Dear Mentor/Host Teacher,

On behalf of the members of the EDCO 305 team, thank you for agreeing to work with our Teacher Candidates during this important field experience. This letter will provide an overview of the course. Please email or call us with any questions or concerns. Our contact information is below.

Our Teacher Candidates (TCs) should have met with you and your class recently. In the near future, it is our hope the TC will be able to talk with you and gather some data on the students. This can be done face to face or through email. The TCs will need to ask specific questions of you or other appropriate personnel in order to collect information regarding students' needs and the technology resources available for student use in your classroom, the school, and students' homes. They will need this data to support their learning about teaching in inclusive and diverse classrooms. We have attached a copy of the Contextual Factors Table (see page 3) which highlights the information they need.

Over the course of the semester the students will work with you to integrate technology with the curriculum in small groups or in whole-class settings. Please see the chart on page two for specific TC and Host Teacher responsibilities. We have also provided some helpful links below. Each link provides some information about course content. Additional course information can be found at Winthrop's Rex Institute page: http://www2.winthrop.edu/rex/.

Helpful Links to Selected Course Content
Digital Citizenship
Universal Design for Learning (UDL)
SAMR
ISTE Standards

Most of our Teacher Candidates are enrolled in multiple courses that contain field experience requirements (several are in their Internship placements). We encourage them to integrate the principles of instructional technology and inclusion in their content areas. We do not want TCs using digital tools simply for the sake of using technology. It is our goal that TCs gain valuable experience using digital tools to enhance students' opportunities to communicate, collaborate, and create with one another as well as with those outside the four walls of the classroom.

Again, thank you for volunteering your time to work with Winthrop students and faculty. We appreciate you very much.

Sincerely,
The EDCO 305/EDUC 602 Team

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Field Experience Responsibilities

Teacher Candidate	Mentor/Host Teacher
• Determine contextual factors of the school and classroom.	• Work with the Teacher Candidate to discuss contextual factors of the school and classroom (see page 3).
• Identify technology tools for use in the school. Plan ahead to reserve the digital tools from school or from Winthrop's ITC.	• Help TCs access technology tools through your school or encourage them to borrow the tools from Winthrop's Instructional Technology Center (ITC).
• Collaborate with the Host Teacher to design and revise a technology-integrated activity. This activity should consider content and ISTE standards. P12 students should be using the technology in a meaningful way. The activity should result in an artifact.	• Collaborate with the TC to help them design a technology-integrated activity that uses digital tools to teach content standards. • Co-teach the activity with TC. Provide feedback to help the TC develop teaching skills.
• Teach (or co-teach) at least one technology-integrated activity. Think about how students are using technology to enhance what they are learning. • Record hours spent in the classroom in Via. A minimum of 12 hours spent observing, planning, and teaching technology integrated lessons is required for the field placement.	• Verify TC's hours in Via. A minimum of 12 hours spent observing, planning, and teaching technology integrated lessons is required for the field placement. • Assess and provide feedback on the Teacher Candidate's ability to (1) co-plan and revise a technology-integrated activity that has students using technology to enhance learning and communication, (2) use technology and have students use technology to enhance teaching and learning, (3) model and teach the elements of digital citizenship, and (4) display a positive disposition in regards to technology.
• Reflect upon your ability to (1) co-plan and revise a technology-integrated activity that has students using technology to enhance learning and communication, (2) use technology and have students use technology to enhance teaching and learning, (3) model and teach the elements of digital citizenship, and (4) display a positive disposition in regards to technology.	

Table 1: Technology Contextual Factors Table

Student Number*	Description of student**	Signed AUP (yes/no)	Computer or Device at Home (List)	Internet Access at Home (yes/no)	Interests or hobbies related to technology

*Devise your own code for the Student Number. This should not be related to the student's SSN or official school ID.

**Description of student should include strengths and weaknesses related to technology as well as an overall picture of the student. Does the student have an IEP? In what areas? Is the student described as G/T? What are his/her areas of exceptionality? Is the student described as ELL? For example, *"She enjoys using technology to take photographs, but does not like reading on her tablet and instead reads traditional format books. She is G/T in math and has an IEP in reading. She gets distracted easily and does best in a quiet or small group environment."*

AUP= Acceptable Use Policy See here for information on the AUP.