

TEP 128B

Weekly Journal Format and Content

Note: Specific instructions for your first journal appear at the end of this section.

SECTION 1: Orienting Data

The first part of any entry must include orienting data. These include your name, the date, placement information (grade level, teacher, school), dates and times of your classroom visits and arts activities every week, and cumulative hours for the quarter. **All hours must be documented** in order for you to receive credit. (Note: Please round off times to the nearest quarter hour.)

Example:

Ima Student

Journal #2

1-24-06

4th grade; Ms. Salcedo; ABC Elementary

Classroom visits: Wed. 1-18, 9:00-11:10 (2.25 hours); Fri. 1-20, 8:00-12:00 (4 hours)

Arts hours: Sun. 1-22, 2:00-3:50 (1.75 hours)

Cumulative classroom hours: 9.5

Cumulative arts hours: 3.25

Total cumulative hours: 12.75

SECTION 2: Journal Partner Response

Respond to your journal partner's previous entry. Please include your partner's name in the header of this section.

SECTION 3: Fieldwork

This section has three parts.

Part one: Give a **brief summary or sequence of events** of what happened in the classroom **each day** you spent at the school site, being specific about your role in all activities. Here is a sample sequence of events:

Wed. 1-18

9:00-9:45 Worked with Alicia, Fred and Sammy at a center on fractions. For the most part I asked them questions to help them figure out equivalent fractions.

9:45-10:15 Recess: While watching students on the playground, I talked with Ms. Salcedo about this morning's math centers, and about the various schools she has taught in. Then I walked Gina, Paul, and Brittany to Room 12, where they read to Mr. Wilson's first graders.

10:15-11:10 Writing Workshop. I listened to seven students read the stories they had written about life during the Gold Rush. When they each finished writing their stories, they came to me to read their story. Then we talked over their plans for revising their writing. As they were cleaning up, I left for the day.

Part Two: Provide a **summary of any arts activities** you engaged in during the week (e.g. a brief paragraph describing what you experienced).

Part Three: Pick **one particular event, activity or episode** from the week that had an impact on you, your teacher, or your students. Describe this incident in detail and discuss your reactions.

SECTION 4: Reading Response and Connections

Connect each of the week's readings to one or more of the following:

- your field experience
- your role as a CTA and/or prospective teacher
- your cooperating teacher's situation
- a personal experience
- another reading
- a counter-example

What in particular does the author say that connects to your experience? How does the reading help to explain or highlight the experience? Give specific examples from the text. The goal is to analyze and reflect on the readings (not to summarize them).

Submitting journals:

Email your entire journal to your journal partner each week. Bring a hard copy of your journal to class each week. This hard copy will be submitted to your TA in section.

Instructions for your first journal:

Section 2: Introduce yourself to your journal partner. Discuss your memories of arts activities in elementary school. How did you feel about yourself as an artist? Tell about arts activities you have seen in your previous TEP placements. What types of activities were they? What was their purpose? How did the students respond? Also share what you know about arts in San Diego. What is available in the community? What have you participated in?

Section 3: If you have not yet visited your school site, you can use any arts activities you engage in for section 3, or you can construct an episode by discussing any previous field experiences you have had in schools and/or describing a memorable learning experience of your own. If you have visited your school site, be sure to include the orientation (it will count toward your hours and can be used as an episode).

What to do when you have no hours to report:

If you are not able to go to the classroom during a given week, you should engage in (and report on) arts activities. However, if you have no fieldwork to report, explain why in the beginning of section 3, and then create an episode by describing and discussing another event or activity in your classroom (e.g. an episode you didn't happen to focus on in a previous journal) or a previous field experience or memorable learning experience of your own.