

Multiracial								
Subgroups:								
Students with Disabilities								
Limited English Proficiency								X
Eligible for Free/Reduced Meals								X

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

The field experience demonstrated the importance of differentiation and one-to-one instruction when possible. The student I worked with had been a student in my class for 2 previous years; yet, because of his limited English proficiency, he still continued to make the same grammar mistakes continuously in his writing. Because his mistakes, however, were considered basic, they were not the same grammar concepts I reviewed with the whole class, who was generally not making these same mistakes; therefore, despite regularly correcting these mistakes on his paper, he continued to make them. One-to-one tutoring, however, seemed to address these common grammar mistakes. The student is incredibly smart, but didn't grow up speaking or hearing English so he did not have a foundation in basic English principles. Although I do not regularly use "drill-and-practice" software in the classroom, the approach worked for him since it helped to target his specific errors without being too overwhelming.

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.)

This field experience first improved my knowledge of techniques to use when working with English language learners, which addresses standards relating to diversity, cultural understanding, and global awareness. I also developed skills in selecting internet tools that would be appropriate for the individual student; in this case, that tool was the website, No Red Ink (noredink.com). However, perhaps most importantly, the field experience reinforced the importance of differentiation and individualized assistance that pushes students (especially English language learners) to a level that is just beyond where they are comfortable. When the comprehensible input is just out of reach of the student, he or she still sees the goal as attainable and is willing to work to achieve it.

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

I was impressed with the No Red Ink website and plan to use it with some of my native English speakers very soon with the hopes of improving student learning. Many students (even those in honors classes) continually make the same basic grammar errors in their writing because the error has become ingrained into their practice; however, each person's mistake is different from another's so it is difficult to address these mistakes with whole class instruction. Differentiation, therefore, becomes essential, and this website is a tool that certainly facilitates easy differentiation. By sharing this website with other teachers, I hope to show them, as well, the importance of differentiation and how technology tools can make differentiation a less cumbersome process.