

Matthew



# Appendix A: Reflective Journal

The purpose of journal writing is to examine your beliefs and attitudes about a variety of educational issues and make connections between theory, practice, and experience.

## Seminar Journal Entries

To be completed three times during the semester, as outlined in the course schedule. Further details specific to each entry will be provided during seminars.

## Practicum Journal Entries

To be completed following each day spent in the practicum, these entries will comprise a series of reflections (interpreting, questioning, exploring, analyzing) that document your observations and insights. Entries should include questions and possible answers about teaching and learning. It is important for you to ponder how and why educators make the instructional and professional choices they do; accordingly, you will examine your own decisions and actions, question your effectiveness, and propose how you would revise your teaching.

## Assessment Rubric for Journal Entries:

— Journal 1 PA  
 — Journal 2 PA  
 — Journal 3 PA

1. Professional Growth and Reflection	Not Meeting Expectations	Meeting Expectations	Exceeding Expectations
The ED 2500 student will be able to:			
<ul style="list-style-type: none"> <li>communicate effectively, verbally, non-verbally, and in writing;</li> <li>reflect critically and analytically on own teaching and learning experiences;</li> <li>make an informed decision relative to teaching as a career;</li> <li>develop a sense of own professional identity;</li> <li>identify teachers' professional responsibilities; and</li> <li>understand the richness and complexity of teachers' working realities.</li> </ul>			
a) identify how past experiences have contributed to consideration of a career in teaching.			✓
b) critically analyze and interpret course content and experiences.			✓
c) connect classroom experiences in the practicum with learning from the seminar.	N/A		✓
d) self-assess and accurately evaluate progress throughout the seminar course.	N/A	N/A	✓
e) engage in thoughtful decision-making.			✓
f) document professional learning from seminar experiences.		✓	✓
g) respond to feedback by listening to, evaluating, and responding to suggestions.			✓
h) communicate in writing (e.g. handwriting, spelling, punctuation, grammar; syntax, word choice, etc.).			✓



Reflection is a critical attribute of effective teachers. Use this reflection organizer to self-assess your progress, strengths and goals for the remainder of the course

**Step One** Complete the checklist to the right, which is aligned with the criteria found in the final Seminar Report. Include any reflections that may relate to criteria being reflected upon.

**Step Two** Identify below two areas of success that you feel you have achieved so far in the course.

**Step Three** Identify below two goals for the remainder of the course.

<p><b>Two Areas of Success</b></p>	<p>Microteach:                  1) Kept students interest ✓                  2) Maintained pace and time goals ✓</p> <p>Class:                  1) Greater knowledge of the 'big picture'; not just teaching, but being a teacher in society and dealing with the institutions within                  2) An understanding of the solidarity between teachers. In the practical arts, we were largely left to our own devices; not so in the classroom (which I like!). Inter-dependency can be good but also sometimes hamp. It's a balancing act <del>for</del> <b>for sure</b>.</p>
<p><b>Goal #1</b></p>	<p>Gain an even better understanding of everything a teacher has to do outside of the classroom (maneuvering through the ATR, parents, bureaucracy, etc...) If I'm going to play the game I want to know all the rules, not just the basics. I understand... Remember that, regardless of the political situation, individual student's learning needs lie at the core of all your classroom.</p>
<p><b>Goal #2</b></p>	<p>Demonstrate my conviction and determination towards teaching. I hate that I've missed class (to being sick), so I'm bound and determined to prove that I'm hard-working and a team-player who only let's the outside world hold me back. Your determination is commendable... keep moving forward!</p>

<p>d) self-assess and accurately evaluate progress throughout the seminar course. ✓</p> <p>e) engage in thoughtful decision-making. ✓</p> <p>f) document professional learning from seminar experiences. ✓</p> <p>g) respond to feedback by listening to, evaluating, and responding to suggestions. ✓</p> <p>h) communicate in writing (e.g. handwriting, spelling, punctuation, grammar, syntax, word choice, etc) ✓</p>	<p><b>2. Relationships</b></p> <p>a) establish and maintain positive and respectful relationships with peers. ✓</p> <p>b) establish and maintain positive and respectful relationships with university personnel. ✓</p>	<p><b>3. Understanding of Teaching as a Profession</b></p> <p>a) describe current trends in education. <i>want to learn more</i> ✓</p> <p>b) describe how schools connect to and reflect the local community. <i>actually</i> ✓</p> <p>c) identify contextual variables that affect teaching and learning. ✓</p> <p>d) identify ethical issues unique to the teaching profession. <i>all of above</i> ✓</p> <p>e) identify the range and nature of teachers' professional responsibilities. <i>more</i> ✓</p> <p>f) describe the richness and complexity of teachers' working realities. ✓</p>	<p><b>4. Teaching Skills and Attributes</b></p> <p>a) plan effectively for instruction. ✓</p> <p>b) organize instruction effectively. ✓</p> <p>c) provide clear direction and instruction. ✓</p> <p>d) engage peers in effective learning using appropriate instructional approaches. ✓</p> <p>e) monitor and respond appropriately to peers during instruction (questions, behavior, etc) ✓</p> <p>f) self-assess the effectiveness of own teaching. ✓</p> <p>g) communicate verbally effectively (tone, volume, expressiveness, grammar, language, etc) ✓</p> <p>h) communicate non-verbally effectively (gestures, expressions, eye contact, congruence between verbal and non-verbal) ✓</p> <p>i) communicate in writing effectively (handwriting, spelling, punctuation, grammar, syntax, word choice) ✓</p> <p><b>5. Personal/Professional Attributes</b></p> <p>a) demonstrate a dynamic presence (e.g. alertness, 'with-it-ness', enthusiasm, passion). ✓</p> <p>b) demonstrate flexible thinking and consider issues from multiple perspectives. ✓</p> <p>c) demonstrate confidence, composure, and poise. ✓</p> <p>d) participate in and contribute to seminar activities in a positive and collaborative manner. ✓</p> <p>e) demonstrate critical and analytical thinking skills. ✓</p> <p>f) demonstrate creativity (e.g. instructional arrangements, discussion, reflection, etc) ✓</p>
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