**STRUCTURED  
Field Experience Log & Reflection**

**Instructional Technology Department**

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| **Candidate:** Sheri Bashlor | **Mentor/Title:** Mrs. Kimberly Spivey  Media Specialist at MES | **School/District:** Midway Elementary/Pierce County |
| **Field Experience/Assignment:** Lesson Plan Project | **Course:** ITEC 7430 | **Professor/Semester:** Dr. Gagnon / Spring 2016 |

**Part I: Log**

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| **Date(s)** | **Activity/Time** | **STATE Standards PSC** | **NATIONAL Standards ISTE NETS-C** |
| 2/26 | Brainstorm and looked for ideas for lesson plan  (2 hours) | PSC 1.1, 1.2, 2.1, 2.2 | 1a, 1b, 1c, 1d |
| 2/27 | Created lesson plan  (5 hours) | 1.2, 2.1, 2.2, 2.4, 2.5, 2.6, 3.1, 3.2, 3.5, | 1a, 1b, 1c, 1d |
| 2/28 | Prepared materials for lesson  (4 hours) | 3.1, 3.2, 3.5 | 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 3a, 3b, 3c, 3d, 3e, 3f, 3g |
| 3/1, 3/8, 3/15, 3/22, 3/29, 4/12 | Implementation of lesson plan for fourth grade students  (6 hours) | PSC 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.3, 3.4, 3.7, 4.1, 4.2, 4.3, | 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 3a, 3b, 3c, 3d, 3e, 3f, 3g |
| 3/3, 3/11, 3/17, 3/24, 3/31, 4/14 | Implementation of lesson plan for fifth grade students  (6 hours) | PSC 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.3, 3.4, 3.7, 4.1, 4.2, 4.3, | 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 3a, 3b, 3c, 3d, 3e, 3f, 3g |
| 4/19, 4/21 | Student presentations, graded student work  (3 hours) | PSC 2.7, 3.7, 4.1, 4.2, 6.2, 6.3 | 2h, 6b |
| 4/22 | Reflected on lesson plan  (4 hours) | PSC 2.7, 2.8, 3.6, 5.3, 6.2, 6.3 | 2h, 6b |
|  | Total Hours: About **30 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 |  |  |  | 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?**  Each year my gifted students participate in our school’s annual wax museum. For this project, students choose an historical character (or recent character who has made history), write a speech in first person, dress up as the character, and act in a live performance depicting the character and tell about his or her life; in addition, we have a virtual wax museum including both augmented reality and green-screen technology. For this particular lesson, students will extend their knowledge of their characters, advance their research skills, and develop a presentation to show others about what they have learned. Students will also learn how to use new tools in technology. Students will document their learning through a student blog as well as create a multimedia presentation that includes a link to the blog, a link to a podcast series, information they found about the character, a link to a Storify page, and any other documentation used during the research project.  Note: Prior to choosing a character, students are given a list of historical characters who are in the standards. Students do not have to particularly choose a character from the standards; other characters can be approved based on their interests. I give students this option because our gifted standard thoroughly describes an environment that encourages student choice for research development. |
| **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.)**  One needs to know how to use the technology mentioned in the lesson and be willing to try new things in order to complete this lesson with students. Using new digital tools and resources in the classroom requires knowledge of using the technology and also troubleshooting in case problems were to occur. In order to coach others on lesson plans, one must be well organized and cognizant of the individual needs of the students in the classroom. |
| **3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?**  These lessons were modeled for teachers to see first-hand how to integrate technology seamlessly while teaching content standards. School improvement, faculty development, and student learning was apparent throughout the entire process. The impact can be assessed through observations, lesson plans, and surveys given to teachers. |