

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?

The structured field experience for ITEC 7460 required ITEC candidates to conduct a One Hour Instructional Technology Workshop. Primary implementation occurred at my home school, Buford Elementary. I communicated my successes to a partnering technology teacher at our sister school, Buford Academy, and was asked by the administration of Buford Academy to conduct the One Hour Instructional Technology Workshop at their school. An optional before school professional learning session was conducted at Buford Academy that focused on using Google Drawings for educational purposes.

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.)

By conducting my session in a different environment, I was able to gain a deeper understanding of how to effectively deliver professional development sessions to diverse audiences, which is an essential skill for any Instructional Technology Coach to have. Additionally, the questions that arose at Buford Academy were at times different in nature than the questions asked by my colleagues at Buford Elementary. This also gave me insight into what educators of older students are concerned with in the classroom. Overall, being able to conduct the session at two different schools gave me greater insight in planning and implementing effective professional development sessions.

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

Conducting a survey to assess the number of teachers who have successfully implemented Google Drawings in their classrooms and also their instructional planning could determine the impact of this field experience. Further, the impact was assessed through informal observations made by the assistant principal who has since become the principal for my school. According to her, many teachers at Buford Academy began using Google Drawings after the session was conducted.