



## 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 sophomore download the BUSLU App and set it up in the school computer that the student was issued, and taught how to monitor progress with the app and begin certain tasks. We set up strategies for what to complete first. The app is self guided, containing goals to meet so the student became familiar with this app rapidly. As the app has its own pathway of completing tasks, the student tested out of some of them and did not need to complete some of the tasks dealing with the alphabet, so we agreed on a personal interaction and interpersonal communication was the best path for the student. We have the options to upgrade the app in the future. The student will continue to use the app regularly for the duration of the school year to get better at interpersonal communication.  
We set up strategies for what to complete first.

### 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. Articulate and set personal learning goals and develop strategies leveraging the technology. 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 worked through the computer app as well as the phone app, then we continue to work. I needed to know the mechanics of the app in order to help the student develop a plan to follow.

**Skills** - Had to have the technological skill to download the app and register 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 language acquisition app. 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 interpersonal communication. 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.

**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?

This field experience impacted school improvement because now we have a new resource for ELL students to learn as well as in person and remotely. With the use of this app the student can be connected to the language acquisition software anytime and every day. In the school, if there is downtime the student can continue with the app's goals and complete task as they arrive. The app has its own pathway and suggests new ones. The app is very intuitive and modifies the questions as the student learns. For PL purposes this idea of integration of the app with the student face to face learning is an improvement on the education of ELL students at my school.