# Overview: Daily Journal Entry Samples

icon of pen in ink jar to represent author **CONTRIBUTOR**

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Icon of a document with lines of text and a folded corner**WHAT is this resource?**

This resource contains the required assignment for a daily reflection journal entry by a Teacher Candidate, followed by two sample journal entries.The first example is from an elementary classroom Teacher Candidate’s daily journal and the other is a sample from a Physical Education Teacher Candidate’s daily journal.

Icon of a calendar with multiple blocks to represent time **WHEN could this resource be used?**

This resource can be used prior to the Teacher Candidate’s practicum to explain expectations for the assignment, and should the Supervising Practitioner feel that the daily journal entries need improvement, the examples can be reshared as models for the type and quality of reflective journal entries.

Icon with a group of five people standing together  **WHO could use this resource?**

The faculty member responsible for preparing Teacher Candidates for the practicum, as well as the **Program Supervisor** and **Teacher Candidate,** could all use this resource.

**icon with a checkmark in a circle HOW could this resource best be used?**

This resource is not only helpful for Teacher Candidates to understand the expectations for ongoing, meaningful reflective practice, but this resource can also be used in the training of Program Supervisors so that they all have the same understanding of what is expected for this assignment. The daily journal entries are candidate artifacts that support the Reflective Practice Essential Element.

***Note:*** *This resource was submitted for inclusion in the Candidate Assessment of Performance (CAP) Resource Hub. It is intended to serve as a reference and source of guidance for others engaged in the CAP process. While it reflects one approach, users should adapt its content to fit the specific context and needs of their own evaluations.*

## Daily Journal Entry Samples

Daily Journals should be brief. They should not take you more than 15-20 minutes to complete. Journal entries should be shared with your Program Supervisor daily (via email or shared Google document).

**Consider the prompts below to guide your reflection**

* What went well in your instruction today?
* What was challenging about your day, and how did you navigate it?
* How did your personal identity, experiences, or biases influence today’s instruction or interactions?
* How did you ensure that students of all backgrounds (race, gender, ethnicity, language, disability/ability, etc.) felt valued and supported in your classroom?
* What is one action you will take to strengthen equity and inclusion in your practice?
* In reflecting on your teaching practice, did you notice any unintended instructional inequities (for example: too much or not enough scaffolding provided to students with dis/abilities)? How will you work to reduce any inequities you noticed?

### Daily Journal Example #1 - Classroom Teacher

Date: xx/xx/xxxx

Today, I focused on making my literacy lesson more accessible with visual supports and sentence frames for multilingual learners. I also provided scaffolding for a student needing accommodations. The lesson went well, but some students hesitated to participate.

A challenge I faced was ensuring all students felt comfortable sharing. I realized I often call on vocal students first, which may discourage quieter ones. Moving forward, I’ll use a structured turn-taking strategy.

Reflecting on my biases, I noticed I assumed certain students would struggle more, which may have influenced my expectations. I aim to foster a growth mindset for all students.

This experience reinforced the importance of meeting diverse needs and fostering an inclusive environment. Next time, I’ll implement small-group discussions to support students who need more time to process their thoughts.

### Daily Journal Entry Example #2 – Physical Education Teacher

Date: xx/xx/xxxx

Today, I focused on making my PE lesson more inclusive by incorporating modified activities for students with different ability levels. I provided visual demonstrations and peer modeling to support multilingual learners and students needing extra guidance. Overall, students were engaged, but some hesitated to participate in group activities.

A challenge I faced was ensuring all students felt comfortable and confident in movement-based tasks. I noticed that some students were reluctant due to skill differences. Moving forward, I plan to implement more structured pairings and peer encouragement strategies to create a supportive environment.

Reflecting on my practice, I realized I tend to focus more on students who demonstrate strong skills, which may unintentionally discourage others. I want to be more intentional about recognizing all students' efforts and progress, not just their performance outcomes.

This experience reinforced the importance of equity in participation and fostering a safe, inclusive space for all students. Next time, I will use differentiated challenges to ensure every student feels successful and motivated in class.