

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?

I truly enjoyed my experience of coaching Ms. Frobose. It is my hope that future coaching assignments will be as easy to complete, but unless she acts as the greatest change agent ever, it is doubtful that everyone will always be as eager to learn and as easy to instruct as she was. Instead, I feel that I will have to rely most heavily on the tactics of walking on solid ground and of clarifying my message (Knight, 2007).

Also, because the teachers I work with all have different learning styles and different levels of technology use in their current lifestyle, I will need to work harder to clarify my message about what to do, when to do it, where to click, and where to post. Some teachers will grasp these points effortlessly, like Ms. Frobose, but others will need step-by-microstep guidance.

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.)

As someone trying to convince teachers of the need to bring more technology into their classrooms, and to bring it to use effectively, I need to truly know why this is the best technology for them to use and to know how they can use it most effectively. If I am unsure, or if I teach a new technology just for the sake of using technology, teachers will be turned off from using the technology and may choose to ignore what I attempt to teach. I will need to be able to provide this guidance patiently, while also still maintaining an “infectious personality,” as counseled by Dr. Jim Knight (2007).

Upon further reflection, this may be the most important tactic to use. At the end of the day, students learn best when they are engaged in the class. Students are more engaged when their teacher is someone whom they like and respect, both inside and outside of the classroom. No matter the age of the students, this hold true

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

Because the coaching experience took place during the summer, we were able to devote more time to the material and to choose without stress the material we wanted to learn. Consequently, the lesson plans we created using new technologies are more creative, more learner-centered, and more developed than if we had created them during the school year. The impact will not be able to be assessed however, until school resumes and the plans are able to be implemented.