

## Daily Journal Entries

May 18th by Jonathan Sarfin

Our first full day in Shanghai was very cool. We had a delicious breakfast with dumplings and congee, tofu and fried dough and then we went off to our first seminar at Shanghai University. I didn't know exactly what to expect, what the format would be or how formal the conversation was, but we were all very pleased and a little surprised to be engaged in a casual but lively conversation with our 10 counterparts from Shanghai U. It took us a little while to get acclimated, but all of us were very curious and had many questions to ask, not necessarily about politics or economics (although those did come up) but mostly about our lives in general, about our schooling and our thoughts about university. Some of our group was amazed that it only costs 6000 kuai per year to go to such a well-renowned university. On the other hand, Eric and Lynn (two of the Shanghai U students) were similarly shocked that tuition is so expensive in the United States. They expressed this sentiment again at lunch, which I really quite enjoyed. All 20 of us had lunch together, intermingling at tables with our food before us and getting to know each other. The lunch, even more casual than the seminar (for we were not separated by a long table as at the seminar) was probably my favorite part. Unfortunately we had to depart sooner than I would have liked, but it made me happy that we could exchange contact information like email addresses and even WeChat or WhatsApp numbers, and I look forward to staying in contact with my new friends.

We spent the afternoon at the free trade zone in Shanghai, which was also very interesting. The Chinese government, as I understand it, is conducting an experiment of sorts by letting businesses trade without any restriction or much oversight, which seems like quite a departure from what one might expect from China. We saw three "exhibitions" from different countries: Italy, Australia, and Russia, as well as the Factory to Consumer (F2C) wine zone. The exhibitions, which showcased all sorts of different products one could buy from each country, were very artfully constructed and displayed: Russia's sold matryoshka dolls, Australia's sold kangaroo skin rugs, and Italy's had some very expensive clothes from the fashion houses in Milan. The F2C was also very aesthetically pleasing in its construction and full of wine from hundreds of countries. We had a very informative tour and saw lots of very expensive wine (too expensive for me!) but what I thought was most interesting was the idea behind the F2C: it is to combat fraud and counterfeit or inferior wine, which is apparently a problem here. It was a little odd to me that one could not inherently trust the source from which one buys one's products, but I think it is better that the government is attempting to solve the problem rather than ignore it.

In the evening we took the metro into the heart of the city and went to Jing'an temple, which was so beautiful in the cool night air, surrounded by flashing lights and skyscrapers. We spent several hours strolling in the area and watching the people go by, which was so pleasant, and going into stores with brands we recognized and brands we

# Journal Entry Examples School

**Daniel Brahier**



## **Journal Entry Examples School:**

*Making Connections in Elementary and Middle School Social Studies* Andrew P. Johnson, 2009-10-15 *Making Connections in Elementary and Middle School Social Studies* Second Edition is the best text for teaching primary school teachers how to integrate social studies into other content areas This book is a comprehensive reader friendly text that demonstrates how personal connections can be incorporated into social studies education while meeting the National Council for the Social Studies' thematic pedagogical and disciplinary standards Praised for its wealth of strategies that go beyond social studies teaching including classroom strategies pedagogical techniques activities and lesson plan ideas this book examines a variety of methods both novice and experienced teachers alike can use to integrate social studies into other content areas

*Assessment in Middle and High School Mathematics* Daniel Brahier, 2013-10-30 It describes each strategy and clarifies its advantages and drawbacks Also included is a large sample of classroom tested examples along with sample student responses These examples can be used as is or you can customize them for your own class This book will help prepare your students for standardized tests that include items requiring evidence of conceptual understanding The strategies reflect the assessment Standards benchmarks established by the NCTM In addition an entire chapter is devoted to help teachers use these assessments to arrive at their students' grades

*The Practical Guide to Classroom Literacy Assessment* Diane Barone, Joan M. Taylor, 2007 The authors have taken a complex topic and presented it in a very readable accessible manner An ideal candidate for school based professional development organized on the study group model Joan Irwin Education Consultant Former Director of Publications IRA Use assessment to meet the strengths and needs of students and enhance learning Whether it is standardized test data student journals or informal classroom question and answer assessments provide invaluable ongoing diagnostic information for making key instructional decisions In this engaging and comprehensive resource Diane Barone and Joan Taylor demonstrate practical ways for embedding test preparation into teaching by integrating assessments and instruction to boost learning The authors provide testing content and procedures developed for inservice and preservice teachers administrators and coaches to help all students including those who have previously failed With rich classroom examples dialogues scenarios checklists and student work samples this book illustrates multiple assessment formats with expert how to and when to guidelines for literacy writing listening and speaking In language that speaks straight to educators this handy indispensable guide discusses Real cases and conversations that demonstrate actual assessment strategies in classrooms Specific applications for math and science literacy Preparation and grading for high stakes testing Practical help for portfolios Rubric construction tips The importance of oral and written literacy Using *The Practical Guide to Classroom Literacy Assessment* educators can measure students' abilities to navigate content and apply what they learn and effectively support their academic success on standardized and formative assessments

