*Old Dominion University Darden College of Education*

**WEEKLY JOURNAL**

*(To be submitted each week to the Old Dominion University Supervisor)*

Use this journal to describe your progress in becoming a Professional Educator in relation to the goals of The Unit’s Model in the Handbook.

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1. What was the purpose of your lesson this week?

This is this first week in which I am creating, executing, and evaluating lessons completely of my own creation. The very first lesson I taught this week was for Sociology 2. The purpose of this lesson was to introduce students to the family as a social institution. I wanted to show them the variety and complexity of family as a concept.

2. How did you engage your learners with your materials?

In my observations, I noticed that one of my sociology classes (2A) was more active and talkative than the other. Although my lesson worked well in both classes it was designed with the second block students in mind. I engaged the students by getting them up out of their seats for a gallery walk. They moved around the room in small groups answering questions related to the most basic family unit—the married couple.

3. Were you effective in meeting the purpose of the lessons – how are you measuring this?

I do believe I was effective in helping the students hit their learning target. They received explicit instruction on the family as a social institution and then contributed their own personal opinions on the topic, which was followed up by a discussion reinforcing the concepts. The standard measurement at Green Run High School is to revisit the learning target and orally assess their understanding. The students were able to respond to my questions appropriately and accurately.

4. What are the strength of this lesson? (Identify at least two areas)

This strength of this lesson lay in the way the activity brought out students own opinions and then asked them to justify it. Some of their responses were silly or unrealistic of course, but for each one I led the class through a discussion as to why they shared what they did and how they will ultimately contribute to society when they reach adulthood. Another strength was that it helped me build rapport with the students. While I was gauging their understanding of the concepts I was also getting to know them as people and what their aspirations in life may be.

5. What areas will you seek to improve in future lessons?

Next time I may rephrase the wording of my questions on the gallery walk pages. Students were sometimes puzzled by my phrasing. I want to ask more precise questions without giving answers away.

6. Did you make any changes in your plans after teaching the lesson? Why or why not?

During first block I gave the students 5 minutes at each gallery walk page. I noticed that after about 3 minutes everyone had contributed an answer and began wandering around and chatting with friends. I let the students know that they would have 3 minutes to answer each gallery page before moving on. This made a big difference in efficiency of the activity and in the volume level in the room.

7. What do you regard as your most important personal learning experience during this week?

I learned that I really enjoy working with these students. I realize that might sound either callous or unnecessarily plain, but prior to my placement I felt discouraged by the stories I heard from other adults who experienced Green Run High School students. My personal experiences with these children so far have been on the whole very positive. For the most part they are eager to learn, welcomed me into their classroom, and respected the content I was trying to deliver. It may become more difficult, but I was glad to find that the rumors were not accurate.

8. Did you have a conference this week with your clinical faculty? How many times? If not, why?

Yes, I had a formal conference with my CF on Friday as per usual. I also elicit feedback from her during our lunch/planning period and make adjustments throughout the day.

9. Tell me about something that happened this week that you are proud of.

Another one of my lessons asked students to analyze stereotypes of adolescents by watching an episode of a popular television program. While some students initially balked at having to watch this particular program, their responses during the discussion showed that many of them took the activity to heart. I was proud to see that the activity I created brought out students’ strong feelings about the way they (as an age group and as members of different races and ethnicities) are portrayed in popular media and provided a forum for them to discuss these feelings.

10. Are you having problems that you feel require attention and assistance from me?

No, not at this time.

11. When would be a good time for me to stop by your school next week?

Wednesday during first or second block might be good, as we will be reviewing the results of a research activity the students are doing this Monday. I anticipate a lively discussion interspersed with group work on a couple of long-term projects and listening to an audiobook.

COMMENTS: