

## CHLD 201: Child Development Practicum I

### Reflective Journal Logs

<b>Learning Outcomes</b>	3. Demonstrates professionalism through self-reflection and assessment, professional behavior and dispositions, effective verbal, written, and digital communication and collaboration strategies, appreciation for the importance of professional development and leadership activities, and ongoing adherence to legal, ethical and policy requirements.
<b>DEC Recommended Practices</b>	PP29. Field experiences offer opportunities to practice performance competencies of the discipline PP33 Field experiences occur in high quality settings tht reflect recommended practices in the field. PP39 Field experiences offer experiences with children and families of diverse racial, cultural, linguistic and socioeconomic backgrounds.
<b>NAEYC Standards</b>	6d. Integrating knowledgeable, reflective, and critical perspectives on early education.

Over the course of the semester you will be writing 15 Journal Logs. In each of your Journal Logs, please provide specific information and examples to support your major points. Be sure to use references and direct quotes, as appropriate, from both your text and from your contacts within the classroom environment.

#### Journal Log 1

Synthesize what you have read in Chapter 1 with what you have experienced as you've settled into your infant toddler placement. Do you feel like you have had a thorough orientation and have clear expectations? Use the questions from Figure 1-11: Knowing Your Classroom (page 19) to guide your reflections. Specifically address the following:

- Are there special building features for individuals with special needs?
- What is the multicultural composition of the group?
- What languages are spoken by the families?
- How is guidance of child behavior undertaken?
- Is it a developmentally appropriate program?
- What were your first impressions of the classroom?

#### Journal Log 2

Synthesize what you have read in Chapter 12 about working with infants and toddlers and what you have learned about infants and toddlers by actually being in their classroom. Specifically, address you chapter objectives:

- List at least three characteristics of a quality infant/toddler center that you observed in your placement.
- Describe how your cooperating teachers modeled caregiving as a teaching activity.
- Cite any of the techniques from pages 309-312 that you saw the teachers use for approaching and working with children.
- Identify any of the Activities listed in the text (page 324-327) that you observed this week.

### **Journal Log 3**

Exploring your values and attitudes as a teacher is a focus of your work this week and ideally you are increasingly developing your teaching style. What have you specifically learned about your own values and attitudes as a teacher in your first weeks in your placement? How do you feel that this complements course materials? What did you learn about yourself from the activities on page 32? What additional goals do you have for yourself as your journey as a teacher unfolds?

### **Journal Log 4**

You have now implemented your first infant/toddler activity which can serve as a wonderful opportunity for reflection. What did you learn about yourself through the process of planning and implementing your activity? What specific feedback did you gain from the children, the parents, your cooperating teachers, or your own self-analysis? How can this information be beneficial to you in the future?

### **Journal Log 5**

The DEC/NAEYC Joint Position Statement on Inclusion states that, the defining features of inclusion that can be used to identify high quality early childhood programs and services are:

- ACCESS to activities and environments
- PARTICIPATION, referring to promotion of engagement and sense of belonging
- SUPPORTS, including systemic professional development incentives and opportunities for families and professionals to communicate and collaborate.

How does your placement site provide these features of inclusion? Do you see any gaps in terms of these defining features being met? What are your ideas for improving the quality of inclusive services they provide?

### **Journal Log 6**

Chapter 4 focuses on instructional planning and provides definition for what it means to be an excellent teacher. Include in your reflections this week examples from your lab experience for each of the strategies listed in Figure 4-4. What do you see as the program's overall strengths? What suggestions would you make in terms of areas needing strengthening?

### **Journal Log 7**

Chapter 9 of your textbook makes several suggestions about Home Language and Literacy-Promoting Activities. Reflect on these activities, the Language Activity you implemented in the classroom, and consider the ways that your placement site promotes home/school connections. How could you expand the language activity you conducted this week to a home language and literacy-promoting activity?