*From Principles of Learning to Strategies for Instruction-with Workbook Companion* Robert J. Seidel, Kathy C. Perencevich, Allyson

L. Kett, 2007-09-23 From Principles of Learning to Strategies for Instruction Part One The purpose of this book is to help educators and training developers to improve the quality of their instruction Unlike other available works the text is not limited to a particular theoretical position Nor is it like many of the instructional design texts which ignore the learning literature Rather it draws upon any and all of those research based principles regardless of learning theory which suggest heuristics to guide instructional strategies The approach of the authors is unique in that they develop a framework or model taxonomy for tasks through which the principles of learning can be related to particular learning processes suggesting distinctive strategies for specific instructional tasks The authors present a four stage model that includes acquisition automaticity near term transfer and far term transfer Workbook Companion Part Two In this Workbook Companion the strategies presented in the original book are expanded by supplying practical and specific strategies to implement of a variety of other subject matters These strategies are based on the needs which the authors currently see and cite in existing educational systems Each chapter concentrates on providing recommended instructional strategies and practical exercises for a specific target group high school age adolescents Contributors supply strategies in the different learning domains including Cognitive Psychomotor Affect and Interpersonal and each individual is responsible for training teachers developing and or evaluating curricula for such training and educating high school students through the development and implementation of curricula Developed for both new and experienced teachers developing curricula for high school adolescents the goal of the Workbook Companion is to provide those in the field of education with strategies to incorporate each of the four domains into their lesson plans regardless of subject area [Your Science Classroom: Becoming an Elementary / Middle School Science Teacher](#) M. Jenice Goldston, Laura Downey, 2012-01-18 Designed around a practical practice what you teach approach to methods instruction Your Science Classroom Becoming an Elementary Middle School Science Teacher is based on current constructivist philosophy organized around 5E inquiry and guided by the National Science Education Teaching Standards Written in a reader friendly style the book prepares instructors to teach science in ways that foster positive attitudes engagement and meaningful science learning for themselves and their students **Using Science Notebooks in Middle School** Michael P. Klentschy, 2010 Many middle school teachers across the United States use student science notebooks as part of their daily classroom instruction Many others would like to but are not sure exactly how to start Following his bestselling Using Science Notebooks in Elementary Classrooms Michael Klentschy now examines how the student science notebook can be an invaluable tool at the middle school level **Teaching Secondary and Middle School Mathematics** Daniel J. Brahier, 2016-02-12 Teaching Secondary and Middle School Mathematics combines the latest developments in research standards and technology with a vibrant writing style to help teachers prepare for the excitement and challenges of teaching secondary and middle school mathematics today In the fully revised fifth edition scholar and mathematics educator Daniel Brahier invites teachers to investigate the nature of the mathematics curriculum and reflect on

research based best practices as they define and sharpen their own personal teaching styles The fifth edition has been updated and expanded with a particular emphasis on the continued impact of the Common Core State Standards for Mathematics and NCTM's just released Principles to Actions as well as increased attention to teaching with technology classroom management and differentiated instruction Features include A full new Chapter 7 on selection and use of specific tools and technology combined with Spotlight on Technology features throughout clearly illustrate the practical aspects of how technology can be used for teaching or professional development Foundational Chapters 1 and 2 on the practices and principles of mathematics education have been revised to build directly on Common Core State Standards for Mathematics and Principles to Actions with additional references to both documents throughout all chapters A new Chapter 4 focuses on the use of standards in writing objectives and organizing lesson plan resources while an updated Chapter 5 details each step of the lesson planning process A fully revised Chapter 12 provides new information on teaching diverse populations and outlines specific details and suggestions for classroom management for mathematics teachers Classroom Dialogues features draws on the author's 35 year experience as an educator to present real world teacher student conversations about specific mathematical problems or ideas How Would You React features prepares future teachers for real life scenarios by engaging them in common classroom situations and offering tried and true solutions With more than 60 practical classroom tested teaching ideas sample lesson and activities Teaching Secondary and Middle School Mathematics combines the best of theory and practice to provide clear descriptions of what it takes to be an effective teacher of mathematics

