Interns are required to keep a dated journal and submit it to their university supervisor via Chalk and Wire as directed. Your weekly journal entries will be written in response to two prompts. **Prompt A** will call for an overall reflection of your week. In response to this prompt, you will record your concerns and worries, your successes and joys, and your reactions to the internship. This part of your journal informs your supervisor of much of what you have done, of what you have learned, and of problems that need addressing. In other words, it is an important resource for your supervisor in understanding what has happened between visits. **Prompt B** will change from week to week and your responses will help your supervisor to evaluate your overall score on the Summative Evaluation (based on TESS) in various areas at the end of the semester. In some cases you will also need to upload artifacts as evidence to support your answers. Use TESS alignment notations and the TESS Summative Rubric to guide you in providing appropriate responses and artifacts.

Each week, your journal will be assessed in Chalk and Wire using the following scale:

1) **Unsatisfactory** - Candidate’s journal entry did not contain required elements AND/OR did not follow guidelines set for submitting journal entries;

2) **Average** - Candidate’s journal entry contained a dated entry of his/her general reflections on teaching as well as a general response to the customized prompt. When an artifact was required, candidate included appropriate artifact of evidence that clearly supported his or her journal response. Candidate followed guidelines for submitting journal entry and artifact;

3) **Above Average** - Candidate’s journal entry contained a dated, thoughtful, and detailed entry of his/her reflections on teaching as well as a clear, thoughtful response to the customized prompt. When an artifact was required, candidate included appropriate artifact of evidence that clearly supported his or her journal response. Candidate followed guidelines for submitting journal entry and artifact;

4) **Outstanding** - Candidate’s journal entry contained a dated, thoughtful, and detailed entry of his/her reflections on teaching as well as a clear, thoughtful response to the customized prompt. Candidate’s response to customized prompt included examples and many details to support response. When an artifact was required, candidate included appropriate artifact of evidence that clearly supported his or her journal response. Candidate followed guidelines for submitting journal entry and artifact.

Revised August 8, 2014
Weekly Journal Response TESS Alignment and Evidence Artifacts Information

**Week 1**
Prompt A - TESS 4e.2  
Prompt B - Supervisor’s Choice of Customized Prompt (Optional)  
Artifacts - No artifacts required

**Week 2**
Prompt A - TESS 4e.2  
Prompt B - TESS 4f.1, 4f5  
Artifacts - No artifacts required

**Week 3**
Prompt A - TESS 4e.2  
Prompt B - TESS 1.d.1, 1.d.2, 1.d.3  
Artifacts - No artifacts required

**Week 4**
Prompt A - TESS 4e.2  
Prompt B - Supervisor’s Choice of Customized Prompt (Optional)  
Artifacts - No artifacts required

**Week 5**
Prompt A - TESS 4e.2  
Prompt B - TESS 4e.2  
Artifacts - No artifacts required

**Week 6**
Prompt A - TESS 4e.2  
Prompt B - TESS 4d.1, 4d.2, 4d.3, 4d.4  
Artifacts – **Artifacts Required**

**Week 7**
Prompt A - TESS 4e.2  
Prompt B - Supervisor’s Choice of Customized Prompt (Optional)  
Artifacts - No artifacts required

Revised August 8, 2014
Week 8
Prompt A - TESS 4e.2
Prompt B - Supervisor’s Choice of Customized Prompt (Optional)
Artifacts - No artifacts required

Week 9
Prompt A - TESS 4e.2
Prompt B - TESS 4e.1
Artifacts – Artifacts Required

Week #10
Prompt A - TESS 4e.2
Prompt B - TESS 4e.3
Artifacts – Artifacts Required

Week 11
Prompt A - TESS 4e.2
Prompt B - TESS 4c.1, 4c.2
Artifacts – Artifacts Required

Week 12
Prompt A – TESS 4e.2
Prompt B – TESS 4b.1, 4b.2, 4b.3
Artifact – Artifacts Required

Week 13
Prompt A – TESS 4e.2
Prompt B – TESS 2c.5
Artifact – Artifacts Required

Week 14
Prompt A – TESS 4e.2
Prompt B – TESS Domains 1 and 2
Artifact – No artifacts required

Week 15
Prompt A – TESS 4e.2
Prompt B – TESS Domains 3 and 4
Artifact – No artifacts required

Revised August 8, 2014
Weekly Journal Prompts

Attending to the following prompts, submit a thoughtful response each week. In some cases you will also need to upload artifacts as evidence to support your answers. Note that responses and artifacts will be used to support assessment on the TESS Summative Rubric at the conclusion of the semester. Use TESS Alignment notations and the TESS Summative Rubric to guide you in providing appropriate responses and artifacts.

