

Journal topics to consider:

When writing your journal, remember to reflect on the experience. Do not simply list an itinerary of what you did during a specific period of time. The Student Teaching Journal is a written dialogue between the student teacher(ST), your coordinating teacher(CT) and your university professor as well. The journal is one discourse model used to provide one means of communication. The journal is meant to be an analysis of classroom activities and an intellectual, as well as, emotional reflection of the student teaching experience. You might address topics, such as: classroom management, curriculum development, instructional planning, program and student assessment, teaching methods, the school environment, or the countless interactions you have with others in the school setting. Your journal is due as prescribed within the seminar itinerary. Because so much of student teaching revolves around the interactions you have with others, your journal could very easily take on a human relations posture. This is to be expected. Sharing these reflections with your student teaching coordinator enables you to get feedback about your student teaching experience. Your journal will remain confidential unless you choose to share it with others. Your journal can become an important reflective record of your past performance, a projection for change, or innovation for the future. It is up to you to make your journal meaningful. The insights you gain about yourself by reflecting on your experiences with others in the school environment will help facilitate your growth as a professional educator.

- describe the contextual factors in a classroom – Due for your second journal entry;
- from you anecdotal records, what have you learned about the student(s) and how is that affecting your teaching, and your student learning;
- a discussion about what you saw in the video of you teaching, and what you will do as a result;
- discuss the behavior plan – why you chose that plan, how did you include your student (s) into the plan of action, how you implemented it, what were the results, what is your next action;
- what have you used/done to enhance social capital (a sense of belonging), what was the result;
- based on your observations during the first days/weeks, what have you learned about your students and CT, (The guided observations might be helpful for this entry.)
- your teaching style/presentation style & implications to student learning;
- your fears and joys;
- current historical events and the class/student responses;
- challenges of the classroom;
- the transition from being a student to becoming a teacher (this is one is good for near the end of the semester);

- individual students;
- curriculum;
- praise and encouragement;
- student teaching developmental levels – where are you, and how do you know, what do you need to do in order to reach a higher level;
- MBTI (**Myers-Briggs Type Indicator** is a psychometric questionnaire designed to measure psychological preferences in how people perceive the world and make decisions), how you demonstrate your type, the joys and challenges of that type;
- dealing with children/teachers who are of a different MBTI type than you;
- classroom management;
- time management;
- gifted students and/or special needs children;
- school politics;
- what is happening in your classroom and how you are responding to it;
- connection between HR or other topics from you education at UNI, your teaching and/or student learning;
- what you have learned about yourself and your teaching this week;
- school climate and the effect on students and faculty;
- bullying and its implications to student learning, and your teaching;
- comparing teaching styles between cooperating teachers and yourself;
- the inclusion of special needs children & the effect on you as a classroom teacher and your students;
- the student who is your greatest academic challenge, what you have done to try to reach this student and/or to make this student be more successful;
- the student who is your greatest behavior/personality challenge, what have you done to try to reach this student and/or to make the student be more successful;
- an area in which you need to grow & develop the most in order to be an effective teacher;
- the challenges of the gifted student(s) and the special education student(s) when planning and teaching;
- articles read and the implications to your teaching;
- connecting what you learned at UNI to your teaching;
- how you are impacting student learning;
- something from the checklist of things to do;

- stereotyping in the classroom by students and/or teachers and the implications;
- the teachers' lounge - pros and cons to teaching;
- your feelings about teaching, now that you are teaching;
- assessments, teaching and learning;
- Iowa's Eight Teaching Standards;
- No Child Left Behind Legislation;
- TWS - its usefulness to teaching, and its problems
- respond to a journal article(s), or an inservice