

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? The field experience was attending three different assistive technology meetings as a school representative for Dade Middle School. The meetings included reviewing the current assistive technology needs in the classroom, the purpose of the committee, and identifying the purpose of how to identify students who may need our services and the evaluation tool used for assistive technology. From this experience, I learned how assistive technology can be a help in the classroom for those who need it and realized it is not just the use of a computer in the classroom. From the leadership perspective, it made me realize that I needed to improve on current practices in my classroom to offer students the best opportunities for learning by providing this technology if needed.

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—The knowledge from the course has taught me to incorporate the right assistive technology that is needed for each student. By being aware of these limitations and needs, it has increased my productivity to provide more technology enriched lessons where students' become facilitators of their learning, rather than just stare at the computer screen. The meeting was productive to include having several teachers contribute to the effectiveness of the assessment and to be needed for student engagement in the classroom.

Skills — For the use of assistive technology, the technology leader has to be able to identify how and why a student may need a certain item for improvement in the classroom. After meeting and changing the purpose and mission statement of the team, it helped us realize that too many students have not been offered opportunities for complete evaluation that we have been serving in the past years. The skills needed for assistive technology usage include being able to train the students on how to use the items and training the other general education teachers, therefore the technology leader has to be able to provide authentic training.

Dispositions — The technology leader has to be excited for the use of the technology in the classroom. It is the leader's job to show teachers that the assistive technology is not scary but can be used to increase student engagement. It will also have teachers' to be working on their attitude toward special education students and differentiation by reflecting on their current practices.

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 provided the opportunity for school improvement because it allowed myself to learn about a tool for effective evaluation of assistive technology needs for the students. It has made student learning more demanding and prevalent in the classroom to ensure students are receiving all the services needed for engagement. This impact can be assessed by comparing the use of assistive technology from the beginning of the year to now. It would be interesting to see if and how the information has improved.