

ECE (P-3) Alternate Route Certification Program

CIEC 5026 Journal

Journal Expectations

- **Timeliness:** submit a total of 7 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 (one 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.
- Each prompt supports candidates' growth in the COE Competencies.

See prompts on next page.

Week	P-3 Alternate Route Clinical Practice II Journal Expectations and Prompts
<p>Week 2</p>	<p>This journal prompt engages you in exploring the COE/PACE Competency C1 and C3: Assessment of Teacher Candidates. Read the competency and the associated rubric row to help you frame your and include detail in your response to this journal topic.</p> <p>Using descriptive examples, describe how you: 1) demonstrate respect, and rapport with, and responsiveness to children with varied needs and background 2) support mutual respect among children and 3) support varied perspectives, learning differences and diverse backgrounds.</p> <p>Reflect on how these approaches help to create a safe and positive learning environment (C1 & C3)</p>
<p>Week 4</p>	<p>This journal prompt engages you in exploring the COE/PACE Competency C2: Assessment of Teacher Candidates. Read the competency and the associated rubric row to help you frame your and include detail in your response to this journal topic.</p> <p>This week, identify key vocabulary (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 provide opportunities for children to use these words.</p> <p>In this week's 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 children's use of the vocabulary support their understanding (comprehension) of concepts related to the central focus of the lesson? (C2)</p>

<p>Week 6</p>	<p>This journal prompt engages you in exploring the COE/PACE Competency C2: Assessment of Teacher Candidates. Read the competency and the associated rubric row to help you frame your and include detail in your response to this journal topic.</p> <p>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.</p> <p>Reflect on the challenges and lessons you have learned from supporting students' varied needs. What differentiation advice might you share with a colleague? (C2)</p>
<p>Week 8</p>	<p>This journal prompt engages you in exploring the COE/PACE Competency C12: Assessment of Teacher Candidates. Read the competency and the associated rubric row to help you frame your and include detail in your response to this journal topic.</p> <p>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.</p> <p>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)</p>
<p>Week 10</p>	<p>This journal prompt engages you in exploring the COE/PACE Competency C14: Assessment of Teacher Candidates. Read the competency and the associated rubric row to help you frame your and include detail in your response to this journal topic.</p> <p>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 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.</p> <p>What feedback would you give yourself about the lesson in terms of how you helped engage</p>

	<p>students in making real-life/real-world connections with the content taught? Provide specific experiences in your response. (C14)</p>
<p>Week 12</p>	<p>This journal prompt engages you in exploring the COE/PACE Competency C10: Assessment of Teacher Candidates. Read the competency and the associated rubric row to help you frame your and include detail in your response to this journal topic.</p> <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.</p> <p>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)</p>
<p>Week 14</p>	<p>This journal prompt engages you in exploring the COE/PACE Competency C17: Assessment of Teacher Candidates. Read the competency and the associated rubric row to help you frame your and include detail in your response to this journal topic.</p> <p>At this point in your teaching journey, what do you think is special and unique about your teaching style? Share three teaching qualities that distinguish you from others.</p> <p>How do these qualities support diverse learners? 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)?</p> <p>What are some qualities that you'd like to develop, as you advance in the profession? (C17)</p>