### Journal Response Week 1

**Prompt A:**
Describe what you have done and learned this week. Include any concerns and worries, your successes and joys, and your reactions to the internship.

**Prompt B:**
Optional: Supervisor’s Choice of Prompt

**Artifact:**
No artifacts are required this week

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### Journal Response Week 2

**Prompt A:**
Describe what you have done and learned this week. Include any concerns and worries, your successes and joys, and your reactions to the internship.

**Prompt B:**
Overview:
*Effective teachers are knowledgeable about ethical principles regarding integrity and confidentiality both face-to-face and via technology. Social media is increasingly being used as a tool for professional educational purposes, but care needs to be given to ensure that teachers understand the full implications of its use and its misuse as related to the Arkansas Code of Ethics.*

Research the guidelines by the Arkansas Professional Licensure Standards’ Board regarding social-networking technology as outlined in the Code of Ethics for Arkansas Educators. Also research any district policy your school may have in its faculty handbook, etc., regarding the use of social media. What did you learn that you may not have known before? Will this change or confirm ways you have used social media in the past or planned to use it in the future? (TESS 4f.1, 4f.5)

**Artifact:**
No artifacts are required this week

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Revised August 8, 2014
Prompt A:
Describe what you have done and learned this week. Include any concerns and worries, your successes and joys, and your reactions to the internship.

Prompt B:
Overview: Effective teachers are resourceful. Not only do they take advantage of resources provided to them by the district, they use ingenuity and initiative to secure others. Various types of resources are available to teachers, including resources used by students, those available beyond the classroom to enhance student learning, resources to enhance the teacher’s content knowledge, and resources to support students in non-academic areas.

(Note: This prompt has three parts) A) Describe resources available at your internship site to support your teaching of content in the classroom. What other resources could you use to assist students with content? B) What resources have you secured that can further your professional knowledge? C) What resources can you describe that serve individual students and their academic/non-academic needs? (TESS 1.d.1-1.d.3).

Artifact:
No artifacts are required this week

Prompt A:
Describe what you have done and learned this week. Include any concerns and worries, your successes and joys, and your reactions to the internship.

Prompt B:
Optional: Supervisor’s Choice of Prompt

Artifact:
No artifacts are required this week
Journal Response Week 5

Prompt A:
Describe what you have done and learned this week. Include any concerns and worries, your successes and joys, and your reactions to the internship.

Prompt B:
Overview: Strong teachers are open to constructive feedback. They not only accept feedback from supervisors, they actively seek it out. They actively pursue networks that provide collegial support and feedback and draw upon the expertise around them to become better.

What feedback have you received from your mentor teacher, supervisor, or colleagues that applauded your strengths? What about areas for growth? How did you/can you deliberately act on that feedback to improve your practice? (TESS 4.e.2)

Artifact:
No artifacts are required this week
Journal Response Week 6

Prompt A:
Describe what you have done and learned this week. Include any concerns and worries, your successes and joys, and your reactions to the internship.

Prompt B:
Overview: Effective teachers collaborate successfully with their peers to support a positive, supportive, and encouraging professional work environment. Positive members of a professional learning community are characterized by supporting, and respecting, and recognizing the contributions of all other members of the environment. The most effective teachers are those who think beyond their own classrooms and make deliberate efforts to positively impact their schools and their districts.

Describe your relationship building efforts with your colleagues related to sharing, planning and working together toward improved instructional skill and student success (TESS 4d.1)

Also, if applicable, describe ways you have participated in school initiatives or special school projects (TESS 4d.3) and/or district-wide or community initiatives (TESS 4d.4).

Artifact:
Upload artifact(s) of evidence that highlight your involvement in a culture of professional inquiry – Offer evidence of your efforts to improve practice among colleagues. As an intern, this can include ways you have supported other interns in their practice. Active contributions to professional organizations (ie, ACEI, NAEYC, CEC, IRA, etc) are also strong evidence for this element (TESS 4d.2).

Journal Response Week 7

Prompt A:
Describe what you have done and learned this week. Include any concerns and worries, your successes and joys, and your reactions to the internship.

Prompt B:
Supervisor’s Choice of Prompt (Optional)

Artifact:
No artifacts are required this week

Journal Response Week 8

Revised August 8, 2014
Prompt A:
Describe what you have done and learned this week. Include any concerns and worries, your successes and joys, and your reactions to the internship.

