



Candidates model and facilitate the design and implementation of technology-enhanced learning experiences making appropriate use of differentiation, including adjusting content, process, product, and learning environment based upon an analysis of learner characteristics, including readiness levels, interests, and personal goals.

work on his collaboration skills with his peers in creating a collaborative slide (Google Presentation) show about One Child Policy.

**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.)**

I needed to design and facilitate a technology enhanced learning experience for Robbie. Therefore, I firstly ring fenced some resources in Chinese that he could read pertaining to One Child Policy (and, as it turns out, because he was born in China, his mother was able to testify that this was indeed the case for this student to our class along with our Chinese teacher). I created a link from our class website to posters that were in Chinese that Robbie translated into English and then held a discussion with his peers in his group. He then integrated the content of his knowledge into the collaborative PowerPoint and presented to class and answered questions. I had to work with Robbie one-to-one to assist his succinct terminology in this area of demographical geography – but this assisted his confidence in his final formative presentation.

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

	<p>In collaboration with our ESL teacher, I have documented this into the differentiation area of our Unit of Inquiry for 8<sup>th</sup> Grade Geography, which means that it is freely available for other teachers to use should an ELL student be in their class. Our ESL teacher will assess the impact over time as this Unit of Inquiry directs for the mainstream teacher to collaborate with her when these circumstances arise.</p>
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