

Student Teaching Journal Instructions

As a student teacher, you are required to maintain a written journal of experiences and submit them to your supervisor each week in ePortfolio. The journal should express and maintain a record of reflections on activities that have an impact on student learning.

Entries are to include references to the INTASC Standards and the Conceptual Framework. Journal entries give the supervisor insight into your development and progress during student teaching. It is also a key to understanding items that may not have been discussed between you and your supervisor.

Plan to address all 10 INTASC standards at some point during the student teaching period, choosing those that align to your experiences and reflections each week. You should try to address at least one INTASC standard in each weekly journal. Your supervisor will record ratings for the standards you do include and give a Not Applicable (N/A) for those you do not. Your overall score each week will reflect only the standards you do address; N/A ratings will not be scored.

You will complete fourteen journals, one each week, and place them on the appropriate week's page in the Student Teaching/Journal section of the *Program Assessment (eP4)* portfolio. Journals should be submitted to the university supervisor for assessment. (*Distance candidates should also send a copy of the journal as an email attachment to the distance supervisor for their review. Secondary education candidates should send a copy to their methods supervisor*)

Students with Special Needs (including English Language Learners)

Focus on:

- How are students with special needs identified?
- How are interventions for students with special needs determined, implemented, and evaluated?
- How was collaboration with other staff important?

Use the following questions to think about yourself in relation to your students with exceptionalities:

- Do you articulate high expectations for all students?
- Do you expect all students to participate academically and socially?
- Do you encourage and expect all students to complete assignments?
- Do you prevent student nonparticipation and isolation?
- Do all students have opportunities to show their strengths and assist with others?
- Do you differentiate instruction?

Suggested Activities for INTASC

Listed below are possible activities correlating with each INTASC Standard. Include these activities, or others that you have thought of, in your journal narrative and during discussions with your university supervisor.

The journal provides evidence that INTASC Standards are being addressed and that you are reflecting on how teaching impacts student learning. Journal writing should be descriptive, analytical, and reflective. Descriptive statements describe what is happening, while analytical entries explain why and provide evidence of your understanding. Reflective discussion should focus on self-analysis, including the quality of your work and thoughts about strengths and weaknesses related to teaching standards and activities. Include in your reflection how you might apply this new understanding in your future practice. Identify the INTASC Standard e.g. (INTASC 8) immediately after the criteria has been addressed.

1. Learner development. The teacher understands how students learn and how they develop. Teachers apply this understanding to each student in the context of the student's cognitive, linguistic, social, emotional, and physical abilities, because they understand that students' abilities differ. Teachers respect these student differences and leverage differences to allow all students to reach their full potential, focusing on and drawing out their individual strengths. Teachers actively take responsibility for their students' growth and development, receiving input from and collaborating with families, colleagues, and other professionals.

2. Learning differences. The teacher understands individual differences in culture, language, and socioeconomic status of his or her students, incorporating them in teaching to create inclusive learning plans. Teachers use this understanding to adapt their lesson plan content and delivery to ensure that they promote and encourage diversity, particularly for students who have special needs. Teachers respect these individual differences, believe that all students can achieve at high levels, make students feel valued, and assist students in realizing their full potential.

3. Learning environments. The teacher understands how to develop and provide supportive learning environments for his or her students. Teachers apply this understanding to create activities that facilitate both individual and collaborative learning, while also promoting positive social interaction between students of different backgrounds. Teachers value their students' input, allowing them opportunities to provide input, and listening attentively and responsively. Teachers support students in developing self-motivation, assisting them with problem solving, decision making, and exploration within a safe and validating environment. Teachers also engage appropriately with local and global communities to provide diverse learning environment opportunities for all students.

4. Content knowledge. The teacher understands the central concepts of the subject or subjects that he or she is required to teach, with an in-depth understanding of how to make the content accessible and approachable to all students. Applying this standard, teachers commit to keeping up-to-date and relevant in their content areas, in both local and global contexts, incorporating and promoting cross-cultural understanding. Teachers encourage, appreciate students' critical analyses, and ensure that students are appropriately challenged with adequate resources to support their learning. And teachers are sensitive to the potential for bias, actively seeking to address it when covering any learning content.

5. Application of content. The teacher understands how to apply and connect different concepts within the learning content, using this understanding to engage students and to help them apply these concepts to the real world. Teachers also use this understanding to draw from content material outside their own area of concentration, helping students to understand how their education as a whole is composed of interrelated components. Including local and global examples, teachers draw on culturally and socially diverse perspectives and collaborate with other teachers to provide an example that encourages students to explore, think critically, and develop their own innovative skills.

6. Assessment. The teacher understands and applies various methods of assessment that encourage and support the growth of his or her students. Using this understanding, teachers can appropriately modify assessments to make them culturally or ethnically relevant or to allow the adequate testing of students with varying abilities in English and of students with individual needs. Ethical application of these assessment methods allows students to understand and reflect on their own growth and learning. Providing descriptive feedback on student progress encourages students to focus on areas of difficulty where appropriate.

7. Planning for instruction. The teacher understands the curriculum goals and standards required of his or her students and appropriately uses knowledge of content areas and cross-disciplinary skills to plan learning that will allow each student to achieve these goals and standards. Effective teachers adapt and plan effective instruction that will allow learners of varying skill levels and at various levels of development to leverage their own strengths to achieve what is required of them. Applying this standard also involves the input of students' family members, the community, and professionals both inside and outside education, to ensure the highest possible levels of classroom achievement.

8. Instructional strategies. The teacher understands how to encourage students to use and develop a deep understanding of content and connections between content using a variety of instructional strategies. Allowing students to develop their critical thinking, problem solving, and research abilities, and allowing them to perform learning tasks independently as well as with the teacher, are all applications of this standard. Teachers plan to accommodate students from diverse backgrounds and with a diverse range of abilities, incorporating and encouraging the use of various technologies that will support students in retrieving or assessing the required information. Teachers can also adapt exercises and materials to cope with new information received from students during their research, updating and improving their own knowledge base.

9. Professional learning and ethical practice. The teacher understands the importance of ongoing personal reflection regarding teaching and lesson planning methods, personal and teaching goals, as well as continued striving for development. Applying Standard 9, teachers perform frequent self-evaluation, and encourage feedback from students, students' families, and colleagues or supervisors. Teachers must see themselves as continual learners, always seeking new opportunities to further their knowledge, particularly of their content base.

10. Leadership and collaboration. The teacher seeks out and assumes leadership roles that match his or her skills. Teachers who apply Standard 10 understand the importance of collaboration and demonstrate this understanding to their students. They take direct responsibility for the success of their learners, working with them to help them achieve their potential. And this collaborative spirit extends to the students' families and community; when teachers actively seek opportunities for growth by engaging with other education professionals and accessing and providing support where required, the school as a whole is empowered to move forward in achieving the school's mission and goals.