

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 I helped a high school junior download the Duolingo App and set it up with the parent, and how to monitor progress with the app and begin certain tasks.

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 – I had to know how to download and use the app in order to communicate it to the parent and student. Provide measures that can monitor the candidate's progress, complete achievements and provide operational effectiveness (psc 5). Articulate and set personal learning goals and develop strategies leveraging the technology (iste 1a)

Skills – Had to have the technological skill to download the app and register both the parent and the student in the user agreement and copyright. As a Spanish teacher, I also needed the skill to evaluate the product and make sure that it is completely accurate and reliable. I needed understanding of the language in order to help the student grow more proficient in the use of the AT app.

Dispositions – After evaluating the App I was very excited to share the finding with the student. I believe that this assistive technology will help the student achieve major goals in the classroom and outside the classroom.

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

The student was excited about the new technology and eager to begin the process. The student is very technologically savvy and had no trouble with setting up the devices for the AT to work. This will be assessed through the App data collection. The parent has created a plan on how to implement this AT app in class next fall after the COVID-19 pandemic and we return to school. This will be on the students IEP for Spanish class.

Reflection

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

We set up strategies for what to complete first. The app has its own pathway of completing tasks, the student did not need to complete some of the tasks dealing with the alphabet, so we agreed on a vocabulary/grammar approach. This continues to be fun for the student the app contains pictures and sounds to create stimuli for the student in a video game atmosphere.

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 – I needed to know the mechanics of the app in order to help the student develop a plan to follow. The student was on the app and we facetedimed through the computer with the parent involved for about 30 min, then we continue to work distantly for another 90 min.

Skills – technological skills that allowed me to communicate with the student through the internet. We developed a plan for the future and how to manipulate the app.

Dispositions – the student was engaged throughout the lesson and I even learned some things about the app that I had not realized it could do, but the student found out.

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

During the course of using the App, most of the comments from the student and the parent were positive, some exceptions were when the student sometimes forgot to use the App on a particular day. The parent observed that the “reward” system in the App was an incentive for the student to continue using it frequently and that it felt like a video game. They both report that this “game like” feel makes the technology easier and more interesting to the student. The parent has developed a plan at home for the student to continue to use the technology frequently until school starts.

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The parent confirmed that the student was enjoying the process and that its video game like abilities helped with the usage of the app. The student will continue to use the app regularly for the duration of the summer to get better at it.

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Knowledge – I needed to know the mechanics of the app in order to help the student develop a plan to follow. The student was on the app and we facetedimed through the computer with the parent involved for about 30 min, then we continue to work distantly for another 1:30 min.

Skills – technological skills that allowed me to communicate with the student through the internet. We developed a plan for the future and how to manipulate the app.

Dispositions – the student was engaged throughout the lesson and I even learned some things about the app that I had not realized it could do, but the student found out.

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I conferenced with the parent on how to bring the AT to the student's school and together we thought of some things the parent can say to bring this technology into the students IEP in the fall if COVID-19 permits.