"Let's Talk about what Happened Today at my PDS": The Dialogic E-Journaling Process between Two Novice PIRs

Michelle L. Damiani, Rowan University
Cathy A. R. Brant, Rowan University

Abstract: The purpose of this article is to extend the literature around reflective practices in PDS. In this article, the authors discuss their experiences, as novice Professors in Residence (PIRs) engaging in Professional Development School (PDS) work, using dialogic e-journaling as a collaborative space to process and reflect on professional practice experiences in their separate PDS sites. The authors lay out a blueprint for other PIRs and PDS partners for how to establish their own dialogic e-journaling relationship.

NAPDS 9 Essentials Addressed: Essential 3: Professional Learning and Leading A PDS is a context for continuous professional learning and leading for all participants, guided by need and a spirit and practice of inquiry. Essential 4: Reflection and Innovation A PDS makes a shared commitment to reflective practice, responsive innovation, and generative knowledge.

One of the things that I wanted to capture here is the excitement of reading and responding to entries. I get so excited every time that I see you've commented on something I've written or that you've logged a new entry. In many ways, because of the notification feature, it is almost like we are having a face-to-face conversation. (Cathy)

I feel exactly the same way! And I am absolutely more engaged and I look forward to our dialogue. I do feel like we are having an authentic, engaged, and productive conversation. (Michelle)

The quotations above are excerpts from our dialogic e-journal. As junior faculty and first year Professors-In-Residence (PIRs), we were both excited (and nervous) about beginning PDS work. We hoped that engaging in a dialogic journal would provide us a structure for systematic reflection and aid us in our professional practice as PIRs. In this article, we discuss our use of dialogic e-journaling to navigate our new professional role and the experience of being novice PIRs.

Literature Review

Decades of literature suggests that the process of reflection can enhance one's professional ability (Kreber et al., 2005; Portner & Collins, 2014; Schön, 1987). While definitions and specific applications of reflective practice vary, there are some shared understandings between and within disciplines about reflective practice as a "process of learning through and from experience towards gaining new insights of self and/or practice" whereby involving "the individual practitioner in being self-aware and critically evaluating their own responses to practice situations" (Finlay, 2008, p. 1). According to Finlay (2008), "The point is to recapture practice experiences and mull them over critically in order to gain new understandings and so improve future practice. This is understood as part of the process of life-long

learning" (p. 1). The purpose expressed by Finlay above, coupled with the following possibilities expressed by Ghaye, provide a useful framing for our use of dialogic e-journaling. Ghaye (2000) stated that: "Maybe reflective practices offer us a way of trying to make sense of the uncertainty in our workplaces and the courage to work competently and ethically at the edge of order and chaos" (p. 7).

As new PIRs who were beginning PDS work amid returning to school from a global pandemic, we certainly experienced feelings of professional promise, new professional identity, and complete uncertainty. Thus, in our new role, we found ourselves connecting to our university students who we ask to take learning risks in their pre-professional experiences, as well as connecting to our school leaders as we worked closely with our PDS administrators to understand and enact a shared purpose or goal.

Our administrators and school PDS liaisons knew that we were working closely and collaboratively with all PIRs in our network, and that we were journaling with another new PIR about our first-year experiences. Some of the P-12 teachers and clinical interns at our schools also knew that we were journaling because it came up organically in dialogue, such as when Cathy asked the classroom teacher she was observing if she could take a picture of the learning activity to include as an exemplar in her journal and share with our university pre-service teachers. Or, when Michelle was discussing the importance of self-reflection with a student teacher who was debriefing a teaching lesson and she explained that she continues to engage in on-going self-reflection and was journaling right now with another PIR.

These situations provided an opportunity to demonstrate to PDS partners that the university faculty involved were also committed to on-going reflective practice, and that they were willing to ask questions of others and find information to address the needs or interests of their school. Thus, while this particular practice of dialogic e-journaling did not involve our P-

12 partners directly in the journaling, the fact that we were journaling was known, and some of our PDS partners' contributions were captured in the journal with permission. Further, at the time that we started as new PIRS and began journaling, the authors had a relationship in place to support journaling, but we did not yet know our PDS school partners, and would have been hesitant to ask any of our school-based PDS partners for additional time and labor at an already challenging time when all educational professionals were overextended. We recognize the importance of including our K-12 partners' voices more prominently in future applications of this work, and we offer ideas about how we may do so later in this article.

Within the field of educational leadership, reflective leadership skills are more and more often discussed as a key professional competency (Amey, 2004; Densten & Gray, 2001). The reflection involved to authentically engage this professional competency supports the individual's growth, their decision-making, and permits them to make improvements for the organization. Beyond the individual administrator's growth, there are opportunities for school leaders to encourage and model the use of reflective professional practices for others within the school, as well as create opportunities for reflective practitioners who are supported in reflective communities of practice. As scholarship indicates, reflective communities of practice must be built on trusting relationships (Tschannen-Moran & Gareis, 2015). Trust is also essential between all partners engaging in dialogic e-journaling.

