**STRUCTURED  
Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** Sheri Bashlor | **Mentor/Title:** Mrs. Kim Spivey, Media Specialist | **School/District:** Midway Elementary/Pierce County |
| **Field Experience/Assignment:** Engaged Learning Project | **Course:** ITEC 7400/W04 – 21st Century Teaching and Learning | **Professor/Semester:** Dr. Jo Williamson/Summer 2015 |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **STATE Standards PSC** | **NATIONAL Standards ISTE NETS-C** |
| 7/1/15 | Developed Engaged Learning Project Idea (4 hours) | 1.1, 1.2, 1.4, 2.3, 2.4, 3.1, 3.2, | Students: 1, 2, 3, 4, 5, 6, Teachers: 1, 2, 3, 4, 5 |
| 7/5/15 | Completed Engaged Learning Coaching Practice (3 hours) | 2.4, 2.6, 3.1, 3.7, 4.1, 5.2, 6.3, | Students: 1, 2, 3, 4, 5, 6, Teachers: 1, 2, 3, 4, 5 |
| 7/9/15 | Developed Engaged Learning Project Draft (5 hours) – used as final project | 1.2, 1.4, 2.1, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.7, 4.2, 4.3, 6.3 | Students: 1, 2, 3, 4, 5, 6, Teachers: 1, 2, 3, 4, 5 |
| 7/12/15 | Completed Engaged Learning Coaching Practice (3 hours) | 1.2, 1.4, 2.1, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.7, 4.2, 4.3, 6.3 | Students: 1, 2, 3, 4, 5, 6, Teachers: 1, 2, 3, 4, 5 |
|  | Total Hours: [15 hours ] |  |  |

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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 |  |  |  |  |  |  |  |  |
| Black |  |  |  |  |  |  |  |  |
| Hispanic |  |  |  |  |  | X |  |  |
| Native American/Alaskan Native |  |  |  |  |  |  |  |  |
| White |  |  |  |  | X |  |  |  |
| Multiracial |  |  |  |  |  |  |  |  |
| **Subgroups:** |  |  |  |  |  |  |  |  |
| Students with Disabilities |  |  |  |  |  |  |  |  |
| Limited English Proficiency |  |  |  |  |  |  |  |  |
| Eligible for Free/Reduced Meals |  |  |  |  | X |  |  |  |

**Part II: Reflection**

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| **CANDIDATE REFLECTIONS:**  (Minimum of 3-4 sentences per question) |
| **1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?**  For my Engaged Learning Project, I created history project for students to show their knowledge on historical characters from their standards or characters of their interests (personal interest and choice are a part of gifted standards). They will explore digital video production, while using green screen technology and Adobe Premiere for editing. Students will dress up as characters, recite a first-person speech, then create a video; students will also take pictures in costume, and their videos will be connected to their photographs through the Aurasma app. Students will then create quizzes to accompany the Aurasmas for student review in the other classrooms, where students in the regular classroom scan the picture to watch the video, take the quiz, and check their answers with student-made QR codes. Their roles will be producer and teacher and their learning experience will be authentic and meaningful. When completing the Engaged Learning field experience, I learned a lot about the process of incorporating technology while teaching regular standards as well. I also facilitated leadership skills by creating a project for the gifted programs throughout the county to use, as I am the gifted coordinator for this upcoming school year. I am planning on sharing this project for the other teachers to use. |
| **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.)**  In order to execute the virtual wax museum as my Engaged Learning Project, I need to have knowledge in various technology and its uses. I have to have visionary leadership and be able to communicate with students, parents, and the experts who are involved with the learning process. I also have to be sure to strategically plan, since there are so many different groups of people who will be helping. The instructional design will be important as well, as I’ll have to be sure to use appropriate strategies and pedagogy. Creating a digital learning environment is essential as well. Dispositions such as being collaborative, creative, organized, authentic, enthusiastic, and knowledgeable should be evident and embedded within this project as well. |
| **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**  This field experience should improve school collaboration, as teachers will need to come together on the night of the unveiling of the project. Teachers will learn new ways to incorporate technology into their classrooms as well, helping other student use the technology in their classrooms to view the projects across grade levels and throughout the school. The impact can be assessed through student learning of historical characters and through technological skills and standards. In addition, teachers will complete a survey at the end of the Engaged Learning Project to assess their new knowledge of the technology and their uses. |