

## **GUIDELINES FOR JOURNAL COMPLETION**

**THESE GUIDELINES FOLLOW THE ORDER OF THE EVALUATION FORM WHICH WILL BE USED TO ASSESS YOUR FIELD EXPERIENCE JOURNAL. PLEASE REFER TO YOUR COPY OF THIS EVALUATION FORM WHICH IS INCLUDED IN YOUR COURSE SYLLABUS WHEN COMPLETING THE JOURNAL TO MEET THE GUIDELINES BELOW.**

### **I. DAILY JOURNAL (One entry for each day of attendance)**

Each entry should contain a summary of the day's activities, focusing on the teacher's instructional style, curriculum focus, and management technique. Each entry should end with a reflection – your thoughts and insights about how the day's experiences model good teaching and how they will help shape your own classroom.

### **II. CLASSROOM AND THE LEARNER (4 subsections)\*Please note that Special Ed. Evaluation Forms differ slightly. SE 202, 302, 402, 601, 602, and 603 students should refer to the order of their Evaluation Form to complete this section.**

1. You will describe the classroom setting, including work arrangements, posters, etc. to let the reader know how the classroom is organized for learning. A diagram may also be included with your narrative.
2. You will describe the learners – ages, genders, learning characteristics, demographic information, etc. You will interview your teacher to gain information about the class achievement levels.
3. You will observe one learner for a class period and record your insights into the child's behavior during the classroom instructional/work period. You need to focus on such areas as time-on-task, attentiveness, etc. Do not identify the student by name or use any names of students in any part of your journal.
4. You will interview your teacher to determine how she/he integrates any accommodations to meet the needs of diverse learners – whether they are in a specialized program or a part of a regular classroom full of individual learners, each at their own achievement level.

### **III. PLANNING AND PROCEDURES (6 subsections)**

1. You will meet with your supervising teacher to obtain information about a curriculum area/skill (GPS Standard) that she/he would recommend you use to plan your lesson to meet the needs of the classroom learners as well as a date/time when you can arrange for your college supervisor to come to the classroom to observe your lesson. You will plan your lesson using Livetext and make sure to include a web reference in your planning. You will ask your supervising teacher to review your lesson to make sure it meets her/his approval. You will print this lesson and have it readily available for your college supervisor to refer to as she observes and evaluates your teaching. It is your

responsibility to contact your college supervisor to coordinate this observation appointment within the first two weeks of your experience, and to schedule the observation no later than two weeks before the end of your observation period.

2. After you have taught the lesson and received feedback from your supervising teacher and college supervisor, write a reflection on your teaching – what you think went well, what you think needed improvement, and what you’ve learned about yourself, your learners, and the curriculum that will affect your planning and instruction in the future.
3. You will observe and interview your supervising teacher to determine the classroom management plan for this class, including classroom rules, behavior consequences, management skills the teacher utilizes, etc.
4. You will summarize the available technology resources available to the teacher in the classroom, also including school resources such as labs, etc.
5. You will interview your supervising teacher to determine how and what types of assessments are used to monitor student progress, both formative and summative.
6. You will include resources that the teacher is willing to let you take with you to help as you begin to plan your own classroom – examples are behavior charts, newsletters, worksheets, rubrics, etc. Describe these.

#### **IV. PROFESSIONAL BEHAVIOR (4 subsections)**

1. You will interview your supervising teacher to determine the additional responsibilities of a classroom teacher, including meetings, committee memberships/chairs, staff development, etc.
2. You will interview your supervising teacher to determine how/when she is in contact with parents on a regular basis, and also for specific instances. Be sure to include information about communication with parents from diverse backgrounds.
3. You will choose an article from a recognized educational journal that is relevant to your field of study and of high interest to you. Summarize the article, including a conclusion that reflects its impact on your professional development. This must include APA reference.
4. Provide a copy of the article in item # 3 for the evaluator to review.

#### **V. REFLECTIVE JOURNAL AND CONCLUSION (1 subsection)**

1. You will write a narrative reflection of your entire experience, including what you have learned about planning, implementing, and evaluating content, pedagogy, and the learner. Reflect on how this has helped you in the development of your own learning philosophy and how it will impact you as you work toward your professional goals.

## **VI. DOCUMENTATION AND FORMS (4 subsections)**

The forms listed below must be included with your journal.

1. \* Field experience Verification Form completed by your Supervising Teacher and signed.
2. \*BAD Evaluation Completed by your Supervising Teacher.
3. \*Field Experience attendance log signed by your Supervising Teacher.
4. \*Items 1, 2, and 3 are to be placed in an envelope, sealed with the back flap signed by your Supervising Teacher and included with your journal. They are not to be mailed.
5. Copy of proof of professional liability insurance. This can be your PAGE or NEA membership card, or if you carry individual Professional Liability Insurance, a copy of the Declarations Page (this is not the same as homeowner's liability insurance).

## **IMPORTANT POINTS TO REMEMBER**

1. Your journal is due no later than the date indicated on your syllabus - **NO EXCEPTIONS.**
2. You must submit your journal to campus where you are registered. Please check the section you registered for and deliver the journal to that campus only. Journals will not be transported to another campus by our office.
3. You must type your journal and submit it in a three ring binder(not a floppy binder) with dividers for each section– organization and neatness are absolutely required – you would expect no less from one of your own students once you become a teacher. You must label the spine of the binder with your name, course number, and college supervisor's last name for identification purposes.
4. You should make sure that the sealed envelope you include from your supervising teacher is securely fastened to the binder – either hole punched and included in the rings, stapled, or taped so that it does not become separated.
5. Your final course evaluation is based on receiving a minimum of satisfactory evaluations on your journal, your BAD and Verification Form, and your College Supervisor's Evaluation of Professional Behaviors. Copies of all forms along with information regarding the evaluation process are included in your course syllabus.
6. It is your responsibility to pick up your evaluated journal from the campus where you are registered within two weeks after semester grades are posted. These journals will contain your copies of all documentation – BAD, Verification Form, Evaluation Form, College Supervisor Evaluation of Professional Behaviors. You will need this documentation for admission to Teacher Education, Checkpoint 1, etc.