

Limited English Proficiency						x		
Eligible for Free/Reduced Meals						x		

3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?
 Collaborating with the ELL teachers was a powerful experience because it helped me make a personal connection with her and discuss impacts technology may have on ELL learners. The teacher seemed to be willing to give a try to new tools in her lessons after observing simple tools being utilized in my lessons during this week. We also discussed possible tools that can be used to differentiate and even individualized instruction during the pull-out hour.

Date(s)	2 nd Field Experience Activity/Time	PSC/ISTE Standard(s)	Reflection (Minimum of 3-4 sentences per question)
November 12-15, 2013	<p>11/12: introduced content vocabulary (rocks and minerals) to the students, created a vocabulary map (used Kidspiration) to show relationships between the word meanings. Students used each word in complete sentences in a conversation. Added imaged to help visualize each term.</p> <p>11/13: students used nonfiction books on rocks and minerals (chosen based on the Fountas and Pinnel reading levels of each student) and Britannica Kids to find information on the topic. I showed them how to use the read-aloud option for those words that may be difficult to read. Before they researched, we looked at the graphic organizer that they were to use to record information. As the group was conducting the research, I was helping them to analyze the information they read by asking question and encourage them to ask questions about what may be confusing to them.</p> <p>11/14: the group finished the research and shared findings with each other. Students were to use topic-specific vocabulary to explain information they leaned. Students made additional notes based on new information they learned from each other.</p> <p>11/15: we worked on adding “sensory” words to nouns they used in their notes. This exercise was used to prepare them for writing a creative informational paragraph about the topic. Students were encouraged to imagine what objects would feel and look like. We used an online translator to help students name adjectives correctly on English if they were only able to name them in their language. We added adjectives to the</p>	<p>2.1/2a 2.2/2b 2.4/2d 2.5/2e 3.1/3a 4.1/5a 4.3/5c 6.2/6c 6.3</p>	<p>1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?</p> <p>I used Kidspiration to create a vocabulary map with the students to show how topic-specific words are related. The students were clearly engaged and loved to add images to written meanings. Using technology helped English learners visualize new words and understand the content. I purposefully chose to use only one online resource to use for their research. Britannica Kids allowed students to have audio support in reading if they needed it and included articles on their appropriate reading levels, with multiple visual attributes. Introducing an online translation tool was a very beneficial strategy to differentiate instruction and allow students to expand their English vocabulary based on their backgrounds and knowledge in home language. Observing the students working with simple technology tools made it clear that their engagement and interest in learning improves. Technology tools helped the students work collaboratively and collect knowledge about a topic together. They were able to communicate what they knew and combine their thoughts to create one word bank (adjectives) that will serve as a springboard for their creative informational writing assignment.</p> <p>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.)</p> <p>Choosing technology tools for each activity was aligned to the content of ELA and Science standards that needed to be addressed with the group. After completing the ELL module, I was able to identify and choose from a variety of research-based strategies that helped me address needs of the students. Collaborative creation of the vocabulary map required higher-order thinking skills, and the visual representation of it in Kidspiration allowed the students to be successful and develop an understanding of word relationships. I was able to provide differentiated instruction when offering the students different resources to conduct a short research. When using the online resource, the students were able to independently get support using the read out loud option. I evaluated the articles on the topic to ensure they matched</p>

Kidspiration vocabulary map created at the beginning of the week. At the end of this session students had a good bank of descriptive words for almost each vocabulary word. – 4 hours

reading levels of the students.
 I facilitated the small group instruction and modeled how technology tools can be used in a collaborative task. Together, the students were able to create a vocabulary map, add images to the topic-specific terms, and create a bank of adjectives for all nouns.
 Based on my observations, these students do not have access to technology tools during the pull-out class. I modeled and promoted strategies for achieving equitable access to digital tools and resources for English learners. I think it was an effective demonstration because the ESOL teacher was excited to give it a try during her future lessons.
 Using the online translator allowed to support diverse student needs and help them hear how different languages may sound different but have words to describe objects using “sensory” words.
 As I evaluate and reflect on my lessons with this group, I think I could use even more technology to boost collaboration between the peers. I think I underestimated the readiness of the students to explore and utilize technology tools in their learning.

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

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

I hope this learning experience demonstrated to the students how technology tools can effectively support different learning activities. Creating a visual map, using online resources to research, and utilizing tools to help learn English words are a take away for this group. Their knowledge of new technology tools may easily transfer to their home classrooms, and, since we are a BYOT classroom, students would have freedom of choosing these tools for similar tasks in a regular classroom. I also hope that this experience was a moment of change for the ESOL teacher who observed my lessons for four days. She seems to be excited and interested in integrating technology into her lessons from now on. She expressed a desire to collaborate to brainstorm ideas how technology can be used with ELL students from K to 5th grade.