



Proficiency								
Eligible for Free/Reduced Meals								

**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.)**

2.6, 6.3

Knowledge

Interviewing the parent and student before planning the student-specific curriculum demonstrates the research-based practice of differentiating instruction based on student readiness and interest. This field experience allowed me to design specific writing and reading interventions that will support the student in continuous learning.

Skills

The questions I asked in order to direct the interview demonstrate my ability to gather relevant information from both parents and students in order to inform my differentiated design.

Dispositions

Taking the time to sit with both the parent and student made me realize how powerful those kinds of direct conversations can be on preparing effective instruction.

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

This field experience made it clear to me that getting to know students who are struggling and using the vast tech tools available to address the needs of individual learners is indeed best practice. This experience is something I plan to share with any colleagues who will listen. The impact can be measured in terms of documentable improvements in productivity and performance of students with disabilities.

Date(s)	2 <sup>nd</sup> Field Experience Activity/Time	PSC/ISTE Standard(s)	Reflection (Minimum of 3-4 sentences per question)
6/22/2014	<ul style="list-style-type: none"> <li>• Researching the standards for 1<sup>st</sup> grade ELA – 20 min</li> <li>• Exploring online tech tools, including WordSift.com, ReadWriteThink.org, WiseMapping.com, FlockDraw.com – 40 min</li> <li>• Writing mini-unit plan and lesson plan for session 1 with student – 30 min</li> </ul>	2.1, 2.2, 2.6, 6.1	<p><b>1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?</b></p> <p>During this field experience, I explored many of the available free tech tools online in order to gauge which would best suit Henry’s interests in combination with his goals of improving his reading and writing skills. I learned that there are a great many free resources but that quite a few of them are pretty low-brow, and some require a great deal of background knowledge and computer use/typing experience. I realized that I need to consider student age and experience with technology when choosing tools, too, and this led me to choose two ReadWriteThink.com resources: Construct-a-Word and Crossword Puzzle Builder. I also realized that I will need to provide both specific guidance to teachers in terms of what websites are available <i>and</i> more theoretical guidance that stresses the need to understand the nature and implications of the types of tech tools available now and how to recognize new trends.</p>

<b>DIVERSITY</b>								
(Place an X in the box representing the race/ethnicity and subgroups involved in this field experience.)								
<b>Ethnicity</b>	<b>P-12 Faculty/Staff</b>				<b>P-12 Students</b>			
	P-2	3-5	6-8	9-12	P-2	3-5	6-8	9-12
<b>Race/Ethnicity:</b>								
Asian								
Black								
Hispanic								
Native American/Alaskan Native								
White				X	X			
Multiracial								
<b>Subgroups:</b>								
Students with Disabilities				X	X			
Limited English Proficiency								
Eligible for Free/Reduced Meals								

**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.)**

Knowledge

After meeting with Henry, I knew he was receptive to technology, so I began exploring both his grade level standards and applicable digital resources in order to design my curriculum.

Skills

I found excellent digital resources to meet his needs, demonstrating my ability to locate, explore, and evaluate resources in terms of student interest, readiness level, and the standards-based curriculum

			<p>the student is expected to master.</p> <p><u>Dispositions</u> I demonstrated my own continuous learning by exploring the new (to me) digital resources and creating caches of tools for future use.</p> <p><b>3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?</b></p> <p>This field experience made me realize that teachers will need to spend a lot of time familiarizing themselves with the available technology and assessing it based on their students' interests, needs, and abilities. Teachers should survey their students to find out patterns in this necessary background information before making final tech integration choices. The impact of being methodical in the selection process can be measured anecdotally via comparison to engagement patterns the year before implementation of the method.</p>
<b>Date(s)</b>	<b>3<sup>rd</sup> Field Experience Activity/Time</b>	<b>PSC/ISTE Standard(s)</b>	<b>Reflection</b> (Minimum of 3-4 sentences per question)
6/27/2014	<ul style="list-style-type: none"> <li>Working with Henry to develop reading and writing skills – 60 min</li> </ul>	3.2, 3.3	<p><b>1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?</b></p> <p>Working with Henry, I learned that implementation of a strategy using technology tools can be a challenge. Although we were able to get past his attention issues by</p>
7/2/2014	<ul style="list-style-type: none"> <li>Working with Henry to develop reading and writing skills – 90 min</li> </ul>		

<b>DIVERSITY</b>								
(Place an X in the box representing the race/ethnicity and subgroups involved in this field experience.)								
<b>Ethnicity</b>	<b>P-12 Faculty/Staff</b>				<b>P-12 Students</b>			
	P-2	3-5	6-8	9-12	P-2	3-5	6-8	9-12
<b>Race/Ethnicity:</b>								
Asian								
Black								
Hispanic								
Native American/Alaskan Native								
White				x	x			
Multiracial								
<b>Subgroups:</b>								
Students with Disabilities				x	x			
Limited English Proficiency								
Eligible for Free/Reduced Meals								

integrating technology “games” into the lessons, his reading and writing processing struggles became more obvious when he was forced to read unfamiliar direction words on the screen and type in information. This was particularly true in our second session: whereas Construct-a-Word only required that he click on parts of words to build them and thus create word banks, creating the crossword puzzle required that he type in words and definitions for those words. Both took a long time for him to complete, but the second took much longer than expected. Still, he never lost interest despite the difficulty level for him.

With Construct-a-Word, we were able to complete the entire process: read a rhyming book, create a rhyming word bank using the tech tool, write a rhyming poem using that word bank, and publish the poem via Blabberize.com.

With Crossword Puzzle Builder, we were only able to read parts of the children’s book *4 Pups and a Worm*, choose interesting words from it, create definitions of those words, and input three into the tool in order to create the puzzle. Despite spending 30 extra minutes on this session, we were unable to move on to the next step: writing a new story using those words and publishing it via Bookr at [www.pimpumpum.net](http://www.pimpumpum.net).

**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.)**

Knowledge  
In this experience, I considered best practices and learned one way to implement a blended curriculum

that flowed seamlessly from print resources to the computer and back and forth again.

Skills

I was able to manage the digital resources Henry brought to the table and install my own camera/microphone on his computer effectively and quickly. The curriculum I created took Henry from a print resource to the virtual tools, then back to his own paper for drafting, then back to the computer for publishing.

Dispositions

Through this experience, I learned that I will need to provide guidance to teachers, warning them not to expect activities to move too quickly at first. As with anything else, students will approach these activities with different skillsets and background knowledge, and teachers will need to differentiate accordingly in their preparation and on the fly as new revelations occur.

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

During this experience, Henry was able to maintain his attention on engaging in the educational task. He was excited at the possibility of playing and making games, and he was motivated by the publication of his writing via Blabberize.com and the playing of his game by his sister and mom.

This engagement gave Henry the energy to decode new texts, learn and create definitions for new vocabulary, compose original writings, and publish them for both personal and unknown audiences. This activity sequence could easily be implemented in a classroom setting, and teachers could assess their students' creations virtually via rubrics, then use the outcome of those assessments to determine students', classes' and schools' strengths and weaknesses.