



## 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?**

In this field experience, I took a close look at technology leadership in my school which is pretty non-existent. We have no technology committee or technology plan in place. My principal is supportive in acquiring tools such as interactive white boards, but he really has no clue how technology can be used for higher learning or how it can be integrated into engaged learning, high tech projects. He is, however, very supportive of those who know these things and committed to creating a technology committee next year to develop and implement a technology plan that includes professional learning. I learned that sometimes all you need to do is volunteer to lead in order to be an instrument of change.

**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.)**

This field experience required that I create a vision for technology based on the PSC and ISTE standards for visionary leadership (1a-d). I had to know what constitutes effective integration of technology – not having the hardware and software, but using those tools to support project-based, student-centered learning experiences and contribute to the development of a technology plan. I had to use my interpersonal skills to advocate for technology integration in order to build a partnership with my principal and will have to continue using those skills as head of the new technology committee which will consist not only of early adopters and innovators, but also the resisters on my faculty. I conducted a needs assessment to learn the state of technology and areas that need improvement. (4a) It is my enthusiasm and commitment to teaching teachers the pedagogy of technology integration that is contagious. Without commitment it is too easy to say it is too hard or too time-consuming to bother going beyond drill and practice or word processing. Last, I had to evaluate and reflect upon what I had learned in order to continue improving my practice as a media specialist and instructional technologies. (6c)

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

It being summer semester, I find it hard to say that it has yet had an impact. However, I do anticipate a significant impact in the coming year. I will work hard to inspire teachers to accept the challenge of integrating technology for higher learning. As a leader on both the school technology committee and the system technology committee, I have the opportunity to make a difference. I will offer professional learning opportunities to my teachers that show them the possibilities and follow that up with individual coaching to help them learn the ropes or to build ongoing partnerships in which we co-plan and co-teach technology rich, project-based lessons.