

ETRA Field Experience Portfolio Instructions

The following instructions are designed to accompany the Field Experience Portfolio assignment in Blackboard and provide a more detailed, step-by-step description of the expectations for each page of the Portfolio. You are expected to follow this guide when creating your Blackboard Portfolio for your field experience, in which you will use the ETRA Field Experience Blackboard Portfolio Template available in Blackboard. For more information, contact your ETRA Field Experience Coordinator.

Portfolio Page 1 – Field Experience Location

On this page of your Portfolio, you are to describe the environment of your field experience. The information described for Page 1 of your Portfolio can be drafted in a separate Word document and attached as an artifact to your “Field Experience Location” (Page 1) of your Blackboard Portfolio.

Page 1 Section 1 – Demographics (School Based Students Only)

**Non-school based students may delete this section in the Portfolio.

Diversity Report

The data for this report can be obtained from the Illinois Report Card and/or from the local district. Please be as specific as you can about the diversity of the site in which you are doing your field experience. Indicate percentage or number.

Site Name and District Site Name and District _____

Student Diversity Information

White	Black	Hispanic	Asian / Pacific Islander	Native American	Low Income Rate	Limited English Proficient Rate	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance	Total Enrollment

Limited-English-proficient students are those students eligible for transitional bilingual programs.

Mobility rate is based on the number of times students enroll in or leave a school during the school year.

Chronic truants are students who are absent from school without valid cause for 18 or more of the last 180 school days.

Low-income students come from families receiving public aid; live in institutions for neglected or delinquent children; are supported in foster homes with public funds; or are eligible to receive free or reduced-price lunches.

Identified Special Needs / Special Ed any student with an IEP, ILP, 504 plan, etc.

Page 1 Section 2 – Diversity Experiences

Briefly describe each specific experience during your internship / practicum in which you were involved in working with students or staff who are diverse. This may be working with

individuals, small groups, large groups, or groups that are mixed. Please identify each experience as being one or more of the following categories: ***Ethnicity/Cultural, Social/economic, English language learners, or special needs.*** Feel free to also include other areas or sub-areas of diversity.

You must use one of these formats:

Date	Type of Diversity	Activities
January 26	Special needs	Helped a student find an appropriate AR book that he was interested in reading
February 2	Economic needs	Helped a student find an AR book at her level
February 9	Special needs, ethnic	Read and discussed a story with a class of diverse students
March 24	Economic needs	Discussed stories with small groups of students
April 4	Ethnic Special needs	Read and talked about books with three students Helped a student use OPAC to find a book about magic
April 6	Special needs, economic	Checked out books for two special needs classes
April 24	Special needs	Helped a student type and format a poem using MS Word
April 25	Special needs, ethnic, English language learners	Planned and taught a lesson to a second grade class which included special needs students and those of ethnic diversity. Also helped a special needs student find an Accelerated Reader book and use the computer to take an AR test.
April 27	Special needs	Read a story to an LDR class and helped the students select and check out books.
May 10	Special needs	Helped students find books in the library and discussed the stories with them
May 16	Special needs	Helped a student use OPAC to select a book and find it on the shelf.

OR

Special needs, ethnicity/cultural, social/economic, English language learners

Enter the number of individual experiences with the following

OR

Ethnicity	SES	LEP	Disability	Other
6	5	9	5	4

SES- Socio-economic status

LEP – Limited English Proficiency

Other - Please be sure to also describe the experiences in this group

Portfolio Page 2 – Purpose

On this page of your Portfolio, you are to state your purpose and goals for your field experience.

LIS candidates must include goals that cover all 4 AASL standards. Generalists or TS Specialists should instead list the AECT or ISTE goals submitted with their application.

This information should be included directly within Page 2 of the Portfolio, instead of attaching an artifact.

Portfolio Page 3 – Journal/Log

On this page of your Portfolio, you are to attach your journal. Remember to note evidence of student achievement as appropriate and to document your experiences with diverse populations and in diverse settings.

Portfolio Page 4 – Artifacts

On this page of your Portfolio, you are to add artifacts generated during your field experience that demonstrate and support your field activities.

