

1. Briefly describe the field experience. What did you learn about technology coaching and technology leadership from completing this field experience?

For this field experience, I made a class website for my math class. The site includes the class syllabus, procedures, expectations, and links to instructional resources and Web 2.0 Tools for students and parents to access. The resources and tools will help students practice learning skills and objectives and provide tutorials. Parents can access the tutorials and some of the resources to help them learn the content so they can help their child with his or her homework. I learned that educators who have technology coaching and technology leadership background should assist their colleagues in learning effective technology resources and tools to use for instruction with their students. I also learned that it is essential to communicate safely and effectively with parents, students, and community partners. I chose to create a class website for my students, parents, and community partners as easy access to instructional materials, resources, and other vital class materials that can be accessed anywhere digitally by visiting my class website. It is critical that educators and technology leadership personnel provide resources, materials, and communication methods easily accessible to parents, students, and community partners.

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 - As a technology facilitator, I must know how to select and evaluate digital resources and tools for accuracy, suitability, and compatibility. I also must know how to utilize digital communication tools, such as the class site I created, to communicate with parents, students, peers, and the larger community in a safe, healthy, and ethical use.

Skills - The skills I needed to complete this learning experience was first to know how to create a website and apply that skill to create a site for students, parents, and community partners. I must have the needed skills to model and promote strategies for achieving equitable access to digital tools and resources, in addition to technology-related best practices for all students. I must have the skills to choose effective digital tools and resources to help students to master their learning objectives and standards.

Dispositions - As I was creating my class math website, I was very enthused because I believe that students and their parents should have easy access to learning materials and digital tools that will help the students have a higher chance at academic success. I believe that parental involvement has a vital role in student success. I believe that creating this website will help my upcoming students and parents this school year be a success and have useful tools and resources needed to succeed and demonstrate mastery of the content standards and learning objectives.

3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed? The field experience impacted student learning positively because students have equitable access to digital tools and resources to help them become successful learners and succeed academically. The impact of the class website can be assessed by receiving parental, student, peer, and community feedback through surveys to measure its effectiveness.