

Asian						X		
Black						X		
Hispanic						X		
Native American/Alaskan Native								
White	X					X		
Multiracial						X		
Subgroups:								
Students with Disabilities						X		
Limited English Proficiency						X		
Eligible for Free/Reduced Meals						X		

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?

I was excited to present this material to this group of teachers. The teachers were interested in the content and having an interested audience is gratifying. I wish I could have had them all together but scheduling did not permit that. I was most especially excited about working with the speech teachers because they were the most curious about the Reading Eggs program. They gave me informative feedback about how this program could help them in their speech lessons and how it could help me with my students who are enrolled in speech. This turned out to be more collaboration than I anticipated as I was also the recipient of some useful information.

Most teachers are using Reading Eggs in a very sequential fashion which is fine for those at-risk students who need letter/sound identification. However, speech students may know these connections and just need the repetition of hearing the correct sounds. For these students I can use their speech goals to put them in specific skills in Reading Eggs.

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.)

The staff has not received any training on Reading Eggs and this lack of training required me to investigate the ways teachers might use the program to better help their students (PSC 2.6). As I found ways in which to further engage students with the program, I wanted to create a resource teachers could go back and refer to. I emailed this group of teachers informing them I had created a follow up video and uploaded it to the server and where they could find it.

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

This workshop had a positive impact on speech teachers as they found the material useful to their purposes. They were excited to see the ability for students to log in at home on a computer or iPad. They felt they could direct parents to use specific parts of the program to help their child's speech issues.