Candidate: Sherry Graham	Mentor/Title: Cindy Winter/Assistant Principal	School/District: Powder Springs Elementary/Cobb County Schools
Course: ITEC 7430 Internet Tools in the Classroom		Professor/Semester: T.Fraizer/Fall 2012

Date(s)	1st Field Experience Activity/Time	PSC/ISTE Standard(s)	Reflection (Minimum of 3-4 sentences per question)
9/05/12 9/12/12 9/19/12 9/26/12 10/3/12 10/10/12 10/17/12 10/24/12 11/07/12 11/14/12	ELL Field Experience: 5 hours (30 minutes each day)	PSC Standards 3.6, 4.3 ISTE Standards 5b, 5c	**1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?** **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** **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**

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

   During this field experience, I worked with a first grade student on mastering the concept of solving word problems and the importance of visualization/understanding while solving them. We worked on the following skills: using addition and subtraction within 20 to solve word problems involving situations of "putting together and "taking apart", and connecting key math vocabulary terms for addition and subtraction words with meaning by using nonverbal clues and nonlinguistic representation of ideas, including modeling. As a result of this field experiment, I gained knowledge for working with English Language Learners and learned effective strategies to strengthen their academic progress. I learned that technology is important because we used the iPad at times during this experience. Technology provided stimulation and at times we'd look up proper translation from English to Spanish and vice versa. Having this dual-language connection helped close the bridge between what the child needed to know and what he already knew.

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.)

As a technology facilitator, it is very important to be aware the proper knowledge, resources, and method of delivery required of a person in that role. Having an understanding of the ELL learner and the effective ways to instruct, helped me model and facilitate the use of digital tools and resources to support diversity, enhance cultural understanding, and increase global awareness. Also, the fact that I could reflect on this experience with the school community helped me educate them on the use of technology with ELL and while working with ELL in general.

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 directly impacted student learning because of the fact that I directly worked with a student. From the ELL module in this course, I learned that teachers should give language learners many opportunities to read and write in meaningful contexts, in their first and second languages. I also learned that teachers should draw on effective strategies for increasing literacy skills, and integrate technology to support writing instruction and motivate students to use written language to communicate. Since students to develop literacy skills in their native language, transferring these skills to learning English is the next effective step. Finally, I learned that teachers should work from student strengths by building on what students already know. The experience helped me see this, use it with a specific student, and I can now use this knowledge the future. It can therefore be expected that other students will learn from my experience because of the new knowledge gained.