

# COLLEGE OF EDUCATION

## WILLIAM PATERSON UNIVERSITY

### ECE (P-3) Alternate Route Certification Program CIEC 5026 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 writing prompts below.
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 bi-weekly( once in 2 weeks) journal entry as an attachment to your clinical supervisor.
4. Write your journal entry using academic language. Proofread 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.

#### Prompts

1 <sup>st</sup> Journal	Using descriptive examples, describe how you: <ul style="list-style-type: none"><li>• demonstrate respect, and rapport with, and responsiveness to children with varied needs and backgrounds</li><li>• support mutual respect among children.</li><li>• support varied perspectives, learning differences and diverse backgrounds.</li></ul> Reflect on how these approaches help to create a <b>safe and positive learning environment?</b> (C1 & C3)
2 <sup>nd</sup> Journal	This week, identify key <b>vocabulary</b> (2-3) for any activity/lesson that you have planned this week. With the vocabulary available as you teach/interact, use the words in your talk with your students, intentionally but in natural ways. Take the time to explain word meanings using child friendly definitions, connect new words to previously known words, repeat and reinforce to be intentional in modeling the vocabulary, and <u>provide opportunities for children to use these words</u> . In this week's

	<p>journal, describe this experience, the activity, the vocabulary, and the ways you modeled and emphasized the new (and old) words. What did you notice about the effect of this intentional focus on vocabulary? How did <u>children’s use of the vocabulary</u> support their understanding (comprehension) of concepts related to the central focus of the lesson?</p> <p>(C2)</p>
3 <sup>rd</sup> Journal	<p>Give at least two specific examples of either planned or on-the-spot strategies you used to integrate accommodations and <b>differentiated instruction</b> in your lessons. Reflect on the challenges and lessons you have learned from supporting students’ varied needs. What differentiation advice might you share with a colleague?</p> <p>(C2)</p>
4 <sup>th</sup> Journal	<p><b>Probing and eliciting learners’ responses</b> requires many techniques (rephrasing using students’ response, wait time, affirmation). To deepen learners’ understanding we must vary the questions we ask and follow up on learners’ responses. What techniques or strategies do you use to improve your questioning strategies? What is an example of a time during a lesson when you attempted to deepen a learner’s understanding based on the learner’s response (i.e., learner did not respond, only responded with one word, offered an unexpected response, or answered incorrectly)?</p> <p>(C12)</p>
5 <sup>th</sup> Journal	<p>Select a lesson you recently taught that <b>integrated technology</b>. Analyze assessment data from this lesson. While analyzing the lesson’s assessment data, reflect back to “how” you taught the lesson and how the technology supported student learning. Make connections between students’ strengths and weaknesses and the specific strategies/ techniques you used. Next, identify teaching strategies, resources, and materials that may improve the lesson. What feedback would you give yourself about the lesson in terms of how you helped engage students in making real-life/real-world connections with the content taught? Provide specific experiences in your response.</p> <p>(C14)</p>
6 <sup>th</sup> Journal	<p>What do you do to inform students of the specific learning goals/ evaluation criteria for lessons/ activities you implement? Share an example from a lesson you taught. Describe and give an example of a time when you shared specific feedback with a learner. What feedback did you share? How did you provide <b>feedback</b>? How did the learner use / apply the feedback? Describe how you know the learner understood or did not understand your feedback.</p> <p>(C10)</p>
7 <sup>th</sup> Journal	<p>At this point in your teaching journey, what do you think is special and unique about your <b>teaching style</b>? Share three <b>teaching qualities</b> that distinguish you from others.</p> <ul style="list-style-type: none"> <li>• How do these qualities support diverse learners?</li> <li>• How do these qualities support your collaborative work with others (para, master teacher, coach, Special education support professional, and other members of the school team)?</li> <li>• What are some qualities that you’d like to develop, as you advance in the profession?</li> </ul> <p>(C17)</p>