*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.

Name \_\_Erica Guardino\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_1/31/2016\_\_\_\_\_\_\_\_\_

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

I did not create a lesson for school this week (still in Phase 1) but I did have the opportunity to teach one of Becky’s lessons. The purpose of this lesson was to describe the process of social maturation and moral development from birth through early childhood.

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

While I taught Becky’s lesson I encouraged students to get up and interact with the Promethean board I was using to give the presentation. The students were very interested in the material and had many questions and stories to share.

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

Yes, I was able to meet the goal of the lesson or “hit the learning target” as it is called at Green Run High School. Their learning was measured through an oral assessment in which the students were asked to summarize the main points (Harlow and Kohlberg’s theories) of the lesson in their own words.

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

The material was accessible to students. They could empathize with the monkey’s from Harlow’s research and the goslings from Kohlberg’s work, and they expressed sympathy during a story I shared about Eastern Bloc children who had similar experiences to the former research subjects. They shared stories from their own childhoods and asked relevant questions.

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

I’d like to add something tactile or interactive; I felt like the concept of imprinting wasn’t really driven home fully as a scientific construct.

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

This was not my lesson so I did not make changes to it. Becky did add some extra photos to it for the next time she presents in hopes of giving the students a better understanding of some of the more abstract concepts.

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

As this Thursday/Friday was the end of the nine weeks and the first semester, Becky gave the students a feedback sheet as an exit ticket that gave us both some insightful information. From their responses I learned what concepts students had difficulty with (i.e.: the more nuanced aspects of neuroscience) and some things they are excited to learn more about (i.e.: psychological disorders and criminology). Some of the other topics they were interested in included the science behind decision-making and adolescent development. It was great for me to see what they thought of their class so far and their feedback will allow me to focus some of my future lessons on their specific interests.

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

Yes, Becky and I had a conference at our scheduled time, Friday at 230pm; this is the meeting at which she completes the weekly feedback sheet. We also talk throughout the day and before and after school about the students, school culture, and the curriculum.

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

Classroom management is an area that remains consistently on top of every student teacher’s and administrator’s list of things that are likely to create professional challenges. I was proud of myself for putting out a potential fire this early in the internship process. Becky left the room to retrieve something from the teacher workroom and left me to watch the students while they did independent desk work. This happened to be the class that has the most frequent instances of off-task behavior. As soon as Becky left, one particularly energetic boy got up and leapt across the room and climbed on top of his friend’s desk, while another boy started throwing paper balls at another student, and a pair in the middle of the room began talking loudly over everyone else. I assessed the situation and decided to deal with each situation in that order: I sternly said the first boy’s name and pointed him to his seat; he said “yes ma’am” and sat back down. I turned to the boy throwing paper balls and told him he needed to be more sneaky if he wanted to do that and get away with it—so he needs to stop; he said “yes ma’am” and returned to his work. Finally, to the two talkers, I informed them it was time to use inside voices, and they, too, said “yes ma’am” and quieted down. In the space of five minutes Becky had returned to a relatively calm and quiet classroom. I felt that my efforts to build rapport and show the students who I am as a teacher had begun to work since I was successful this early on in returning the classroom to order.

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?

Monday is a city-wide staff day, so there won’t be any students present for observation. Wednesday block two (8:55am-10:25pm) might be good, as this is the class I will be using for my major project in March.

COMMENTS: