Student Teaching Journal Guidelines

1. The Student Teaching Journal is an opportunity for you to reflect on each day of your student teaching experience. Take the time to reflect and write a detailed accounting of:

- What took place
- How you felt
- How you reacted
- What you learned
- What you might do differently next time

2. Be detailed and descriptive in your writing and be conscious about sentence structure, grammar, and punctuation. This is a good chance to practice your writing skills in preparation for edTPA.

3. If you began writing in your journal after your first day of student teaching, just write a synopsis of your first week and then begin journaling daily from this point forward.

4. Store your journal in your shared Google Drive Student Teaching folder so I may read it from time to time.

5. There is a complete explanation of the student teaching journal in the Student Teaching Handbook.

Here is a sample written by a former VanderCook student whose journal is especially good.

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Student Teaching Journal – Saint Michael’s School
Student Teacher Name
Cooperating Teacher Name

4/10 – Day 1! This begins a full week of observing and getting a feel for Mrs. XXX’s classes. Right off the bat, the 7th grade music class reflected on their musical “Cinderella” that they spent the first half of the semester working on. Their semester is split into a curricular musical for the first half, and a ukulele unit for the second half. After a self-evaluation, they showed me portions of their performance, which was a lot of fun to watch. The most interesting aspect of this
student teaching process will be working with the kindergarten and first grade students, mainly because I have such limited experience working with such a young age group.

4/11 – today consisted of 8th and 2nd grade. There are two sections of each class. 8th graders are doing additional scene work to their after school rehearsals for “legally blonde”. They use classroom time to work on smaller, more intimate scene-work. 2nd grade is currently working on a small-scale production. This reinforces group skills, teamwork, and musical concepts (loud/soft, fast/slow, etc...).

4/12 – Today was a bit of a jumbled schedule, because we were fitting in additional classes whose classroom time is being affected by Easter weekend. We began the day by working with the entire third grade class on their upcoming performance of “show me the money”, a cross-curricular unit between music and social studies, in which students research the historical figures depicted on U.S. currency. Following that, we met with the fourth graders, who are also working on a cross-curricular music piece that coincides with “state-night”, where they each present a lengthy display about a state they have been assigned. To top it all off, they perform a series of historical and patriotic songs, and significant to the evolution of the United States as a country. It’s been quite interesting seeing how seamlessly Mrs. XXX can tie in music to so many other areas of study within the students’ daily lives.