**Early Field JOURNAL PROMPT #3: Planning and Preparation**

|  |  |
| --- | --- |
| Name:Date: | Cooperating Teacher:School Site:Grade Level: |
| **Danielson Framework Component 1B: Demonstrating Knowledge of Students** |

Introduction to Journal Topic:

**The odds are strongly in favor of having a diverse learning population in your classes, and you will have to design lessons and activities that reach each student’s needs. Knowledge of your students refers to more than understanding their content and academic skills. It includes an understanding of their social, emotional, and personality strengths. Whether using face-to-face or remote instruction, teachers are encouraged to spend significant time at the beginning of the year learning about their students, their particular contexts during school time, and their current wellbeing. Knowing your students well will allow you to establish professional, caring relationships with them.**

Assignment

**In this journal, please respond to both prompts after a discussion with your cooperating teacher:**

1. *Reflect upon and report on the learning abilities of your students and their special needs. Perhaps your class has a group of ELLs, students who are pulled out or have aides pushed in for SPED, students with speech/language delays, low-income students, students with special talents, students who learn best working with a partner, students who learn best working alone, students with behavior issues, etc.*
2. *Reflect upon the resources and activities that your cooperating teacher uses to reach each of the diverse learners in your classroom. Are there other strategies that you would incorporate to meet the learning needs of your diverse learners? Write about one of these strategies, and provide your rationale for using it.*

For your submission to be accepted, you must:

•Provide specific evidence from your field placement classroom for both questions;

•Make specific comparisons and/or contrasts to theory and content from your coursework and/or seminars regarding best practices for the identified component;

•Reflect on your personal/professional beliefs and future teaching practice relating to the specific component; and

•Write clearly with appropriate transitions and without grammatical or spelling errors or with minor grammatical or spelling errors.

**\_\_\_\_\_\_\_\_\_\_\_\_\_ Accepted \_\_\_\_\_\_\_\_\_\_\_\_\_Not accepted**

Comments: