

COLLEGE OF EDUCATION

WILLIAM PATERSON UNIVERSITY

ESL Alternate Route Clinical Journals Semester 3

Journaling has a critical role to play as you move through your clinical practice. Journaling provides opportunities for you to reflect on the contextual factors of the school, and your understanding of the occurrences that you observe; it is not a repository for minute-to-minute recording of incidents. Further, journaling promotes your ability to reflect on your experiences in and out of the P – 12 classroom, and to share your impressions of the events in which you engage with faculty who are entrusted with your guidance and supervision.

Journal Expectations

Timeliness: Teacher candidate submits weekly journal entries as requested without reminders.

Critical Thinking: Teacher candidate responds to journal prompts with substantial information demonstrating 1) application of knowledge, 2) connections between experience and content taught in preparation program.

Substantive Entry: Teacher candidate submits organized and logically sequenced journal and reflection responses. The entry contains detailed information, connections and reflections of experience.

Writing: Teacher candidate communicates effectively in writing using correct grammar, punctuation and spelling.

Reflection: Teacher candidate deeply reflects on his/her 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, linked below, to respond to the journal and reflection writing prompt.
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 are tagged with the competency(s) to which they are aligned.

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Week	ESL Alternate Route Journal Prompts Semester 3 (Revised August 2024)
1	Journal Prompt: What excites you about participating in clinical practice II? What is an area of concern or worry about participating in clinical practice II? What steps will you take to improve the area of concern?
2/3	Reflection Prompt: How do your students know specific learning goals/ evaluation criteria for 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 feedback? How did the learner use / apply the feedback? Describe how you know the learner understood or did not understand your feedback. (C10)
4/5	Reflection Prompt: In your own words, what is classroom management? Management is often referred to as “invisible” when implemented successfully. What are some strategies you use to help develop a safe and positive community of learning? Share an example of when you attempted a strategy. Explain whether the strategy worked or not and why. (C3)
6/7	Journal Prompt: Probing and eliciting learners’ responses 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)? (C12)
8/9	Journal Prompt: What is special and unique about your teaching style? Share three teaching qualities that distinguish you from others. How do these qualities support diverse learners? How do these qualities support a teaching team? (C3)
10/11	Journal Prompt: The professional community includes: paraprofessionals, mentors, superintendents, administrators, families, child study team, community members, and colleagues. Which professional community members do you feel the most comfortable working with? Please give an example of a positive experience and explain why? Which professional community members do you feel the least comfortable working with? What

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	is one step you can take to feel more comfortable? How do you plan to participate as a leader in the professional community in the school and at the university? How will these experiences impact your teaching and students? (C16, UCC SLO 4)
12/13	Journal Prompt: Give at least two specific examples of either planned or on-the-spot strategies you used to integrate accommodations and differentiated instruction 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? (C2)
14/15	Journal Prompt: What excites and worries you now as you continue on the professional teaching continuum - transitioning from a teacher candidate to a beginning teacher?