

1. Briefly describe the field experience. What did you learn about technology coaching and technology leadership from completing this field experience?

After reviewing the IB planner reflections from our second grade team, we realized that our government unit needs to support their current planner. The IB PYP philosophy encourages that our students experience coherence in their learning, regardless of which teacher has responsibility for them at any particular point in time. The second grade planner has our students exploring the American democracy, so to support our student's learning and offer a global experience we created a unit to explore the similarities and differences between the American and Greek democracies. Students will begin by using a variety of research resources to discover the similarities and differences between these two forms of government. Next, students will be assigned to a group and a position of either promoting American democracy or Greek democracy. These groups will perform an oral presentation detailing the benefits of their type of government. This will also include the creation of a poster that advertises and promotes one form of government over the other. The group's goals are to persuade the class, their audience to agree that their form of democracy is the best.

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.)

While revamping our gifted unit and creating our culminating rubric, I will focus on the areas of: Teaching, Learning, & Assessment and Digital-Age Learning Environments standards. Within these standards we will be able to focus on the academic growth of our students, increase their creativity, and higher order thinking skills. As I am presenting this information it is important for us to understand our grade level and gifted standards to determine which technology resources to incorporate into our gifted units. While creating these new units I need to be aware of our Common Core grade level standards, our gifted standards, and the NETS-S standards. Understanding these expectations and standards will help me create lessons that are appropriate for my students. Also, I have worked with these teachers before, I have some prior working knowledge and this can help me understand the dynamic make-ups of our team and what new resources that they may want to try. Also, having a positive idea and a belief in what I am sharing does have several uses. For example, a positive attitude can set several minds at ease and it can encourage others to look beyond their comfort zone.

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

I am hoping that this unit will have a positive impact on our students learning and help provide a parallel approach to our gifted and grade level IB planners. With the review of our gifted units we are continuing to incorporate more technology into them and adopt the NETS-S standards. These changes will increase our student's motivation, higher level thinking skills, and make these tasks relevant and authentic to them. I will be able to assess their progress during our class sessions through teacher observations, student weekly reflections, and using the culminating rubrics, which will help guide our units in the future.