

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?

For this field experience, I was asked to help identify a method for Science classes to be able to remotely complete labs as group projects. I researched and located an app that students could use to manage group projects in Science (such as labs or unit projects). I chose to recommend Trello because it allows users to create, organize, and prioritize assignments in a visual way. I collaborated with Mrs. Schenfield about this app and suggested she trial-implement it in one of her Science classes because it integrates well with Google Drive and is free for individuals. Mrs. Schenfield chose to try Trello for one of her group projects in Forensics. I worked collaboratively to help her get students set up with the app, including adding her to their teams so that she could monitor their progress. We learned that the app was a great way for the students to organize the tasks for the project and keep on track. We also learned that it was a great idea to do a "pilot-setup" before introducing it to students. I learned that technology coaching can be rewarding, even with small accomplishments, and that its also rewarding to inspire other teachers to try new technology apps.

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.)

This learning experience provided me with an opportunity to assist a coworker while modeling and facilitating the use of researched based, learner centered strategies for all students (PSC 2.2). I was able to identify and recommend a productivity app that could easily integrate with current resources (PSC 3.6) and be used to support online and blended learning, whether in the classroom or virtually from home. This allowed me to ensure my colleague was able to provide an authentic learning experience for her students, through the integration of the app for support, (PSC 2.3, 2.6). This experience allowed me to reflect on identifying and implementing digital tools and resources to support students in the classroom and in life. As a technology coach, one must be able to troubleshoot problems and identify resources that will help collaborating peers with problems in the classroom. We were proactive in anticipating a need in Science and able to pilot a solution that proved to be useful for the classroom. I believe that my attitude and demeanor towards integrating technology, identifying solutions for classroom needs, and collaborating with peers promotes technology integration and adaptability in a positive and energetic way

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 directly impacted faculty development and student learning, although bounded within one classroom initially. It helped groups of students to organize collaborative tasks and share their work. This impact could be assessed by the collaborating teacher in comparison to her other classes organizational and productivity mannerisms, as well as through grades and timely completion of projects.