

## Practicum Journal Instructions

Keep a journal of two to four pages per week and submit to the university supervisor in Chalk and Wire Anthology at the end of each week for a total of two journals.

The purpose of the journal is to reflect on how teaching impacts student learning. Choose one or more events each day to write about using the **DAR** model. Your writing should be **D**escriptive, **A**nalytical, and **R**eflective. Start out by describing what happened, then analyze and explain why it happened. Reflect by focusing on the quality of your work as well as your strengths and weaknesses related to teaching principles and activities. What will you do differently in the future because of this experience? What worked well that you intend to follow in the future? Because your journal also provides evidence that you are addressing InTASC Standards, specify the related InTASC Standard e.g. (InTASC 2) at the end of each event.

Although your journal is not intended to be used as a daily “diary”, it may be beneficial to include any concerns or problems you might have had that day. The supervisor’s feedback will be valuable for growth and development into a successful educator.

The university supervisor evaluates journal entries with the Practicum Journal Evaluation rubric, which is available in My Graceland ([my.graceland.edu](http://my.graceland.edu) > School of Education > Field Office > Practicum Information). To receive a “Pass” grade, the journals must be submitted weekly, addressing each rubric item.

Required InTASC standards and suggested activities for your practicum journal:

### InTASC Standard Two – Learner Differences

1. Write material to use in the context description for the “*Lesson Plan*” section in your ePortfolio, and include a general description of the class including behavioral, academic, and cultural/ethnic composition.
2. Summarize individual differences and similarities of students in your classroom.
3. Describe why instructional strategies that you use are appropriate for students in terms of their:
  - Intellectual development
  - Social development
  - Personal development
  - Cultural background
  - Prior experiences
  - Family background
  - Community background
4. Describe why your instructional strategies encourage learners to assume responsibility for shaping their own learning.
5. Describe how to access specialized services to meet student needs.
6. Describe how you can be an advocate for learners.
7. Describe how you can involve parents/guardians with the students’ learning.

### InTASC Standard Four – Content Knowledge

1. Examine some or all of the following materials and describe what you learned
  - Curriculum Guides
  - Teacher’s Plan Book
  - Teacher’s Manual or Text
  - State Curriculum Standards
  - Content Area Standards
2. Observe and take notes on a lesson taught by the cooperating teacher or other school faculty. Identify

- strategies and techniques for teaching content.
3. Follow-up a lesson taught by the cooperating teacher by tutoring, leading a small group discussion, or checking students' work.
  4. Have the cooperating teacher and/or college supervisor review lesson plans that you develop for appropriate content.
  5. Identify how the content of units of study and lessons relate to learners' special needs, abilities, or interests.

#### **InTASC Standard Five – Application of Content**

1. Develop and implement projects that guide learners to analyze the complexities of an issue or to question perspectives through the lens of a variety of disciplines.
2. Engage learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).
3. Engage learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems and developing original work

#### **4. InTASC Standard 7 – Planning for Instruction**

1. Describe how lessons that you plan are grounded on current research in the subject area and how you determine if your teaching practices are grounded as well.
2. Describe why your lesson plans are coherent with subject matter and curriculum goals, learner's abilities, and community goals.
3. Describe how you demonstrate flexibility and/or responsiveness in planning instruction.
4. Describe how you will locate additional resources after leading instruction.
5. Compare lesson plans that you develop at the beginning of student teaching with subsequent plans.

#### **InTASC Standard Eight – Instructional Strategies**

1. Summarize the instructional strategies you or your cooperating teacher use. Develop a checklist for when and how often you use these strategies.
2. Describe opportunities for active learning, critical thinking, and/or problem-solving you or your cooperating teacher provide.
3. Describe how you and your cooperating teacher use instructional strategies, instructional materials, and/or technology resources to achieve multiple instructional purposes to meet student needs.

Discuss how you and your cooperating teacher relate instructional theory to instructional strategies.