

Appendix D: Additional Information about Journal

The College Supervisor decides whether the journal is required.

- **Description and Reflection.** The journal entry will always consist of two sections, that is, the description of what the Student Teacher saw and reflection on issues and meaningful episodes. The description should capture meaningful and interesting moments and aspects of an observed class or activity, whereas the reflection should demonstrate the Student Teacher's understanding of the issue being discussed, critical comments on a particular instructional practice or aspect of teaching, and recommendations for an alternative or a better solution to the problem. For example, Student Teachers may demonstrate their understanding by making connections between observations and readings they have done for the previous classes. They may discuss how the topics being discussed in the books or articles help them understand observed teaching and learning in general, and classroom management, instructional practices, selection of instructional materials, and assessments and evaluation in particular.
- **Focus.** As the Student Teacher moves to conduct instructional activities or student teach under the cooperating teacher's supervision, journal entries will focus on the instructional activities or lessons to be taught. At the end of the activity or lesson, the Student Teacher will enter her or his evaluation of the session. Special attention should be paid to the lessons and activities delivered to students with special needs and of varying cultural and linguistic backgrounds and effectiveness of their approaches to working with families and parents. The Student Teacher should reflect on how to adapt and modify methods and techniques that support learning by all students as shown in her or his work with students with exceptionalities and those from diverse ethnic/racial, linguistic, gender, and socioeconomic groups in classrooms. It is important that these entries should reflect the Student Teacher's observation of their students' learning behaviors and the Student Teacher's critique of what went on during the session. The Student Teacher's plans for the following day or the next session should grow out of these evaluations.
- **Discussion with the College Supervisor.** Journals are to be submitted to the college supervisor on a regular basis—an emailed synopsis of daily entries should be emailed to the supervisor once a week.

Since the Student Teachers will be exchanging portions of their journal back and forth with the college supervisor, it is best to keep their journal on loose paper that can be taken in and out of a binder rather than in a bound notebook. The emphasis for the journal is on **reflection**. The journal is NOT intended to be a list of activities the Cooperating Teacher or the Student Teacher does during the day. It should focus on Student Teachers' **analysis and critique** of what they did, how they think it went, why a particular moment was good or bad, and how they think they would change it next time. The Student Teachers' journal is confidential. Only the college supervisor