**ELED 120 Clinical Log**

**Submit This Document Using TaskStream by Course Deadline**

|  |  |  |
| --- | --- | --- |
| Your Name | Assigned School | Teacher Name & Email |

|  |  |  |
| --- | --- | --- |
| **Task or Activity** | **Date Completed** | **Teacher Signature** |
| Learn names of 15 students |  |  |
| Talk with more than half of the students in the class |  |  |
| Help student(s) complete class work |  |  |
| 2nd help student(s) complete class work |  |  |
| Help student(s) with homework or tutor small group |  |  |
| 2nd help student(s) with homework or tutor small group |  |  |
|  |  |  |
| *\*Consistently dress professionally* |  |  |
| *\*Consistently be punctual (or phone)* |  |  |
| *\*Consistently be respectful* |  |  |
| *\*Model professional language, behavior* |  |  |

\* = “Date Completed” must be after April 1 for spring semester or after November 1 for fall semester

**Your Name:**

Read instructions and complete each box. Never use a student’s real name.

**Elementary Student**. In the box below, assign your student a cartoon name. Then provide the following information: age, grade, gender, ethnicity, and family composition.

Click or tap here to enter text.

**Cognitive Development**. In the box below, identify the appropriate stage and describe a classroom event or events that helped you determine the student’s stage of cognitive development. Incorporate into your “evidence” specific assimilation patterns or cognitive operations described in class.

**COGNITIVE STAGE**:

**EVIDENCE**:

**Identity.** Read about Erik Erikson’s stages of identity development (chapters 10 and 13). The ages for these stages are strictly determined by maturation (age) [see Table 2.1 on p. 21]. Identify your student’s Eriksonian stage and describe the primary “crises” your student will face this year in the classroom.

**STAGE**:

**PRIMARY CLASSROOM CRISES**:

**Friendship**. Read about Damon’s stages of friendship (PP. 339 – 340).Ask your student on three different occasions who his/her best friend is and WHY. Evaluate his/her responses and complete the information in the box below.

**FRIENDSHIP STAGE**:

**EVIDENCE**:

**Differentiation.**  From your classroom experience, describe one specific example of a teaching event that reflects “individual differences.”

Click or tap here to enter text.

**SCORE (max = 15):**