

			<p>standards in your answer and reflect on all 3—knowledge, skills, and dispositions.) Part of our strategic plan is to incorporate BYOT into our lessons (PSC 3.3) and to work on communication (PSC 3.7) with students and parents outside the classroom. From this experience, I was able to lead professional development that incorporated these goals.</p> <p>3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed? Almost every teacher in all departments now use Edmodo on a regular basis to communicate with students and to set assignments. Students have stated that they believe that the use of this online tool has assisted them with organization and makes them feel that the teachers are more accessible.</p>
Date(s)	2nd Field Experience Activity/Time	PSC/ISTE Standard(s)	Reflection (Minimum of 3-4 sentences per question)
09/02/2013 and 10/05/2013	Data collection, analysis, interpretation, and communication of student benchmark scores (2 hours)	PSC 2.8	<p>1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience? In this experience, as our department chair, I was asked to collect benchmark scores and complete the data analysis for our department analysis of scores and for our school's data team analysis of</p>

DIVERSITY

(Place an X in the box representing the race/ethnicity and subgroups involved in this field experience.)

Ethnicity	P-12 Faculty/Staff				P-12 Students			
	P-2	3-5	6-8	9-12	P-2	3-5	6-8	9-12
Race/Ethnicity:								
Asian								X
Black				X				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

Though this was data analysis by the department, it directly impacted student learning.

scores. Students were assessed with the use of the CPS System (clickers) and then the scores were sent to me electronically. I then put the scores into spreadsheet software and generated multiple charts, depending on what type of data was needed. These charts were then sent to each instructor, the head of the school data team, and the school instructional supervisor.

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.)

According to the Coaches' standards, I would need to be able to use "digital tools and resources to collect and analyze ... data, interpret results, [and] communicate findings." In this experience I performed all of these tasks. The only part of PSC Standard that I did not do was "implement appropriate interventions" which are proposed by the department as a whole.

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

The data analysis has helped as a department to better assess student needs. We look at the data and plan according to what we see. This helps student learning.

Date(s)	3 rd Field Experience Activity/Time	PSC/ISTE Standard(s)	Reflection (Minimum of 3-4 sentences per question)																																																																																																																																							
11/15/2013	Instructional design with use of digital tool (Padlet), used as a means of communication and assessment	PSC 2.6, 2.7	<p>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 worked with other teachers on the use of Padlet as a digital tool. One of the things that teachers are incorporating in their classrooms lately is stations but were struggling with checkpoints at the end of each station to assess student mastery of the content at each station. I suggested the use of Padlet, which works as a virtual bulletin board where students can respond to questions, post pictures, etc. I then instructed teachers on how to use Padlet as a way to assess student learning at each station by creating an mini experience for them.</p> <p>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.) As a technology coach I should model and facilitate the use of digital tools for different types of assessments. In this experience, I gave teachers an example of how it could be used and modeled its use by showing them how it was used in my own classroom and creating an experience to show them how students would use it.</p> <p>3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?</p>																																																																																																																																							
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	<p>Since this experience has been pretty recent, many teachers have not incorporated its use in their classrooms at this time (up to date, only one has used it). However, my students enjoyed the use of the Padlet when they worked in stations to I think that it has promoted student learning.</p>
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