In educational literature effective use of dialogic reflective journaling is increasingly cited with pre-service teachers who are engaging in on-going observation and reflection as developing teachers (Alford & Jensen, 2021; Carter & Kurtts, 2019; Garmon, 2001), as well as in other areas of pre-professional practice such as clinical nursing education (Billings, 2006; Horn & Freed, 2008). We refer to our practice as dialogic e-journaling throughout this article. However, we acknowledge that interactive reflective journaling practices are also discussed in the literature as interactive journaling, online journaling, and e-journaling (Phipps, 2005). Our process of dialogic e-journaling is adapted for use in our work as reflective scholars and PIRs. We explain the constructs that we use in the section of this paper about "The Process."

In effort to articulate our journaling process, we have organized this article through the following aspects:

1. Why we chose dialogic e-journaling
2. How we set up the expectations and routines of our journaling relationship
3. The impact of our journaling
4. Suggestions for how others may use this strategy in their professional practice

Though certainly not prescriptive, our goal is to clearly explicate our process for others interested in establishing a dialogic e-journaling relationship. We assert that engaging in reflective practice via dialogic e-journaling with a colleague was beneficial for us as novice PIRs, but ultimately led us to better serve our PDS partner schools. This journaling effort began between the two of us as new PIRs, but there could also be opportunities for using dialogic e-journaling practices with a network of PIRs, with clinical interns, for building collaboration with teachers, and/or within PDS teams to support on-going dialogue, reflection, and shared decision-making.

The Context

Rowan University and the PDS network

Rowan University is a public research university in the northeastern United States. The university is a predominately white institution, especially in the teacher preparation programs. As part of Rowan University's commitment to building community partnerships, the College of Education established its first PDS partnership in 1991. Historically, the majority of the PDSs partnered with Rowan University mirrored the demographics of the university in both student population, P-12 teachers, and administration. There are currently eleven schools in Rowan University PDS network. Due to budgetary constraints, all of the partners in our PDS network had experienced a formal pause in PDS work in the 2020-2021 school year, due to the Covid-19 pandemic.

Young Pups School

Michelle is a PIR at Young Pups School that houses preschool and kindergarten for the school district with classrooms for PK3, PK4, and Kindergarten. Given this configuration, Young Pups School is responsible for both the Early Childhood Education mandates and the K-12 Education mandates in their State. According to the 2019 National Center for Education Statistics, Young Pups School enrolls approximately 246 students and has about 20 full time educators. The demographics of the school population reflect a student body that is about 38% white, and about 62% students of color (NCES, 2021). The teaching staff is predominately white. Young Pups School became a PDS in the 2017-2018 school year, and is part of a PDS district. The school has experienced a considerable rate of transition, which has intensified through the pandemic. This school year, 2021-2022, Young Pups School returns in its fifth year as a PDS with a new building principal, a new K-12 district wide English Language Arts curriculum, and Michelle joins as a new PIR, as a few of the notable changes.

Eager Beaver Middle School

Cathy is the PIR at Eager Beaver Middle School (EBMS). EBMS is a middle school for grades 5-8 and is classified as a "Large Suburb School" by the National Center for Education Statistics. There are approximately 875 students and 75 teachers in the school. The school demographics are primarily white, about 70% of the student population and 30% students of color

(NCES, 2021). The demographics of the teaching staff is also primarily white. The 5th grade teachers teach literacy and social studies or math and science. The 6th-8th grade teachers are single subject based, as is the traditional structure in most middle schools. While EBMS has been in Rowan University's PDS network for four years, there has been some turnover with PIRs. Cathy is EBMS's third PIR, and the first full-time faculty member serving as a PIR at EBMS.

The Authors

Michelle, a white female, is in her third year as an Assistant Professor at Rowan University. She is a former elementary school teacher who has taught at both private and public Colleges and Universities. As an elementary school teacher, she also served as a new teacher mentor, and as higher education faculty has served as a supervisor for clinical interns in schools. Cathy, also a former elementary school teacher, identifies white, middle class, pansexual, cisgender, Jewish woman. She is in her second year as an Assistant Professor at Rowan University, and her first year as a PIR. She did spend several years at another institution prior to coming to Rowan University, but did not engage in PDS work there. Both authors were drawn to PDS work for two main reasons. First, they saw PDS work as a way to stay actively engaged with the realities of the classroom. They hoped that they would be able to use their experiences in their PDSs to help inform their practices in the university. Second, and perhaps more importantly, they wanted to engage in PDS work as a way to "give back" to P-12 schooling beyond the traditional route of education conference presentations and publications.

The Process

Why We Chose Dialogic E-Journaling

At the end of the 2020-2021 school year, both authors signed on to become PIRs. In June 2021, the PDS Director brought the Rowan University PIR team together for our initial meeting where we discussed preparation for work within the Rowan University PDS Network to start in fall 2021. After attending the PIR orientation, we thought that creating a dialogic e-journal could provide a productive space for us to engage in ongoing conversation about the successes and challenges of PDS work. As part of the PDS network, we knew that we would have monthly PIR meetings. From the first meeting we noticed that these meetings would involve sharing logistical information across all network PIRs, and could be valuable spaces to raise some ideas between new and established PIRs. However, we could also already tell that we had more questions than could be addressed in these meetings, and we were not necessarily comfortable bringing all of our questions to this group. Furthermore, we wanted to be respectful of our colleagues' and director's time, so we did not want to monopolize the PIR sharing time at each

meeting with what frequently felt like "newbie" or "beginning" questions.

While the network PIR meetings are certainly supportive, and there was some space devoted to this kind of cross-dialogue between PIRs, we needed more time to discuss, reflect, and debrief, and we needed more frequent opportunities to share ideas and materials that helped us make progress with all of the new daily tasks and logistics that come with being a new PIR. While gaining reassurance that our uncertainties and questions were an expected part of the becoming a PIR process, we recognized that we had an additional need and opportunity to support each other as we learned how to establish the foundational relationship for our PDS partnerships at our schools. Thus, we wanted to create a space and system of consistent support for each other to address our day-to-day kinds of questions and needs. Journals provide a space to "process intrapersonal and interpersonal relationship issues...in a way that is more accessible and frequent" (McCormack, 2010, p. 32). We felt that the use of dialogic e-journaling might be especially helpful because of the flexible and conversational format.

While we were both excited about engaging in PDS work, we were both anxious for a number of reasons. Some of our concerns were unique to our school settings, while we shared others in our different settings. First, we were especially concerned about the impact of COVID-19 on the students and faculty at our respective PDS placements. Second, we did not want to be naive about being new PIRs in schools with previously established partnerships. Third, we knew that we would have questions about the procedural elements of PDS work, such as the required paperwork, how we gain access to classrooms, and how to navigate the feelings of being outsiders in new school settings. We anticipated questions would come up more frequently than could be addressed in monthly meetings, and that we may not be comfortable asking all of our questions in the monthly forum, but nonetheless that we needed to ask a trusted colleague.

Journaling is an "activity that is conducive to processing professional experiences, particularly experiences that are disorienting or distressing is an important resource in professional life" (McCormack, 2010, p.32). Ultimately, our goal in dialogic e-journaling was to better serve our PDS partners. We knew, from our own experiences teaching in P-12 and higher education, that COVID-19 had a significant impact on education and teachers. We knew that we would be facing challenges as first year PIRs that our colleagues who started their PDS partnerships under different circumstances have not. We felt that a dialogic e-journaling space would be a safe environment for us to be able to work through questions and strategize not only how to do our job, but how to do it well. We knew that there was going to be a significant learning curve for us, and we intended the e-journal to be a generative space for us to improve our developing practice of PDS work.

We also knew from the outset that we wanted to establish a process for systematic reflection and comprehensive documentation related to this experience. As new PIRs and junior faculty,

Table 1. Journaling Procedures

Content/Format Considerations	Questions for Partners to Ask Each Other	What We Chose to Do
Document Format	• Do we want to have a structured format for each entry? • How do we want to respond to each other?	• Dates to head each entry in ascending chronological order • Text color for each writer • In-text responses to entries and questions • One shared Google doc for the working file and used the comments feature with @name to alert to new text • If an entry posed a specific or time sensitive question we added the "assign to" feature
Participation in Document	• How often should each person write in the journal? • How often should each person respond to the other? • Expected timeline for writing, reviewing, and responding to entries	• We decided that when and how often we wrote was flexible, but both authors wrote an entry any time that they were in their PDS. • We agreed to write and respond to each other within the same week.
Content Norms	• What should we include in our journal? • Should anything be excluded from the journal? • Considerations of confidentiality when writing about others and as a result of learning in this reflective process?	• We agreed on a flexible writing format that included quotes, e-mails, lists, conscious stream of thought writing, academic style writing, chronological recounting, pictures, etc. • Privacy Considerations: People's names were omitted and noted as roles (administrator, teacher, student, etc.) And what happens in the journal stays in the journal

and beginning amidst a pandemic, it was especially important for us to prioritize documenting this moment of engaged scholarship and share what we learned with others in the larger PDS community. We did not find any existing examples of dialogic e-journaling between PIRs in the PDS literature, and so we wanted to offer our process as a possibility for other reflective practitioners. Further, we were engaging in a new job requirement that is considerably different from our traditional roles of teaching, research, and service. As part of the engaged scholarship model of PDS, we are expected to develop a shared research agenda with our school partners at our individual sites. We hoped that the journal would further provide an opportunity to talk about how to merge our individual research lines as scholars with the professional development foci in our schools.

