

COLLEGE OF EDUCATION

WILLIAM PATERSON UNIVERSITY

ESL Alternate Route Clinical Journals Semester 2

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 2 (Revised February 2023)
1	Journal Prompt: Review the school website and share the school’s mission statement. Describe how this mission statement aligns with your goals for the school year. What opportunities are there for you to support the school’s mission statement? Find out about and describe how you might participate in the following professional activities: grade meetings, co-planning lessons, family night, IEP meetings, communication with families (i.e., introduction letter). (C15)
2	Journal Prompt: Describe your schedule for the semester. Specifically, describe 1) when you will attempt using different co-teaching models; 2) new classroom responsibilities and tasks; 3) the plan for teaching lessons. Review: Guide for Clinical Practice I Thinking forward: What professional skills/ dispositions do you plan to practice this semester? How do you intend to improve this area? (C16)
3	Journal Prompt: Describe three routines you use to facilitate a healthy, safe and organized learning environment. Next describe how you learn about your students’ cultural and personal backgrounds. How would you use information about students to inform your curriculum? (C3)
4/5	Journal Prompt: After a few weeks in the classroom, how do you learn/research the interests, strengths, and needs of your students? How can students’ assets and needs influence your instructional planning? Think about one learner. What are some strengths and interests the student has (cognitive, linguistic, social, emotional and physical)? How can you use the student’s strengths and interests to design lessons which tap these assets? (C1)
6/7	Journal Prompt: Name at least three effective instructional strategies you have observed. Which strategies do you intend to incorporate in your own lessons? How are these strategies supported by research? Why do you think they are effective? (C11)
8/9	Journal Prompt: What assessment tools have you used to measure learning objectives? How do you ensure that assessment tools used align with learning objectives? Think of a recent lesson you taught; share one informal and one formal assessment you used. How did the results of this assessment indicate learners’ progress in meeting objectives? (C8)

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10/11	Journal Prompt: Select one lesson. Look carefully at the data from one assessment (formal or informal). Considering the objective this assessment was designed to measure, describe the performance of the whole class. Focus on one student's performance; describe your next steps to support this student's meeting of the learning objective (i.e. additional supports; reteaching; flexible grouping; scaffolding material) (C9)
12/13	Journal Prompt: Describe a variety of language supports used to support learners' understanding and use of the content-related academic language. Select one lesson and give specific examples of how you understandings related to the learning experience. (C7)
14/15	Journal Prompt: Select a lesson you recently taught that integrated technology; 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 growth. 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 steps will you take to improve your teaching? What goals do you have for CPII? (C14)