### **Journal Log 8**

Consider what your textbook outlines as the possible goals of home visiting and the skills that build or strengthen family-friendly relationships, as well as what you have experienced in your placement site. What are your cooperating teacher's goals for family/teacher partnerships? How successful are they? How successful have you been in cultivating any family/teacher relationships? What are the barriers that families seem to have within the program in terms of

their becoming involved? What do you feel would be most effective in overcoming these barriers?

### **Journal Log 9**

Prior to completing this Journal Log you will need to read:

Santos, R.M., & Ostrosky, M.M. (2007, December). *Understanding the impact of language differences on classroom behavior (What Works Brief #2)*. Tennessee: Center on the Social and Emotional Foundations for Early Learning. Available from <http://csefel.vanderbilt.edu/briefs/handout2.pdf>

Reflect on what you have read in Chapter 5, the handout on "Understanding the impact of language differences on classroom behavior," and experiences so far in the preschool room. What considerations have your cooperating teachers made as they arranged their room and organized their schedule to minimize behavior problems and maximize positive behaviors such as engagement? Are they accommodating any language differences, challenging behaviors or special needs? What management and guidance strategies are they utilizing? What suggestion do you have for their classroom management?

### **Journal Log 10**

Prior to completing this Journal Log you will need to read:

Fox, L. (2009, April). *Positive behavior support: An individualized approach for addressing challenging behavior (What Works Brief #10)*. Tennessee: Center on the Social and Emotional Foundations for Early Learning. Available from <http://csefel.vanderbilt.edu/briefs/handout10.pdf>

Chapter 6 and the handout "Positive behavior support: An individualized approach to addressing challenging behavior" discuss challenging behaviors. Identify 3-5 specific challenging behaviors you have observed within your placement site. How might the information in Chapter 6 as well as the reading be beneficial in addressing the challenging behaviors you identified?

### **Journal Log 11**

Reflect on how inclusive practices are implemented within the classroom environment for children with diagnosed disabilities. What types of ability diversity are you finding in this classroom? Do any of the children have IEP's? If so, describe their disability. Where and how do they receive any special services or therapy? How do each child's individual goals drive their experiences in the classroom? How do the teachers support these goals throughout the child's day? Do the teachers utilize any specific adaptations for these children?

### **Journal Log 12**

Reflect on how inclusive practices are implemented within the classroom environment for children with special needs other than diagnosed disabilities. What types of ability diversity or special needs are you finding within the class even in the absence of a diagnosed disability? Do the teachers have action plans or individual goals for these children? What adaptations have they implemented for these children? What is your role in addressing the goals and embedding interventions or adaptations throughout the day?

### **Journal Log 13**

Consider the following scenario: You are in a co-teaching arrangement and your co-teacher is not interested in differentiating instruction. Rather, they believe that a whole group teaching process is most effective. What information can you share with your co-teacher about the benefits of differentiated instruction?

### **Journal Log 14**

Your textbook talks about NAEYC accreditation and you have been assigned to a NAEYC accredited program. Now that you have had a chance to study their portfolio system and have helped create documentation for one of the criteria, talk to the teachers and/or director about the accreditation process. What is your conclusion about the value of the system? How does accreditation help establish and maintain quality? How can you help preserve and improve the quality of a program when you enter the field?

### **Journal Log 15**

Go to the Illinois Gateways to Opportunity site <http://www.ilgateways.com/> and choose the link for Students. It will give you a list of many links that may be helpful to you now and certainly will become important during a career in early childhood anywhere in Illinois.

Read the information on Credentials. What level are you eligible for? Have you applied to get your Early Childhood credential through the entitled route at HCC? If not, contact Johnna Darragh-Ernst ([johnna.darragh@heartland.edu](mailto:johnna.darragh@heartland.edu)) to start the process.

The Gateways link to “Careers” may suggest some new avenues for your future. Which items fit your goals and educational background?

Explain who/what is registered in the Registry. Consider joining the Registry.  
<http://registry.ilgateways.com/registry-membership>

Check out the Gateways Scholarship Program. Who is eligible for help financing future professional development?

Who does the Great START Wage Supplement reward for continuing education?