

NETS-C	Ideas for Field Experience	My Tentative Plan	Tentative Artifact to collect
<p>1. Visionary Leadership --Technology Coaches inspire and participate in the development and implementation of a shared vision for the comprehensive integration of technology to promote excellence and support transformational change throughout the instructional environment.</p>	<p>(1) Assist our IT director at the School of Law develop tutorials on WebEx for use by faculty; help further technology use in School of Law – substantial</p> <p>(2) Attend the Ohio E-Tech conference near the end of my program to be able to learn and establish connections with others in the field; also bring back ideas for integration of technology to our school - substantial</p>	<p>(1) The IT director at the School of Law will train me on WebEx, Panapto, and other technology tools he wants to introduce to law faculty so I may develop new tutorials on the tools for the faculty.</p> <p>(2) Attend the Ohio E-Tech conference and prepare by studying Ohio E-Tech documents and conference materials. Also connect with anyone else from our IT program who may be attending the program to collaborate and maximize what we could learn at the program.</p>	<p>(1) Tutorials I develop; professor feedback (surveys and through personal interview); summary of professors' use of new technology.</p> <p>(2) Written plan (especially if attending with others from Akron) of sessions to attend; notes from sessions; and notes from meetings with others at the conference and with other Akron attendees.</p>
<p>2. Teaching, Learning, & Assessments--Technology Coaches assist teachers in using technology effectively for assessing student learning, differentiating instruction, and providing rigorous, relevant, and engaging learning experiences for all students.</p>	<p>(1) Incorporate formative assessment into online course developed from PowerPoint – substantial</p> <p>(2) Work with UA Law IT director and Dean on using formative assessment in law school versus the traditional summative assessment normally used in law schools - substantial</p>	<p>(1) A professor in the College of Health Professions welcomed my offer to help put some of her courses online, and it will include formative assessment in the module. I will begin by taking a PowerPoint and developing an online module of her course. I will make sure it is approved by the Coordinator of Online Learning of the college.</p> <p>(2) Research other law schools' use of formative assessment; speak with professors who have begun to offer formative midterms on value and best practices of formative assessment in law school; work with IT director on efficient way to offer formative assessment; and present a plan to the Dean as option for faculty.</p>	<p>(1) Online course module with description of assessment tool and how it will be used; feedback from students (from course evaluation at end of the semester).</p> <p>(2) Proposal presented to Dean (will include information from research on other law schools and interviews with faculty who use midterms as formative assessment); Dean's response.</p>
<p>3. Digital Age Learning Environments--Technology coaches create and support effective digital-age learning environments to maximize the learning of all students.</p>	<p>(1) Develop online course materials from PowerPoints for an Applied Health class – substantial</p> <p>(2) Work with learning coach(es) at NIHF STEM school on project(s) for students' develop in digital age learning environments – substantial</p>	<p>(2) Please see note above, that I will develop online course modules for a professor in the College of Health Professions and get approval from the Coordinator of Online Learning of the college.</p> <p>(2) Work with learning coach(es) on project(s) that will enhance their students' learning through digital learning environments. Meet learning coach(es) goals and deadlines.</p>	<p>(1) Finished online course module; student feedback from course evaluation at end of semester.</p> <p>(2) Write up details of project; project objectives; results; and student responses and learning outcomes; and learning coach assessment.</p>

<p>4. Professional Development & Program Evaluation --Technology coaches conduct needs assessments, develop technology-related professional learning programs, and evaluate the impact on instructional practice and student learning.</p>	<p>(1) Train law faculty on WebEx and Panapto – substantial</p> <p>(2) Attend the Ohio E-Tech conference near the end of my program to be able to learn and establish connections with others in the field; also bring back ideas for integration of technology to our school - substantial</p>	<p>(1) Hold training sessions as the IT director rolls out new technology tools to the law faculty.</p> <p>(2) Attend the Ohio E-Tech conference and prepare by studying Ohio E-Tech documents and conference materials. Also connect with anyone else from our IT program who may be attending the program to collaborate and maximize what we could learn at the program.</p>	<p>(1) Date and time of training session and description of goals of session; visuals of presentation materials and sessions; instructional documents; description of how faculty were trained; emails with professors on sessions; feedback from professors; photos of training sessions.</p> <p>(2) Written plan (especially if attending with others from Akron) of sessions to attend; notes from sessions; and notes from meetings with others at the conference and with other Akron attendees.</p>
<p>5. Digital Citizenship Technology coaches model and promote digital citizenship.</p>	<p>(1) Develop a video on Plagiarism and make available to different departments on campus and area high schools – substantial</p> <p>(2) Include principles of digital citizenship in work with learning coach(es) at NIHF STEM school on project(s) for students’ develop in digital age learning environments – substantial</p>	<p>(2) Work on a video on plagiarism, get approval from appropriate people at UA, and offer to departments or high schools that may want to show it to students. If not campus wide, I will send to some professors of freshman undergraduate students and individual high school English teachers I know.</p> <p>(2) Include the principles of digital citizenship in work with learning coach(es) on project(s) that will enhance their students’ learning through digital learning environments. Meet learning coach(es) goals and deadlines</p>	<p>(1) Video on Plagiarism; list of teachers to whom it was sent; feedback on its use.</p> <p>(2) Details of the principles of digital citizenship to teach students through the project; written details of project; project objectives; results; and student responses and learning outcomes; and learning coach assessment.</p>
<p>6. Content Knowledge and Professional Growth Technology coaches demonstrate professional knowledge, skills, and dispositions in content, pedagogical, and technological areas as well as adult learning and leadership and are continuously deepening their knowledge and expertise.</p>	<p>(1) Learn the technologies of programs for which I am developing tutorials – substantial</p> <p>(2) Get involved in the Akron Public School (APS) district’s technology learning program ommittee- substantial</p> <p>(3) Work with NIHF STEM School learning coaches on video to submit for science grant.</p>	<p>(1) Be trained by the IT staff at the School of Law on the technologies to be introduced to faculty and for which I will develop tutorials.</p> <p>(2) Contact the chair of the APS district’s technology learning program to ask if I may participate in the work of the committee.</p> <p>(3) I made a video for the science learning coaches at NIHF Stem to submit for a science grant.</p>	<p>(1) Assessment by IT director at School of Law of my knowledge of technologies learned; finished tutorials I develop.</p> <p>(2) Emails regarding meetings; agendas for meetings; personal notes from meetings and summary of goals and strengths of the committee.</p> <p>(3) Video I made for NIHF Stem school to help them win a science grant; learning coaches’ feedback.</p>