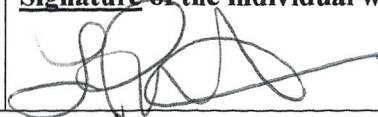


First Name/Last Name/Title of an individual who can verify this experience:
LaTasha Porter/Parent

Signature of the individual who can verify this experience:



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 | | | | | | | | |
| Black | | | | | | | X | |
| Hispanic | | | | | | | | |
| Native American/Alaskan Native | | | | | | | | |
| White | | | | | | | | |
| Multiracial | | | | | | | | |
| Subgroups: | | | | | | | | |
| Students with Disabilities | | | | | X | | | |
| Limited English Proficiency | | | | | | | | |
| Eligible for Free/Reduced Meals | | | | | X | | | |

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?

In this field experience I worked with a student on reading. I interviewed the student and mother to determine what learning looked like in the classroom for the child. I learned from the parent that the student was a little below grade level and that she sometimes had challenges with focusing/staying on task. Since the focus was on reading I decided to start with an assessment. This gave me an idea of what I needed to work on and an opportunity to plan for how I would implement an assistive technology tool during our meetings together. From observation, the assessment, and the gathered information that I collected from the parent, I decided to use a text reader tool for the assistive technology with my student. During this experience I learned that a coach should always be knowledgeable about the learning style of their student. It's important to learn what interests them and to create assignments and activities that will adapt to the child's needs and interests in order to keep them actively learning and engaged. While coaching I learned the importance of understanding student's strengths and weakness, the importance of encouraging and properly using AT and also the powerful impact of collaboration and communication to support the students needs.

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 – As a coach, it is very important to identify the strengths and weaknesses of students. You want to make sure that you communicate with teachers and parents so that you can determine what skills to focus on in order to support students and their needs. Technology coaches should be aware of multiple tools that can be used to engage students academically and promote a healthy learning environment for each child.