confident about speaking to the teachers. Being confident but not talking down to the teachers is an excellent quality to have as a technology leader. Doing this workshop showed me that I needed to guide the teachers and at the same time demonstrate to them that I was learning with them and their ideas were as valuable as mine.

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 field experience related to knowledge (what I must know) because I needed to know how to develop and implement professional learning that is aligned with state and national professional learning standards as well as integrate technology to support face-to-face and online components (PSC 5.2). It is essential that I get experience talking in front of others and creating lessons that are meaningful. I must know how to use the best practices of teaching when coming up with lessons for the other teachers.

This field experience also related to skills (what must I be able to do) because I needed to be able to analyze data. I first had to conduct a needs assessment to determine school-wide, faculty, grade-level, and subject area strengths and weaknesses to come up with a technology-based professional learning program (PSC 5.1). I wanted to be sure that what I was teaching the other teachers would be something that they needed to learn and wanted to learn. When working as a technology leader, you have to think through not only what is good for the school but also what will be the most useful for teachers in their classrooms. If teachers feel their needs are being met, they are more likely to be involved.

Lastly, the field experience related to dispositions (attitudes, beliefs, enthusiasm) because I made sure to build up the workshop by talking with individual teachers and showing them that what I would be teaching was something that I was passionate about as well as showing them it was worth their time. The workshop was on a day that was very busy at our school but I had a great turn out because I made sure to make personal connections with the teachers in the weeks before and explained to them that it aligned with student's content standards and student technology standards (PSC 2.1). My enthusiasm made teachers want to come and see what the workshop was about.

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

This field experience impacted school improvement, faculty development, and student learning because teachers were able to create lessons and tools for students on eClass without doing a lot of extra work. In our local school plan for improvement, it states that eClass usage will increase because teachers will create more blended learning environments. By doing this workshop, faculty benefited because they found a way to pull content that they did not have to spend a lot of time on. Students were also able to use the tools that the teachers copied over to get extra help at their homes. This impact can be assessed by looking at the eClass usage. I can look at the data on eClass with the LSTC to see if the teachers that attended the workshop are using eClass more often in their classrooms. I can also see if students are logging on at home more often. I also did a post-survey to see if teachers have used what they learned and the results stated that 85% of the people in the workshop said they had used what they learned once or twice within a week of the workshop. The survey showed that the workshop was a valuable tool for the teachers.