

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?

After creating a survey for my coworkers, I was able to use the information gained to complete my Vision Paper, SWOT Analysis, Action/ Evaluation, and my IT Grant Proposal.

I also incorporated my findings and used them as the basis for my IT Grant Proposal which directly relates to the shared vision making students college and career ready by using technology in meaningful ways.

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.)

I needed to know, understand, and practice how to create the stated documents. I needed to know how to use the information gained from the creation of said documents. I need to understand how to convey information to my coworkers and how to present my finding to my administrative team.

Understanding the need for a needs assessment to identify strengths and weaknesses is just as important as developing, and implementing a shared vision. Integrating appropriate technology in face-to-face and online venues helps to promote best practices for teaching, learning, and assessing.

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

This Structured Field Experience gave me practice using leadership tools that I will need as a future Technology Coach. I was able to create several authentic and meaningful documents (Vision Paper, SWOT Analysis, Action/ Evaluation, and my IT Grant Proposal) that I can use to start a conversation that may actually lead to changes that result in a school that use technology in meaningful ways to education students, communicate with parents, and inform the community. Ideally, the infusing of technology will make students college and career ready as a result of their interaction with said technology, not to mention the knowledge that students acquire, will go beyond college and possibly transfer from one career choice to another.