

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?

For this experience, I was asked by the administrators and media specialist to do a training on various Google Apps: Mail, Calendar, and the various aspects of Drive. This request was based on a needs assessment done at the school level. I am pretty familiar with Google Apps for Education and felt that my skills were pretty strong in this area but I did go through some of Google's tutorials myself to prepare. I learned that this type of training would be more effective in smaller groups, especially since everyone's experience with this was very different. I was asked following the workshop to provide video tutorials explaining the information so others could work on their own time but overall found the workshop helpful and explanatory.

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.)

PSC Standard 5 which deals with professional learning, has three strands: needs assessment, professional learning, and program evaluation. All of these were included in this experience. This learning did show me that I must be as knowledgeable as possible before doing any professional learning, as many questions were asked that I did not know prior to viewing the Google tutorials. I also needed to know how to find information when asked something I did not know the answer to. I also had to show the positive aspects of using this platform over others.

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

Though our school system moved to Google Apps for Education about three years ago, many teachers in our system do not use it regularly. This is due partly to the fact that they are hesitant to move from platforms they have used previously or they feel they just do not know enough about Google Apps to be successful. Based on the reactions from teachers, they now feel more confident about certain areas of the platform. This positive response can be assessed by taking note of how the teachers are beginning to use their calendars to schedule collaborative meetings and use Google Docs to work together to create documents. Teachers have quickly become more adept at using Google Apps based on the way they are beginning to use them.