STRUCTURED
Field Experience Log & Reflection
Instructional Technology Department

Candidate: Juan Batista	Mentor/Title: Fay Wood/MC Specialist	School/District: North Paulding High School Paulding County
Field Experience/Assignment: Engaged Project Learning	Course: ITEC 7400 21st Century Teaching and Learning	Professor/Semester: Dr. Jin/Summer 2020

Part I: Log

Date(s)	Activity/Time	STATE Standards PSC	NATIONAL Standards ISTE NETS-C
6/17/2020	Researched online projects, sites, and textbook for ideas on ELP taking notes and bookmarking sites for later ideas. **2hrs**	3.6	ISTE 3f
6/18/2020	Module 2 Culturally Responsive Pedagogy, Online Discussion and Peer Feedback to posts evaluation. **3hrs**	PSC 3.1	ISTE-C, 3.A
6/26/2020	Module 3 Online Discussion Productivity Tools, Evaluation Productivity Tools, Peer Discussion Feedback. **2hrs**	PSC 3.6	ISTE 3f
7/2/2020	Engaged Learning Project Draft/Ideas design, submission for peer/instructor review **8hrs**	PSC 2.2, PSC 2.6, PSC 3.6 3.4	ISTE 2b, ISTE 2f ,ISTE 3D
7/6/2020	Engaged Learning Project Coaching Practice, peer review of EL project, reading, coaching feedback suggestions **3hrs**	PSC 2.1, PSC 3.1, PSC 3.6	ISTE 2a, 3a, 3f
7/13/2020	Engaged Learning Project Coaching Practice, peer review of EL project, reading, coaching feedback suggestions **2hrs**	PSC 2.1, PSC 3.1, PSC 3.6	ISTE 2a, 3a, 3f
	Total Hours: [20 hours]		

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

Part II: Reflection

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?

During the course of this field experience, I learned how to evaluate Assistive Technology, productivity tools and online projects. I engaged with my peers in revising and examining examples of engaged learning projects, and learned how to create Engaged Learning Projects that were culturally responsive, high LoTi levels. I used what I learned in this field experience to design my own Engaged Learning Project lesson containing a variety of Engaged Learning indicators, diverse use of technology that we reviewed during class to obtain a LoTi level that was the highest possible to obtain, and included culturally responsive pedagogy. We completed a series of peer coaching to establish knowledge in the field and provide feedback to our peers. The feedback from my peers and the instructor allowed me to maximize the Engaged Learning Indicators and the LoTi levels of my Engaged Learning Project lesson. It is my goal to bring what I have learned to the classroom to maximize instructional time, critical thinking in my students and incorporate technology in an efficient way.

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.)**

I gained a lot of knowledge in Cultural Responsive Pedagogy. This will allow me to be more conscious of my students' cultural needs and relations. I will implement this Engaged Learning Indicator in all my lessons in the future, and consciously design lessons with that in mind. I must be able to include authentic learning experiences in my lesson so that my students can achieve a higher level of learning and develop critical thinking skills.

3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?

Faculty development will be improved through Professional Leaning, since we collaborate as a school I will bring the knowledge I acquired to improve my department and my school. It is my goal to promote what I have learned through this FE into as many classrooms as possible, promoting students to become self-directed learners, collaborative learners developing lessons that are both seamless and ongoing. It is my goal to become more of a facilitator in class and allow the students to take ownership of their education by bringing lessons to the classroom that are meaningful/authentic.