

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 field experience, I researched and created a vision for technology in my school, conducted a SWOT analysis to determine the extent to which the school was already addressing elements of the vision and potential barriers to full implementation, and designed an Action/Evaluation plan with specific goals, strategies, and indicators of success. While I had previously gained much experience using digital tools and technology resources in the classroom and designing coaching and professional learning sessions to encourage teachers to improve technology integration in their classrooms, this field experience required me to take a more holistic approach to considering how technology implementation should be carried out at the school level and how a shared vision for technology should guide this plan. Without a technology plan, technology integration can be haphazard, but a shared vision and corresponding plan for technology ensure that all technology initiatives are research-based and directly related to improving specific outcomes in the school.

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 Technology Planning Project addressed PSC standard 1.1, 1.2, and 1.3.

Although I was unable to survey teachers and leaders because I designed the technology vision during the summer, it would be important in the future to gather input from key stakeholders in order to create a shared vision for technology usage and understand how the technology vision supports the overall district vision and specific school improvement goals. A survey and interviews with teachers and leaders would be helpful in assessing the extent to which school leaders feel the school meets the essential conditions and would provide direction for areas of improvement. Technology Coaches provided the leadership necessary to gather this information from key stakeholders. Additionally, my proposed vision for technology describes how specific roles would change if the vision were achieved. In my vision, I propose specific roles for teachers, administrators and technology leaders, parents, students, and community members if the technology vision were to be achieved. As a Technology Coach, it would be important to first share the vision with all stakeholders in various large group or small group meetings. Stakeholders may also suggest revisions to their specific roles in order to achieve the technology vision. With the guidance of the Technology Coach, each stakeholder group should also create a timeline for implementation so that they can measure their progress toward achieving the technology vision.

To create a technology-infused strategic plan, a Technology Coach must first understand not only what is desired, but also where the school currently stands in meeting those desired outcomes. For the SWOT analysis, the desired outcomes are the ISTE Essential Conditions for effective technology implementation. In the SWOT analysis, I analyzed eight of those essential conditions, including effective uses of technology embedded in standards-based, student-centered learning, shared vision, planning for technology, equitable access, skilled personnel, ongoing professional learning, technical support, and curriculum framework, and discuss how my current school fares in terms of meeting each of these characteristics of effective technology implementation. The

SWOT analysis not only notes the strengths and weaknesses of the school, but opportunities for growth in each area, a key component to creating a strategic plan. Many of these opportunities involve personnel or structures already in place in the school that can be used to leverage the technology strategic plan. Finally, evaluating my school's current implementation of technology and communicating this vision to important school leaders provided a rationale for the Action/Evaluation plan I created. I was able to determine specific goals for improvement and recommend research-based policies and procedures in order to help the school accomplish the vision for technology. The action plan also included strategies for achieving each goal, indicators for success, and considerations for funding, as well as key personnel who would be involved in the evaluation process. Technology Coaches should be able to recommend strategies and create plans to evaluate success of those strategies.

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

The Technology Planning Project should have a discernable impact on school improvement. Ultimately, the school's Technology Vision and Technology Action/Evaluation Plan should be critical components of the school's improvement plan because technology should be implemented in ways that lead to measureable improvements in specific outcomes, including improved student achievement and increased student technology proficiency. A Technology Vision or Action/Evaluation plan not tied to student learning outcomes is probably focused only on the acquisition of hardware and software, rather than on the effective implementation of technology. The SWOT analysis should be conducted after designing the school vision but before the action plan in order to determine how the school already measures up against key characteristics of programs with effective technology integration. The SWOT analysis identifies the gaps that should be addressed in the action/evaluation plan to help the school achieve its technology vision.