Appendix 1.1.9: Overview of Experiential Log

Introduction:

The Experiential Log is completed by both Initial and Advanced program students at multiple points across their program, and it challenges candidates to reflect upon and write about the intersection of diversity, technology and public affairs with the pedagogy they learn in an MSU classroom. The log consists of 1) three sections in which candidates identify diversity, technology observed, and technology used in a clinical placement by selecting from a pre-defined array of options; 2) three text fields in which candidates describe observations they have made from their clinical experiences related to diversity, technology and public affairs in a placement. The log is evaluated by a course instructor or university supervisor.

Purpose:

There are multiple purposes for the Experiential Log:

1) Reinforce definitions of diversity categories discussed in the classroom
2) Provide an opportunity for candidates to identify diversity categories in a clinical placement
3) Help candidates to think critically about the intersection of diversity, technology and public affairs with pedagogy
4) Provide useful information to programs about the type of technology used in the P-12 classroom

Administration:

The Experiential Log is completed at least three times by each candidate in Initial programs, and at least twice by each candidate in Advanced programs, always at the conclusion of a clinical placement. Each log completed by Initial candidates corresponds to three MoDESE clinical experience developmental levels: Early, Mid, and Culminating.

Alignment:

Missouri Teacher Standards (MTS): 2.4, 2.5, 2.6, 3.2, 3.3, 5.3
IntASC: 1, 2, 3, 6, 7, 8
Experiential Log Form:

**Experiential Log**
* = Response is required

* **Practicum Hours**
Instructions: Use numeric values only. How many practicum hours did you complete in your placement?

* **Placement Location**
Instructions: Type the name of the school district and school building you were placed in for your experience. If it is not a school, type in the city in the 'District' field, and the building or organization in the 'School' field.

<table>
<thead>
<tr>
<th>District</th>
<th>School</th>
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* **Diversity Categories**
Instructions: Please place a check by the categories of diversity below that indicate your perception of diversity that you encountered in the classroom

- Abilities (exceptionalities): the norm plus one observed (patterns of strengths and needs common to groups of students. These strengths and needs may be: cognitive, emotional, behavioral, medical, social, and physical. For example, this may include identified or unidentified as students who are gifted/talented and/or students with disabilities, 504, and/or IEP’s, etc.).

- Ethnicity/Nationality: more than one observed (belonging to a social group that has a common national or cultural tradition. This includes Hispanic/Latino students of any race and international students).

- Gender (identity & expression): more than one observed (state of being male, female or transgender).
* Diversity Observation

Instructions: Please write in paragraph form a response based on the following guidelines regarding your diversity experiences during your field placements (observations, practicum, and student teaching). Average length: two paragraphs.

1. Please provide a brief description of your class makeup, i.e. your perceptions of diversity in the classroom – gender, ethnicity, special needs, socio-economic status, religion, etc.

2. Please note any interactions, modifications, etc. that you feel you observed or attempted in the classroom in order to accommodate diversity specific needs in the classroom.

(20,000 characters maximum)

No answer specified

* Observed Technology Categories

Instructions: Please place a check by the categories of technology below that indicate the technology you observed in the classroom.
Instructor's Computer

Internet

Data Projector

Smart Board

Digital Camera

Document Camera

Overhead Projector

Video Camera / Editing Equipment

Email

Streaming Video

Cable or Satellite Feeds

Student Computers

TVator

List any other technology here: 

Technology Categories Used

Instructions: Please place a check by the categories of technology below that indicate the technology you used in the classroom.
* Technology Observation

Instructions: Please write in paragraph form a response to the following guidelines regarding your experience with technology in the classroom during your field placements (observations, practicum, and student teaching). Average length: two paragraphs.
1. Please provide a brief description of technology available to you and/or your cooperating teacher, i.e. classroom computer(s), smart board, overhead projectors, internet access, e-mail, etc.

2. Please note observations of your cooperating teacher’s and/or your use of technology to support learning and of student use of technology to support learning.

3. If you had limited access to technology in your experience, what types of technology would you want and how would you use it to support learning?

_text field_

Public Affairs Observation

Instructions: There are three pillars to Missouri State University’s Public Affairs Mission:

1) Ethical Leadership
2) Cultural Competence
3) Community Engagement

Please write in paragraph form a response to the following guidelines regarding your experience with incorporating the Missouri State public affairs mission in your field placements (practicum, student teaching). Average length: two paragraphs.

1. Please provide a brief description of lessons/activities where you incorporated aspects of the public affairs mission, i.e. highlighted citizenship roles, rights, and responsibilities and/or directed or supported student involvement in community activities.

_text field_