Add a new section on this page for each artifact. Attach the **artifact** to the section, and enter a **description** of the artifact including context, AASL (for Library Information Specialist field experience) or ISTE /AECT **standards** (for Technology Specialist or Generalist internships) the artifact represents, and any **reflection** you have about the construction or use of the artifact. Be sure to include comments about how these artifacts and activities contribute to student learning.

Portfolio Page 5 – Student’s Reflection of Experience

On this page of your Portfolio, you are to reflect upon your learning throughout the Field Experience. Enter your reflection as text on this page, rather than just attaching a document. As part of your reflection include information about the effect of your activities on student learning.

Reflective writing provides an opportunity to examine your learning experience, integrate it, and make it relevant for your own purposes. Your reflection illustrates the depth of your learning and needs to be thorough enough for you and your reader to draw an accurate picture.

Reflection is NOT summarizing. Summarize the content of the material or experience only as it is necessary for the reader to understand what you are saying and the comments you make.

Go in depth. The length of a reflection is dependent on the topic, the amount of material or length of the experience, and the depth of your integration of the ideas and connections you make to other material and experiences. The content of the reflection is what you think and how you integrate ideas; there should be depth, connections, evidence of understanding, and broad integration of ideas.

Summarize your understanding CONCISELY in your own words

- Support your perspective with examples from your own experience
- Agree, disagree and support your position
- Doubt or question any elements or conclusions
- Draw your own tentative conclusions and / or applications
- Identify and ask remaining questions

Reflection statements may include any of the following

- Your role as a teacher
- Knowledge gained throughout your learning experience
- Impact of teaching on student learning
- Interactions with students
- Learning theories/styles
- Interactions with colleagues
- Accounts of field experiences related to the standard
- What you recognize you still need to learn
- Difficulties you encounter in understanding the material
- Your participation in the class:
 - how you participated
 - how you could improve
 - what your participation contribute to your (or the group's) understanding
 - what you still have to learn

The chart below reflects the certification and master's portfolio categories for evidence of professional growth. Please consider including these categories in your reflection as they may pertain to your experience. This may assist you in compiling your MS Portfolio.

Analytical and Integrative Thinking	Demonstrates ability to plan, execute, and communicate an investigation
Instructional Design	Applies a coherent design model Analyzes problem/situation Recommends reasonable strategy

Media/ Technology Development	Media appropriately supports learning objectives Employs sound instructional strategies Media reflects best use of technology Media matches delivery environment
Management and Implementation	Demonstrates ability to manage resources, projects, or individuals
Evaluation	Demonstrates the use of appropriate assessment / evaluation techniques

In addition, please consider including comments on how this learning experience has effected your disposition.

"The values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice." University of Miami.

Disposition is defined as:

- Sensitivity toward the varieties of individual and cultural diversity
- Ability to collaborate ethically and effectively with others
- Reverence for learning and seriousness of personal, professional, and public purpose
- Respect for learners of all ages; with special regard for children and adolescents
- Wide general knowledge and deep knowledge of the content to be taught
- Knowledge and appreciation of the diversity among learners
- Understanding what affects learning and appropriate teaching strategies
- Interest in and ability to seek out informational, technological, and collegial resources
- Contagious intellectual enthusiasm and courage enough to be creative
- Ethical behavior as defined by ethics statements of professional organizations and law

The following questions will guide your final reflection based on your journal, your overall fieldwork experience and a review of your goals and objectives:

1. How well do you feel you achieved your learning objectives and goals, as originally stated or revised? Discuss these goals and your accomplishments.
2. What helped you the most to achieve your goals?
3. What hindered your ability to accomplish your goals?
4. What learning experiences (planned or unplanned) were most significant to you?
5. What particular personal and professional strengths did you discover or confirm which could help you as a technology professional?
6. How would you rate your overall performance? (Satisfactory, or Unsatisfactory) Why?
7. As a result of this experience, what personal and professional areas do you believe you should seek to strengthen for greater effectiveness in your future?

8. How well did the ETRA courses prepare you for this experience? What suggestions for improvement might you offer?

Portfolio Page 6 – Field Experience Supervisor’s Evaluation

On this page of your Portfolio, you are to add your supervisor’s evaluation as an artifact.