

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?

During this field experience my principal, Mr. McClain, requested that I train the new teacher, Coach Davis, hired at WCLC to get him prepared for the students. The teacher was hired to start after Christmas break in January. The professional learning and training took place during our teacher workday. I am the professional learning coordinator for WCLC, and it was my job to plan and implement a professional learning community to train the new teacher. WCLC is an alternative school and the students complete their work online via a digital resource and tool called Odysseyware. Since the students achieve their academic work online using Chromebooks, all teachers have a software called Impero downloaded on their computer to monitor student digital use of the internet. In addition to training the new teacher how to use Odysseyware and Impero, I taught the teacher how to use their Google account to log into the computers, check emails, and to sign in and out every day electronically via Google for teacher's daily attendance. Also, I trained the new teacher how to use Aesop which is our platform to input absences and request for a substitute. I also taught the new teacher how to access the online database for Ware Co. employees where all human resources documents, financial documents, and health benefits are stored for staff. During the Odysseyware portion of the training, I taught the new teacher how to sign-into his Odysseyware account and demonstrated how to modify, re-assign, and grade student assignments. I also explained to Coach Davis that the Chromebooks have an extension called, speak-it, which reads to the students, addressing the students' needs that has a deficit in reading.

During the Impero portion of the training, I explained and demonstrated to Coach Davis how to sign-into Impero so that he can monitor students Chromebooks and facilitate their computer use, being knowledgeable of what websites students are viewing. Impero is an online digital tool that allows teachers to promote the safe, healthy, legal, and ethical uses of digital information and technologies. I demonstrated to Coach Davis how to message a student via Impero concerning a website that he/she are visiting. Also, I demonstrated to Coach Davis during the Impero training how to block or only allow certain websites that students can or cannot access in his class only. I assisted Coach Davis with logging into his school-issued Google Account to access his email and how to sign-in for daily teacher attendance via Google during the training. Lastly, I helped Coach Davis access and demonstrated how to use the Aesop account to create an absence and request for a substitute, along with showing him how to access the online staff database for all documents and resources. This training covered a lot of material and was very detailed to help the new teacher preparation and be successful when the students arrived after winter break.

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.)

Knowledge – To complete this learning experience, I had to be knowledgeable about how to use Odysseyware and Impero proficiently. I had to know to the shared vision of WCLC for the use of technology for teaching, learning, and leadership for teachers and students to adequately prepare and support the new teacher for the alternative learning environment, which consists of digital learning for its students.

Skills – To successfully train a new teacher, I must have the coaching skills to first, communicate effectively with the teacher. Next, I must know how to model, facilitate, implement, and manage the use of the digital tools and resources that are used for student learning and teacher's professional practice. I must have the skills to effectively plan and implement training that will help the new teacher be successful in using the online tools and resources to support individual student learning needs.

Dispositions - This learning experience, the attitude, beliefs, and enthusiasm I had reflected a technology facilitator and leader because I efficiently demonstrated and modeled a positive attitude when training the new teacher. Not only did I have a positive attitude toward teaching the new teacher, but I displayed an optimistic attitude toward all the technology digital tools and resources that WCLC uses for student learning. I also showed enthusiasm and a

belief in need of professional learning that aligns to the standards of adult learning to support face-to-face and online components with both teachers and students.

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 impacted the school improves, faculty development, and student learning positively by the competent professional learning and training provided to the new teacher for the success of using digital technology-enhanced learning for student academic growth and achievement. The field experience also helped the teacher with his professional practice and how to communicate locally with students, parents, and colleagues using digital tools and resources.