**P-2nd Grade-Specific Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate: Tracy Efaw** | **Mentor/Title: Randall Schlanger** | **School/District: Cobb County School District** |
| **Course:** | **Professor/Semester:** |

**Part I: Log**

**(This log contains space for up to 5 different field experiences for your 5 hours. It might be that you complete one field experience totaling 5 hours!
If you have fewer field experiences, just delete the extra rows. Thank you!)**

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| **Date(s)** | **1st Field Experience Activity/Time** | **PSC/ISTE Standard(s)** |
| **4/13-14, 2013** | **Worked with my God Daughter, Peri, and her two friends from Whitefield, in helping them create a Wiki on their research project about Helen Keller.**  | **2.1, 2.2, 2.3, 2.4** |
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| **DIVERSITY**(Place an X in the box representing the race/ethnicity and subgroups involved in this field experience.) |
| **Ethnicity** | **P-12 Faculty/Staff** | **P-12 Students** |
|  | P-2 | 3-5 | 6-8 | 9-12 | P-2 | 3-5 | 6-8 | 9-12 |
| **Race/Ethnicity:** |  |  |  |  |  |  |  |  |
|  Asian |  |  |  |  | X |  |  |  |
|  Black |  |  |  |  |  |  |  |  |
|  Hispanic |  |  |  |  |  |  |  |  |
|  Native American/Alaskan Native |  |  |  |  |  |  |  |  |
|  White |  |  | X |  |  |  |  |  |
|  Multiracial |  |  |  |  |  |  |  |  |
| **Subgroups:** |  |  |  |  |  |  |  |  |
|  Students with Disabilities |  |  |  |  |  |  |  |  |
|  Limited English Proficiency |  |  |  |  |  |  |  |  |
|  Eligible for Free/Reduced Meals |  |  |  |  |  |  |  |  |

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

I learned that now that I am proficient in technology, and have experience in teaching technology, it is much easier to transfer this knowledge from young students to older students. I was also surprised at how technologically savvy these little 8 year old girls are! All they need is a little facilitation from me, and they are off and running! They do not need a lot of hand-holding, and they do not have any fear of pressing the wrong buttons. They know how to correct many of the mistakes they make. They just mainly need help in seeing the whole big picture. They are not good planners, but they are excellent “doers.” With second grade girls, it’s best to let them take the leadership role and I simply guide them as they go!1. **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.)** It is important to know about the technology in order to facilitate the use of the technology. Questioning skills are also very good to have as a technology facilitator, because by asking questions, I allow students to find their own solutions. This can be very empowering to students of all ages, and seems to grow their confidence readily. I think it’s very important to foster the critical thinking skills of students by not spoon-feeding them with everything we do. Let them figure out problems on their own through trial and error. With my second graders, it worked very well.
2. **Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?** Obviously these girls don’t attend my school, but I imagine that if everyone was afforded the opportunity to work with technology as these girls were, there would be a definite impact on school improvement and student learning. Not only are students learning the content, but they are exercising their problem-solving skills, their decision-making skills, their creative thinking skills, and they critical thinking skills! How can learning NOT improve?! This impact can be assessed by acknowledging the way the students are engaged, by seeing the results of their hard work as they receive their assessment grade.
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