**Successful College Writing with 2009 MLA and 2010 APA Updates** Kathleen T. McWhorter, 2010-05-19 Click here to find out more about the 2009 MLA Updates and the 2010 APA Updates Reading specialist Kathleen McWhorter understands that students are often lacking in the skills they need to succeed in the first year writing course and need a text that doesn't assume they have mastered all the basics Successful College Writing meets students where they are offering extensive instruction in careful and critical reading practical advice on study and college survival skills step by step strategies for writing and research detailed coverage of the nine rhetorical patterns of development and 64 professional and student readings that provide strong rhetorical models as well as an easy to use handbook in the complete edition McWhorter's unique visual approach to learning uses graphic organizers revision flowcharts and other visual tools to help students analyze texts and write their own essays Her unique attention to varieties of learning styles also helps empower students allowing them to identify their strengths and learning preferences

**Successful College Writing Brief with 2009 MLA and 2010 APA Update** Kathleen T. McWhorter, 2010-12-06 All the help students need to succeed Because so many first year writing students lack the basic skills the course demands reading specialist McWhorter gives them steady guidance through the challenges they face in academic work Successful College Writing offers extensive instruction in active and critical reading practical advice on study and college survival skills step by step strategies for writing and research detailed coverage of the nine rhetorical

patterns of development and 61 readings that provide strong rhetorical models as well as an easy to use handbook in the complete edition McWhorter's unique visual approach to learning uses graphic organizers revision flowcharts and other visual tools to help students analyze texts and write their own essays Her unique attention to varieties of learning styles also helps empower students allowing them to identify their strengths and learning preferences Successful College Writing is not just about the mastery of academic discourse It's a leader in its genre because it helps students acquire valuable strategies for creating effective texts that are associated with expert professional communication in general Lilia Savova Indiana University of Pennsylvania

**Handbook of Research on Teacher Education** Marilyn Cochran-Smith, Sharon Feiman-Nemser, D. John McIntyre, Kelly E. Demers, 2008-02-19 Co Published by Routledge Taylor Francis Group and the Association of Teacher Educators The Handbook of Research on Teacher Education was initiated to ferment change in education based on solid evidence The publication of the First Edition was a signal event in 1990 While the preparation of educators was then and continues to be the topic of substantial discussion there did not exist a codification of the best that was known at the time about teacher education Reflecting the needs of educators today the Third Edition takes a new approach to achieving the same purpose Beyond simply conceptualizing the broad landscape of teacher education and providing comprehensive reviews of the latest research for major domains of practice this edition stimulates a broad conversation about foundational issues brings multiple perspectives to bear provides new specificity to topics that have been undifferentiated in the past includes diverse voices in the conversation The Editors with an Advisory Board identified nine foundational issues and translated them into a set of focal questions What's the Point The Purposes of Teacher Education What Should Teachers Know Teacher Capacities Knowledge Beliefs Skills and Commitments Where Should Teachers Be Taught Settings and Roles in Teacher Education Who Teaches Who Should Teach Teacher Recruitment Selection and Retention Does Difference Make a Difference Diversity and Teacher Education How Do People Learn to Teach Who's in Charge Authority in Teacher Education How Do We Know What We Know Research and Teacher Education What Good is Teacher Education The Place of Teacher Education in Teachers Education The Association of Teacher Educators ATE is an individual membership organization devoted solely to the improvement of teacher education both for school based and post secondary teacher educators For more information on our organization and publications please visit [www.ate1.org](http://www.ate1.org)

**Journal of Education**, 1883 **From Empathy to Action: Empowering K-6 Students to Create Change Through Reading, Writing, and Research** Chris Hass, Katie Kelly, Lester Laminack, 2025-09-10 How can we move children from simply talking about things to learning to take action and feeling empowered to enact change This book shows you exactly what this can look like in an elementary class setting It details the structures and instructional strategies classroom teachers can adopt to help their children create positive outcomes for their communities while also building identities for themselves as real agents of change Topics include building empathy and compassion helping students become aware of issues within

their communities creating brave environments so students can engage in productive discussions around sensitive topics engaging students in research that answers their needs and those of their community and supporting students into action Classroom examples practical tools and student voices are featured throughout With this book by your side you can debunk the false deficit based assumptions that young people aren't ready for activism and you'll see what is possible when we commit ourselves to integrating civic learning into our classroom literacy instruction

