

Student Teaching Reflective Journal

The Reflective Journal is one of six documentation sources required during student teaching. Entries are due by midnight on Friday and are to be submitted through the CI/SPE 4900 course website.

Note: Several assignments require information about particular students for whom you will design the Instructional Design/Impact on Student Learning Project (referred to as Impact Project.) If your teaching assignment involves several different classes of students, choose only one class for the Reflective Journal entries requiring student demographics and background analysis (approximately 25-30 students).

Assignment One – Week One

This entry is based upon the fact that you need to begin to get to know your students and school. If you are in a situation where you teach different students during a day, complete this activity with the class for which you plan to design your Instructional Design/Impact on Student Learning Project.

Part I

What are your first impressions of the class you will be teaching? What seems to be going well? What puzzles you?

What are your first impressions of the school where you will be teaching? What seems to run smoothly? What puzzles you?

In general, what questions do you have about the school or your classroom?

Part II

Review the school's *Teacher Handbook* and also the *Student Handbook*. Describe/discuss one item from each that surprises you. Discuss the reasons these items are surprising.

Part III

Study the *North Carolina Code of Ethics and Code of Professional Practice and Conduct*. What do you find to be surprising about this document? What do you find to be good about this document? This document is found in the Teacher Candidate Resource section of the class website.

Part IV

Read *ASU's Student Teaching Handbook* which can be accessed through the AsULearn course site, Teacher Candidate Resource section. Discuss one item that you find to be surprising about this document.

Assignment Two – Week Two

List and discuss five ways a teacher can promote global awareness in a classroom. Consider (1) lesson content (alignment with the NCSCOS and the 21st Century Skills' Framework) and (2) the classroom environment (physical and social/emotional). You may want to consult with your cooperating teacher, other school personnel, your ASU professors or your peers as you complete this assignment.

Assignment Three - Week Three

Read *Classroom Management and Discipline* and then design your own personal system of discipline following the steps given.

Assignment Four -Week Four

Review several surveys that appear in the Background, Interest and Learning Preference Inventories section of the Teacher Candidate Resources on the AsULearn course site. Design a short inventory (3 to 10 questions, 1 page) to determine some of the interests, backgrounds, and/or learning preferences of your students. Upload your inventory and discuss the results and how you anticipate this information will affect your planning and teaching.

Assignment Five - Week Nine

Consider your lesson planning and teaching thus far.

- Describe strategies that you have used to encourage critical-thinking and problem-solving skills (e.g. Bloom's taxonomy, Marzano, Guskey, Inquiry lesson). Give specific examples from your lesson plans or assessments (e.g. higher-level questions).
- Describe and reflect upon activities and /or topics that you used to incorporate different points of view or perspectives in instruction. (What are the various ways you can look at a topic? For example, in the primary grades the students might express their likes/dislikes regarding an assigned animal. In the older grades the teacher and/or students might discuss different interpretations of *To Kill a Mockingbird*. It is important to emphasize that the purpose of this discussion is to unearth different points of view and also to honor varying perspectives.

(Length: Provide your answers in one paragraph each.)

Assignment Six - Week Twelve

Part I

Read an article related to teaching in your content area or to teaching and learning in general. Reflect upon how the information in the article contributes to your personal knowledge of teaching and learning. Articles can be found in the Resource section of the course website, in the ASU Library, on discipline-specific association website, and in a variety of journals. Cite reference for the article you use.

(Maximum length: One-half page.)

Part II

Review the website of an association for your academic discipline. Examples of these websites appear in the Teacher Candidate Resources section of AsULearn under Professional Associations. (If you use an alternate website, please include the URL of the site.) What did you learn about student memberships? How does the association support teaching? What did you learn about the association's point of view and research on a specific topic? What is your overall impression of the website?

(Maximum length: One-half page.)