

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?

This project is a summative, culminating project for 10th grade Literature students upon completion of reading 12 Angry Men. After reading the play, and studying the modes of rhetoric, as well as the basic journalistic pyramid, students will complete a webquest to research an event that happened in 1957, the death penalty, or the history of jury trials. They will then work with a group to create an online newspaper containing 2 factual articles and 2 editorials, plus other elements of a newspaper, as chosen by the group.

During the creation and implementation of this project, I learned a lot about how to find good projects and improve them and/or update them using technology. I also learned that the necessity of project set-up is not limited to the technological aspects, even when the project is extremely technology-heavy.

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.)

Working with my school ITS allowed me the opportunity to develop and implement a project that used technology in a way that promoted our school vision for technology use while sharing that idea with others from around the county, the state, and the nation. During my classroom implementation, our school was host to 150 visiting faculty and staff from schools around the nation researching ways that schools can successfully implement technology on a BYOT basis.

This project has gone through many incarnations throughout the design stage, the implementation stage, and the reflection stage. At this stage, the project successfully combines ELA content standards and NETS-S standards into one cohesive project. As a teacher and a technology leader, it is imperative that I know the standards for both to be able to design successful instruction that supports student learning and engagement, in a way in which I am confident and enthusiastic.

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

During the course of developing this project for student use, and its subsequent classroom implementation, students learned how to research, how to cite sources, how to avoid plagiarism, and how to evaluate peer writing. They also learned how to more effectively use the variety of productivity tools at their disposal. This learning can be assessed by the rubrics provided with the project and with student opinion surveys before beginning similar projects in the future.