**Improving Students' Writing, K-8** Diane M. Barone, Joan M. Taylor, 2006 Purposeful realistic and clearly written the book renews my excitement for teaching writing and for new teachers the text offers suggestions from a voice of experience all within the framework of NCLB legislation for differentiating teaching based on learners' needs Julia Weinberg Instructor University of Nevada Reno Give students the power to express their thinking in writing and to use writing as a process for learning How can we improve students' ability to write constructed response to high stakes content area test items How can we open for them the writing pathway to exploring and understanding informational texts How can we help them develop the essential traits of proficient writing Nationally recognized experts in literacy with experience in elementary middle school and university classrooms as well as consulting expertise Barone and Taylor meld theoretical and practical considerations about writing instruction to explain how to teach each child to Self monitor to improve writing skills Grow in ability to write successful constructed response Use writing to process and stretch their own thinking Prepare for high stakes writing assessment Improving Students Writing K 8 brings together real life examples rubrics reproducible aids and how to's for getting the most out of your writers

*Journal Writing in Second Language Education* Christine Pearson Casanave, 2011-02-04 Journal writing is not new journals have been around for centuries More recently journals have been viewed as a means of scaffolding reflective teaching and encouraging reflectivity in research processes As a result some educators may ask What more do we need to know Those likely to raise this question are probably not thinking of the explosive growth of reflective writing enabled by social networking on the Web the blogs and other interactive e vehicles for reflection on experiences in our literate real and virtual lives This revisiting of journal writing from a 21st century perspective informed by relevant earlier literature is what Christine Pearson Casanave guides readers through in this first book length treatment of the use of journal writing in the contexts of language learning pre and in service teaching and research Casanave has put together existing ideas that haven't been put together before and has done it not as an edited collection but as a single authored book She has done it in a way that will be especially accessible to teachers in language teacher education programs and to practicing teachers and researchers of writing in both second and foreign language settings and in a way that will inspire all of us to think about not just do journal writing Those who have never attempted to use journals in their classes and own lives as well as others who have used it with mixed results will probably be tempted to try it in at least some of the venues Casanave provides guidance for Those already committed to journal writing will very likely find in this book new reasons for expanding

and enhancing their use of journals      *Developing Strategic Writers Through Genre Instruction* Zoi A. Philippakos, Charles A. MacArthur, David L. Coker, 2015-05-12 The Common Core State Standards CCSS identify three essential writing genres narrative persuasive and informative This highly practical guide offers a systematic approach to instruction in each genre including ready to use lesson plans for grades 3 5 Grounded in research on strategy instruction and self regulated learning the book shows how to teach students explicit strategies for planning drafting evaluating revising editing and publishing their writing Sixty four reproducible planning forms and student handouts are provided in a convenient large size format purchasers also get access to a Web page where they can download and print the reproducible materials The Appendix contains a Study Guide to support professional learning      **Normalites** Kelly Ann Kolodny, 2014-04-01

**Normalites** The First Professionally Prepared Teachers in the United States is a new original work which explores the experiences of three women Lydia Stow Mary Swift and Louisa Harris who were pioneers in the movement in teacher education as members of the first class of the nation's first state normal school established in Lexington Massachusetts in 1839 The book is biographical offering new insights derived from exceptional research into the development of the normal school movement from the perspectives of the students While studies have provided analysis of the movement as a whole as well as some of the leaders of the initiative such as Horace Mann and Henry Barnard there is a lack of rich published information about the first groups of students Understanding their accounts and experiences however provides a critical foreground to comprehending not only the complexity of the nineteenth century normal school movement but more broadly educational reform during this period Arranged chronologically and in four parts this book explores the experiences of Lydia Stow Mary Swift and Louisa Harris during their normal school studies their entrance into the world and commencement of their careers the transitions in their personal and professional lives and the building of their life work Throughout these periods their formal educational experiences as well as broader moments of transformation are considered and how life paths were shaped This book will be of interest to undergraduate and graduate students and faculty connected to teacher preparation programs More than 100 000 students are currently awarded baccalaureate degrees each year in Education Over 80 000 of these students are women Their experiences are rooted in the pioneering efforts of Lydia Stow Mary Swift and Louisa Harris at our nation's first state normal school It is a particularly fitting time to share their experiences as the 175th anniversary of the start of formal state sponsored teacher education the normal school movement will be celebrated in 2014      **Challenges of Conflicting School**

