THE REFLECTIONS JOURNAL

INSTRUCTIONS:
- Write two journal entries per week: one must be on the weekly topic provided below and the other entry will be a topic of your choosing.
- Complete the journal entries in the order listed. There is a topic for each week of internship.
  - 14-week internships complete topics 1-14
  - 20-week internships (two 10-week internships) complete topics 1-20
- Create your journal entries in a word document and save it on your computer as backup. Then copy and paste your entry into WebCampus.
  - ½ inch margins, single space, no spaces between paragraphs, indent paragraphs 5 spaces, size 11 font, Arial or Times New Roman font only
  - Minimum entry 300 words or approximately ¼ page and maximum entry 1200 words or approximately 1 page
  - Start each journal entry as follows:
    - Week 1: Routines and Procedures
    - Week 1: Free Topic
    - Week 2: Behavior and Reinforcement
    - Week 2: Free Topic
    - And so on...
- Submit entries on WebCampus by Sunday evening for the previous week.
- Establish a timeframe each week for your supervisor to read and respond to your entries.

TOPICS FOR EACH WEEK:
1. Routines and Procedures
2. Behavior and Reinforcement
3. Content and Teaching Strategies
4. Informal Assessment: Reflect on what you can tell from students’ behaviors without even looking at their work. Now that you have taught a few lessons, reflect on students’ observable behaviors (or lack thereof) that indicate the effectiveness and appropriateness of your lesson.
5. Grading Practices: Reflect on the grading practices of you and your lead teacher. Is all student work graded? Is all graded work entered into the grade book? How many grades in the grade book are enough? To grade or not to grade – reflect on how you decide.
6. Appropriately Challenging Lessons: Reflect on how you determine the level of difficulty for lessons. Where does this information come from? Are there student characteristics that influence this? Reflect on how you determine if a lesson will be too easy or too hard.
7. Instructional Decisions: If you have a good lesson in your opinion, why would you change it? Reflect on adjustments you made as you taught such as giving additional instructions, more examples, re-teaching, etc. Reflect on the pros and cons for making instructional decisions right now while teaching verses waiting until after the lesson or unit is finished.
8. Student Performance: Reflect high and low performing students. Why do you think students progress at different rates. Are there times when it is the student’s fault? Are there times when it is your fault? Reflect on what you are or are going to do about it. Reflect on how student performance might cause you to adjust future lessons.
9. You’re Doing A Good Job: Reflect on how you know ‘you’ are doing a good job. Are there indicators other than being told so by your lead teacher or supervisor? Reflect on a time when you thought you delivered a spectacular lesson but your students performed poorly.
10. Telling Students How They Are Doing: Reflect on the value of discussing students’ performance directly with the student. Does students’ behavior change as a result? Reflect on different ways to show students just how they are doing in your class.
11. **Evolution of Planning:** Reflect on your planning and preparation and how it has changed from the beginning of internship to now. When planning, what things have become easier and what is still difficult? Talk about rehearsal.

12. **Class Discussions:** Reflect on the extent of participation of individual students in class discussions and how you encourage this. Individual students may have a tendency to dominate the discussion, engage in irrelevant activities during the discussion, tease classmates, or check out and not participate. Reflect on the strategies you use to discourage these behaviors and encourage desirable behaviors.

13. **Mistakes:** Reflect on a time when you made a mistake in front of your students and how you handled it. How could this be prevented? What would you do if the students didn’t know you made a mistake? Reflect on what you should do if you don’t know something or don’t remember.

14. **Knowing Your Students:** Reflect on student rapport and the difference between being friends and being friendly. You certainly like some students more than others so how do you deal with this? Reflect on personal space, hugging, giving and receiving compliments, etc. between you and your students and student to student.

15. **Outreach:** Reflect on family and community engagement. Why do you think some teachers are eager to have volunteers in their classrooms and other teachers do not want any? What is your preference? Reflect on how you would like to communicate with families in the future and why you have put off doing so.

16. **Differentiation:** Reflect on the strategies you use to meet the different needs of students. The students’ interests and abilities vary so how do you address this differentiation in your planning and delivery of instruction?

17. **Getting Help:** Reflect on an aspect of your teaching that you still have difficulty with. Determine how you might get practice, guidance, or information to help you with this difficult area.

18. **Running a Smooth Class:** Reflect on the routines and procedures you are purposely choosing to use now. Are they the same or different than what your lead teacher was using before you assumed full control? Reflect on a time when an established routine or procedure failed and why.

19. **Classroom Management:** Reflect on why certain management strategies work or don’t work. Explain why a management strategy might work for your lead teacher but not work for you. Reflect on different management strategies that may be used to achieve the same outcome.

20. **Analyze Yourself:** Reflect on which of the roles and responsibilities of being a teacher you are most and least comfortable doing. Analyze why you may be more or less comfortable with each of these roles and responsibilities.