

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?

This experience involved various Stem/Steam related sessions over the course of three days. The event was run by Cobb County Schools and open to educators everywhere. After a keynote speaker each morning, I attended 2 morning as well as 2 afternoon sessions, which included Primary Breakout Boxes, Creating Classroom Cultures of Discourse, Steam Journals, A Steam Journey, Design Thinking, Are You Moody?, Pedal Powered Papermaking, OneNote Wonders, Stem and Growth Mindset, Steam Challenge, The Wonders of Webquests, and Green Screen Technology. The technology I learned about involved Green Screen by Do Ink, OneNote software program, FlipGrid, Wix for creating websites, PowerPoint, Office 365, QuestGarden, and Seesaw app. Many of the workshops were taught by educators from right here in Cobb County, and by some of my co-workers. Seeing them in action set a good example of technology leadership, as they were sharing concepts and programs that they personally use to teach with in their own classrooms. As a participant, I learned how my students or another teacher might feel when learning something new or revisiting a technology tool, and going through that experience myself taught me about troubleshooting and how to support someone if they had an issue with a program or app. The head of Cobb County's technology department was in attendance, as well as other technology coaches from within the county, and I was able to see first-hand how they lead not just workshops but an entire event. The keynote speakers also communicated being a technology leader in the classroom, school, and county, and shared experiences teaching with technology around the world. I'm now more fully aware of how I can implement technology in my own classroom, as well as teach others to do the same. I will be hosting a workshop for teachers at my school pertaining to webquests and online Steam journals, and will be available for ongoing support in those areas.

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 – The workshops were filled with technology-enhanced learning experiences that combined technology standards and content standards. Many of the techniques included learner-centered strategies that could be implemented with a variety of students from different backgrounds, and I feel I gained knowledge in how to support students from varying cultures by using technology not only for instructional purposes but also as productivity tools.

Skills – I definitely increased my skills in using technology to support higher order thinking, as the processes and habits of mind necessary for implementation and for students success involve creating, analyzing, evaluating, problem solving, metacognition, and reflection. I also gained skills in learning how to manage technology in the classroom, while managing other materials and behavior, in order to maximize teacher and student use. As an art teacher, my skills in online and blended learning have also been strengthened, as I'm able to extend student learning through digital content.

Dispositions – Shared vision and strategic planning were discussed throughout the event and contributed to my understanding of how technology plays a role in teaching and learning, as well as how I can support my students, other teachers, my school, and county by making technology a habit in my classroom. Design, development, and evaluation of technology in the classroom and within the county was a topic widely discussed, as well as the role of technology in developing teacher leaders. The entire experience involved professional learning and continuous learning that aligns to standards and promotes best practices, that I am able to apply in order to improve professional practice. An extension is that I am planning to hold a session for teachers within my school in order to share my knowledge and skills in support of technology inclusion in order to support face-to-face and online components.

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

As one of several teachers from my school attending Stemapalooza, I've gained vast knowledge about instructional technology and productivity tools that I will be sharing with my colleagues during workshops in the fall. Not only do I plan to hold sessions at my elementary school, but I also plan to instruct other art teachers at our countywide art meetings in how to use technology to support student achievement and higher order thinking skills. Specifically at my school, we will have two special education classes that will rotate through the art schedule, and I plan to use online journals in Seesaw to help these students progress, as well as various art apps in developing their skills. Our school also has a very diverse population, and Creating Classroom Cultures of Discourse will help construct positive conversations that will bridge cultural gaps, as will collaborating through Primary Breakout Boxes. In sharing these techniques and activities with others within my school and county, faculty development will be impacted. Student impact can be assessed through online portfolios such as through the Seesaw app, as students will be required to upload their work, including reflections, and parent feedback will be an option as well. As students are able to assess their progress and parents are more aware of how we learn in the art room through technology, I will be able to adjust my instruction to provide further opportunities for students to develop as explorers, teachers, and producers.