Prompt B:
Optional: Supervisor’s Choice of Prompt

Artifact:
No artifacts are required this week

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Journal Response Week 9

Prompt A:
Describe what you have done and learned this week. Include any concerns and worries, your successes and joys, and your reactions to the internship.

Prompt B:
Overview: Effective teachers are lifelong learners. It is important to stay informed and current and constantly be increasing your teaching and leadership skills. They take advantage of job-embedded opportunities to learn more about their evolving field, as well as opportunities afforded them through professional organizations, post-graduate classes, professional conferences, and professional teaching journals.

Describe ways you have committed to being a lifelong learner this semester.

Artifact:
Upload artifact(s) of evidence to support ways you have worked to enhance your content knowledge and pedagogical skills. Offer evidence of workshop(s) attended, professional literature you’ve read, professional conference session(s) you’ve attended, or action research you’ve conducted that focuses on improving your teaching (TESS 4.e.1).
Prompt A:
Describe what you have done and learned this week. Include any concerns and worries, your successes and joys, and your reactions to the internship.

Prompt B:
Overview: Dedicated teachers are service-minded. Important to the profession are the contributions made by committed teachers to actively seek out and initiate activities that allow them to support other educators and stakeholders.

What ways have you worked this semester to serve the profession overall?

Artifact:
Upload artifact(s) of evidence of ways you have served others in the profession. This could include leadership contributions to professional organizations, conference presentations, submission of an article or action research to a professional journal, etc. (TESS 4.e.3).
Journal Response Week 11

Prompt A:
Describe what you have done and learned this week. Include any concerns and worries, your successes and joys, and your reactions to the internship.

Prompt B:
Overview: One of the most important, challenging, yet rewarding aspects of teaching is the responsibility to communicate effectively with families. Families need to understand not only the instructional program and their child’s progress, but also should be invited to be vital part of the educational process itself. Regardless of the age of students, a teacher’s effort to communicate with families conveys a sense of essential caring on the part of the teacher, which is valued by families of students of all ages.

What efforts do you see in your field classroom for involving families in the educational process? As an intern, what efforts have you made to communicate with families? Have there been barriers to communication? If so, how did you overcome those barriers?

Artifact:
Upload artifact(s) of evidence for the following:

1) Information about the instructional program: Offer evidence of frequent feedback prior to, during, and at the conclusion of your unit of instruction (TESS 4c.1)

2) Information about individual students: Offer evidence off frequent information you have provided to families regarding students’ individual progress throughout your unit of instruction (TESS 4c.2).
Journal Response Week 12

Prompt A:
Describe what you have done and learned this week. Include any concerns and worries, your successes and joys, and your reactions to the internship.

Prompt B:
Overview: Developing and maintaining an effective system for record keeping is vital to good classroom management, assessment, and family communication. Keeping accurate records of students’ completion of assignments, their progress in learning, as well as non-instructional records are essential parts of your instructional routine.

Describe your personal system for maintaining accurate records during the course of your instructional unit. Include how you have kept records of students’ completion of assignments and the level of success of those assignments (TESS 4b.1); how you have kept records of students’ progress throughout the unit (TESS 4b.2); and your system for maintaining non-instructional records during the course of your unit (TESS 4b.3).

Artifact:
Upload artifact(s) of evidence for at least one of the following:

1) Student completion of assignments: Upload evidence that shows how you have kept records not only of whether assignments were completed, but also the level of success of students who completed them during your unit of instruction (TESS 4.b.1).

2) Student progress in learning: In order to plan instruction, you need to know where each student “is” in his or her learning. This information may be collected formally or informally and should be updated frequently. Offer evidence to show your tracking of the individual progress of students and how such knowledge drives your planning of daily lessons or unit lessons. Evidence from your Impact on Student Learning assignment could also be used as an artifact to support this element (TESS 4.b.2).

3) Non-instructional records: These records include the details of school life for which records need to be maintained, especially when they involve money, such as permission slips for field trips, school pictures, etc. Offer evidence of non-instructional record systems that you have maintained in relation to your unit of instruction (TESS 4.b.3).

Revised August 8, 2014
Journal Response Week 13

Prompt A:
Describe what you have done and learned this week. Include any concerns and worries, your successes and joys, and your reactions to the internship.

Prompt B:
Overview: The effective use of volunteers, paraprofessionals, and interns takes preparation and dedication. They can greatly enhance the quality of a program, but only when they have been prepared to make helpful contributions to the classroom. Teachers who provide clear guidance and supportive recognition of the contributions of assistants can greatly improve the effectiveness of the overall classroom.

