

COLLEGE OF EDUCATION

WILLIAM PATERSON UNIVERSITY

CIEC 5026 Weekly Journals

Journal Expectations

- **Timeliness:** submit weekly journal entries without reminders.
- **Critical Thinking:** Respond to journal prompts with substantial information demonstrating 1) application of knowledge, 2) connections between experience and content taught in preparation program.
- **Substantive Entry:** Submit organized and logically sequenced journal and reflection responses. The entry contains detailed information, connections and reflections of experience.
- **Writing:** Communicate effectively in writing using correct grammar, punctuation and spelling.
- **Reflection:** Reflect on own practice with evidence of analysis, synthesis or evaluation. Provides detailed examples and makes connections between practice, research and theory.

Instructions:

1. Use the weekly template, below, to respond to the journal and reflection writing prompts.
2. Save (Save As) your journal entry in a location where you will be able to retrieve it for submission and reference.
3. E-mail your weekly journal entry as an attachment to your clinical supervisor. Submit your journal entries as requested by your seminar instructor.
4. Write your journal entry using academic language. Proof read your work.

Remember:

- Do not use student, teacher or other staff names in any journal entry.
- The journal is used to build an understanding of community, school and classroom factors; and to provide an opportunity to reflect on your professional practice and observations. It is not appropriate to pass judgement.
- Each journal and reflection prompt supports candidates' growth in the COE Competencies and edTPA and are tagged with the competency(s) and/or tasks to which they are aligned.

Week 1	Provide a descriptive overview of your district, school, classroom, and curriculum. What are the strengths of your classroom environment in supporting learning and what is an aspect that you think needs strengthening? (C3, edTPA, Task 1)
Week 2	What excites and worries you about participating in Professional seminar 2? In what ways have your learners grown from the previous semester. How has this changed your teaching?
Week 3	What have you learned about your learners' developmental and learning needs and interests and how does/will that affect your teaching? (C1 & 2, edTPA Task 1)
Week 4	Select one lesson you taught and explain how the assessment(s) (formative and/or summative) provide evidence of student understanding of the learning objectives. (C8)
Week 5	What is special and unique about your teaching skills (and dispositions) and how do these qualities support diverse learners? (C3)
Week 6	What would you say about your relationships with the families of your P-12 learners? What strategies or approaches, have served you well in establishing good partnerships to support your learners' development and learning.
Week 7	Explain an informal (formative) and formal (summative) assessments, data and data analysis cycle you used to monitor and evaluate student understanding, progress and performance. And, how did the data inform your next steps in instruction? (C15)
Week 8	Think about a lesson you taught that was not observed by your clinical supervisor. What feedback would you give yourself about the lesson? Provide specific experiences in your response. (C13, edTPA Task 3)
Week 9	Select a lesson you taught this week and review the assessment data. If you could re-teach the lesson again to the same group of learners what would you change to support learner achievement? Make note of what occurred in the lesson taught and reflect on why you would change it to support learner achievement. (C14, edTPA Task 3)
Week 10	Review all of your observation assessment feedback in Chalk and Wire and reflect on areas in which you have grown and developed and areas in which you still need to improve. (C17, edTPA Task 3)
Week 11	What resources and materials were the most impactful on your P-12 learners' growth? (C4)
Week 12	How do you participate in the professional community in the school (or collaborate with teachers to discuss your practice, school/class related issues, student learning, and actions for improvement) and at the university to develop and grow professionally? (C15)

Week 13	What areas of specific growth have you noticed and documented in your P-12 learners this semester? What did you do to bring about this growth? In what ways did your experience with P-12 learners change you as a professional? (C14)
Week 14	At the end of this semester what excites and worries you now as you continue on the professional teaching continuum, as you prepare to transition from a provisional to a standard certification? What goals do you have for the next phase of your professional journey?