**Reforms** Mark Berends, JoAn Chun, Gina Schuyler Ikemoto, Sue Stockly, R. J. Briggs, 2002-03-29 A decade ago New American Schools NAS launched an ambitious effort for whole school reform to address the perceived lagging achievement of American students and the lackluster school reform attempts that have produced so few meaningful changes As a private nonprofit organization NAS set out to help schools and districts significantly raise the achievement of large numbers of students by offering whole school designs and design based assistance during the implementation process NAS is currently in



the scale up phase of its effort and its designs are being widely diffused to schools across the nation. During the 1997\_1998 and 1998\_1999 school years RAND assessed the effects of NAS designs on classroom practice and student achievement in a sample of schools in a high poverty district. RAND found that high poverty schools often have fragmented and conflicting environments with difficult and changing political currents and entrenched unions. Teachers in high poverty schools tend to face new accountability systems and fluctuating reform agendas. These teachers generally lack sufficient time for implementing reform efforts, often becoming demoralized and losing their enthusiasm for the difficult task of improving student performance under difficult conditions. RAND concluded that high stakes tests may motivate schools to increase performance and to seek out new curricula and instructional strategies associated with comprehensive school reforms. However, those same tests may provide disincentives to adopt richer, more in-depth curricula that can succeed in improving the learning opportunities of all students, particularly those in high poverty settings.

*Creating the Ideal School* Albert Mamary, 2007-08-13. *Creating the Ideal School* is the only comprehensive guide available that provides all the tools necessary to create an ideal school. There are many education books out there, but most are specific to one aspect of school improvement and do not provide a systemic framework or a total approach. This book does, and it is based on expertise that was developed and implemented in a real school district with impressive results by author Albert Mamary. Under the author's leadership, an under-achieving and troubled upstate New York school district was transformed into a nationally validated high performing school system, and Dr. Mamary was credited with creating the first and only comprehensive systemic framework for quality learning and school improvement. This book will be of interest to teachers and administrators who are interested in making profound improvements in education.

**Trauma-Informed Practices for the Classroom and Beyond** Laura B. Waller, William N. Bender, 2024-06-11. Find the right strategies and tools to support students who experience trauma. Studies show that 46-75% of children experience trauma, often resulting in challenging behavior, depression, and anxiety, as well as long-term physical and mental health issues. Today's educators, counselors, and clinicians need the right strategies to help. Written by experts with years of experience working with children and teens exposed to adverse childhood experiences (ACEs), *Trauma-Informed Practices for the Classroom and Beyond* describes the most effective tools available and walks you through how to implement them with compassion and fidelity. Inside, you'll find detailed and easy-to-implement interventions that alleviate the effects of trauma, including mindfulness, journaling, restorative justice, and more. Trauma-informed practices to use with all students, regardless of their age or the duration or frequency of their trauma exposure. Ways educators can prepare their classrooms and schools to support students who experience ACEs. This how-to guide and its companion website, with discussion points, recommended videos, and additional resources, equips you with evidence-based techniques and instructions to support children and teens with ACEs and enhances your practice to better serve the students who need our help most.

*Social Justice Instruction* Rosemary Papa, Danielle M. Eadens, Daniel W. Eadens, 2016-03-22. This resource

offers instructors a full palette of strategies for teaching social justice concepts across subject areas from kindergarten through college Dividing its content between elementary adolescent and adult learners the book analyzes the classroom experience as a powerful means of challenging stereotypes and supporting inclusion respect and equity History language arts literature and social studies as well as mathematics and science are shown as platforms for tying critical thinking to moral behavior And while professional development underlies all chapters in the text special areas such as technology curriculum design recognizing student demographics and raising social justice awareness in school culture are spotlighted Among the topics covered Reframing social justice for the adult learner The politics of being faculty of color teaching social justice in the college classroom Stories of social justice from the kindergarten classroom Critical literacy and multicultural literature The shaming creating a curriculum that promotes socially responsible online engagement Literacy is a civil write the art science and soul of transformative classrooms For educators and education researchers involved in the field Social Justice Instruction unlocks the potential for imparting progressive ideas along the educational spectrum The strategies here model a humanist perspective that will serve learners both in and outside the classroom

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