How are volunteers, paraprofessionals, and interns (you!) supported in their classroom roles in your field classroom? What kinds of things do you see your mentor teacher do to supervise, support, and/or prepare such assistants in the classroom? What have you done personally to assist in making your contributions enriching to the classroom and to make your presence a help, not a hindrance?

Artifact: Upload an artifact of evidence to illustrate how volunteers or assistants are supported in your classroom – ie, how your mentor teacher has supported you (or other assistants) in being a vital part of the classroom; how you (if you’ve had opportunity) engaged and prepared volunteers to assist during the teaching of your unit, or how your school utilizes and prepares volunteers to serve the school overall. The artifact you choose for this element is preferably hard evidence of effective use of assistants in your field classroom; however, you may choose to collect an artifact illustrating your plans for including volunteers, assistants, and/or interns once you become a first year teacher (TESS 2.c.5).

Journal Response Week 14

Prompt A:
Describe what you have done and learned this week. Include any concerns and worries, your successes and joys, and your reactions to the internship.

Prompt B:
Upload your Reflective Essays for Domains 1 and 2

Your final journal responses (Responses 11 and 12) will involve your writing reflective essays regarding your strengths, weaknesses, insights and observations regarding each of the four domains as outlined in Danielson’s Framework for Teaching and Arkansas’ Teacher Excellence Support System. Refer to those models for more information regarding specific content you might address in specific domain essays.

Journal Response Week 15

Revised August 8, 2014
Prompt A:
Describe what you have done and learned this week. Include any concerns and worries, your successes and joys, and your reactions to the internship.

Prompt B:
Upload your Reflective Essays for Domains 3 and 4

Your final journal responses (Responses 11 and 12) will involve your writing reflective essays regarding your strengths, weaknesses, insights and observations regarding each of the four domains as outlined in Danielson's Framework for Teaching and Arkansas' Teacher Excellence Support System. Refer to those models for more information regarding specific content you might address in specific domain essays.

(Rubrics for Journal Entries follow)

Revised August 8, 2014
**Weekly Journal Rubric**

Journal Entries 1-13 will be assessed each week using the following scale:

<table>
<thead>
<tr>
<th>Unsatisfactory</th>
<th>Average</th>
<th>Above Average</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate’s journal entry did not contain required elements AND/OR did not follow guidelines set for submitting journal entries.</td>
<td>Candidate’s journal entry contained a dated entry of his/her general reflections on teaching as well as a general response to the customized prompt. When an artifact was required, candidate included appropriate artifact of evidence that clearly supported his or her journal response. Candidate followed guidelines for submitting journal entry and artifact.</td>
<td>Candidate’s journal entry contained a dated, thoughtful, and detailed entry of his/her reflections on teaching as well as a clear, thoughtful response to the customized prompt. When an artifact was required, candidate included appropriate artifact of evidence that clearly supported his or her journal response. Candidate followed guidelines for submitting journal entry and artifact.</td>
<td>Candidate’s journal entry contained a dated, thoughtful, and detailed entry of his/her reflections on teaching as well as a clear, thoughtful response to the customized prompt. Candidate’s response to customized prompt included examples and many details to support response. When an artifact was required, candidate included appropriate artifact of evidence that clearly supported his or her journal response. Candidate followed guidelines for submitting journal entry and artifact.</td>
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Revised August 8, 2014
### Journal Entry 14 (Reflective Domain Essays for Domains 1 and 2)

<table>
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<th>Above Average</th>
<th>Outstanding</th>
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<tr>
<td>Candidate’s Domain 1 reflection does not represent appropriate depth of understanding of students’ background knowledge and experiences, learning goals, connections between content of lessons, methods/activities/materials and evaluation strategies in the lesson planning. The essay does not connect these criteria to student learning.</td>
<td>Candidate’s Domain 1 reflection represents a general depth of understanding of students' background knowledge and experiences, learning goals, connections between content of lessons, methods/activities/materials, and evaluation strategies in lesson planning. The essay connects these criteria to student learning.</td>
<td>Candidate’s Domain 1 reflection is well prepared and demonstrates considerable depth of understanding of students' background knowledge and experiences, learning goals, connections between content of lessons, methods/activities/materials, and evaluation strategies in lesson planning. The essay connects these criteria to student learning.</td>
<td>Candidate’s Domain 1 reflection is well prepared and demonstrates considerable depth of understanding of students' background knowledge and experiences, learning goals, connections between content of lessons, methods/activities/materials, and evaluation strategies in lesson planning. The essay connects these criteria to student learning. Reflections go beyond reporting information into careful synthesis of ideas supported with examples.</td>
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<tr>
<td>Candidate’s Domain 2 reflection does not represent appropriate understanding of fairness, rapport, communicating challenging learning expectations, expectations for classroom behavior and respect for students, and establishing a physical environment that is safe and conducive to learning. The essay does not connect these criteria to student learning.</td>
<td>Candidate’s Domain 2 reflection represents a general depth of understanding of fairness, rapport, communicating challenging learning expectations, expectations for classroom behavior and respect for students, and establishing a physical environment that is safe and conducive to learning. The essay connects these criteria to student learning.</td>
<td>Candidate’s Domain 2 reflection is well prepared and demonstrates considerable depth of understanding of fairness, rapport, communicating challenging learning expectations, expectations for classroom behavior and respect for students, and establishing a physical environment that is safe and conducive to learning. The essay connects these criteria to student learning.</td>
<td>Candidate’s Domain 2 reflection is well prepared and demonstrates considerable depth of understanding of fairness, rapport, communicating challenging learning expectations, expectations for classroom behavior and respect for students, and establishing a physical environment that is safe and conducive to learning. The essay connects these criteria to student learning. Reflections go beyond reporting information into careful synthesis of ideas supported with examples.</td>
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## Journal Entry 15 (Reflective Domain Essays for Domains 3 and 4)

<table>
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<tr>
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<th>Average</th>
<th>Above Average</th>
<th>Outstanding</th>
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<tbody>
<tr>
<td>Candidate’s Domain 3 essay does not represent an appropriate depth of understanding of making learning goals and procedures clear to students, conveying content in a manner that is comprehensible, extending students' thinking, monitoring students and providing feedback, using instructional time effectively, communicating clearly and accurately, integrating technology into instruction, and making an impact on student learning. The essay does not connect these criteria to student learning. Reflection does not connect these criteria to student learning.</td>
<td>Candidate’s Domain 3 essay represents a general depth of understanding of making learning goals and procedures clear to students, conveying content in a manner that is comprehensible, extending students' thinking, monitoring students and providing feedback, using instructional time effectively, communicating clearly and accurately, integrating technology into instruction, and making an impact on student learning. The essay connects these criteria to student learning.</td>
<td>Candidate’s Domain 3 essay is well prepared and demonstrates considerable depth of understanding of making learning goals and procedures clear to students, conveying content in a manner that is comprehensible, extending students' thinking, monitoring students and providing feedback, using instructional time effectively, communicating clearly and accurately, integrating technology into instruction, and making an impact on student learning. The essay connects these criteria to student learning.</td>
<td>Candidate’s Domain 3 essay is well prepared and demonstrates considerable depth of understanding of making learning goals and procedures clear to students, conveying content in a manner that is comprehensible, extending students' thinking, monitoring students and providing feedback, using instructional time effectively, communicating clearly and accurately, integrating technology into instruction, and making an impact on student learning. The essay connects these criteria to student learning. Reflections go beyond reporting information into careful synthesis of ideas supported with examples.</td>
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<tr>
<td>Candidate’s Domain 4 essay does not represent an appropriate depth of understanding regarding the importance of reflecting on teaching, taking responsibility for teaching all students (efficacy), building professional relationships, communicating with families and communities, maintaining accurate records, growing and developing professionally, and being professionally responsible. The essay does not connect these criteria to student learning.</td>
<td>Candidate’s Domain 4 essay represents a general depth of understanding regarding the importance of reflecting on teaching, taking responsibility for teaching all students (efficacy), building professional relationships, communicating with families and communities, maintaining accurate records, growing and developing professionally, and being professionally responsible. The essay connects these criteria to student learning.</td>
<td>Candidate’s Domain 4 essay is well prepared and demonstrates considerable depth of understanding of the importance of reflecting on teaching, taking responsibility for teaching all students (efficacy), building professional relationships, communicating with families and communities, maintaining accurate records, growing and developing professionally, and being professionally responsible. The essay connects these criteria to student learning.</td>
<td>Candidate’s Domain 4 essay is well prepared and demonstrates considerable depth of understanding of the importance of reflecting on teaching, taking responsibility for teaching all students (efficacy), building professional relationships, communicating with families and communities, maintaining accurate records, growing and developing professionally, and being professionally responsible. The essay connects these criteria to student learning. Reflections go beyond reporting information into careful synthesis of ideas supported with examples.</td>
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