Establishing a Journaling Relationship

Going into our journaling relationship, we knew it was extremely important to establish our journaling procedures and expectations. Table 1 contains three columns titled: "Content/Format Considerations," "Questions for Partners to Ask Each Other," and "What We Chose to Do." The first two columns are organized around the structural elements that we identified as necessary decision-making considerations related to establishing a journaling relationship, consistency in data recording, and participation norms. We also expand our specific discussion of the journal format and journal content in the text

following Table 1. For both authors, the process of proactively establishing a journaling partnership drew parallels to establishing expectations and non-negotiables in a co-teaching partnership.

The last column in Table 1 indicates the choices that we made in response to the questions that we pose for partners to ask each other before getting started with journaling. While we do urge potential journaling partners to establish shared expectations, it is again important to note that this process is not prescriptive. Each journaling relationship is different, and therefore partners' needs, preferences, and access considerations may be different. Others may also have ideas that can build on our ideas to push this practice forward. We hope that they will do that, as a potential benefit of presenting this work in its early stages is that others in the PDS network can learn as we learn.

Journal format. First, we had to decide what kind of reflective journal we wanted to use. While, initially, there were many unknowns about our journaling process, we did know three things: (a) we wanted the journal to serve as a space for us to capture our experiences as first year PIRs, (b) we wanted to engage in this work collaboratively as a "dialogue," and (c) we wanted to use the journal to help us examine and critically evaluate our own responses to problems of practice as PIRs. We initially thought that we were using a variation of critical incident journaling (Stanton & Ali, 1982) where, in our roles, we were recording and reflecting on those incidents in the school setting that had a deep personal effect on us, but we realized that our aims and practices are actually more aligned to

Finlay's (2008) constructs of reflecting on and responding to professional problems of practice. We could have journaled separately, but we recognized the value in being able to journal collaboratively in the same document. We also felt that this would lessen the need to maintain and transfer multiple different journal files, thus allowing dialogue to develop in real time and reducing the possibility of error around not responding to the newest file or overlooking the most recent content. We thought e-journaling would be the best way for us to do this. That being said, when we began this practice, we had no idea how truly valuable and supportive this process would be for us both as junior scholars and novice PIRs which we expand on the impact section

In addition to establishing the purpose and guiding constructs for our journal, we also needed to make targeted decisions about the document itself to ensure access and consistency. We decided to use Google Docs because we had access through our institutional emails and because it offered a way for us to organize all of our entries into an interactive shared document. Each entry would be date stamped, but beyond that, we selected a flexible format for the entries themselves. We did this because we did not want the journal or writing "rules" to create a barrier to capturing our thinking or including our various content needs, or require additional time as it would if all content required a more formal academic style.

Additionally, each author chose a font color to write in throughout the journal. We decided to tag each other whenever the journal contained new writing. We then responded to each other within our entries by adding to an existing paragraph or starting a new paragraph beneath what the other had written. We chose to respond within the text rather than in comments, as we feared that content comments could too easily be deleted or "resolved" and we wanted a more permanent record of our dialogue.

Journal content. In terms of the content of our journal document, we decided that a wide range of relevant information sources could be included in our journal. The bulleted list below demonstrates examples of the kinds of data that contributed to our initial journal content.

- Notes and reflections from Rowan University's Monthly PIR Meetings
- Documents relevant to PDS work
- Communication with PDS partners (anonymized when appropriate)
- Observations from our school settings and classrooms (anonymized when appropriate)
- Notes and reflections from on-site meetings (anonymized when appropriate)
- Agenda and action Items for PIRs on PDS days

Sometimes our initial entries were a list of the events, activities, or observations that we had that day in relation to our PIR work. Many entries took the form of a stream of consciousness where we wrote about what we were thinking about or doing in our PDS setting, other times they were

academic in nature. Entries also included *select* emails that we sent to our school site partners and surveys we sent to faculty/staff in our schools. To be very clear, these journal inclusions were not communications that were private in nature, and names were not included in these communications. Instead, these entries related to working out communications expected of us as PIRs. We would often share drafts of our emails to our school partners and provide each other with feedback prior to sending.

Importantly, however, all entries were de-identified for the journal. We did not name people and simply referred to them as administrators, teachers, students, etc. Table 2 shows examples of how these kinds of communications appeared in the journal. The initial report, for example, was a document relevant to PDS work that contained things like the school's publicly recorded demographic information, district and school site-specific goals and assessment plans, and the PIRs proposed activities and professional development plans for the school year. Report examples were available from established PIRs in the network, but those initial reports began in a different place than we needed as new PIRs. Essentially, we needed a first year PIR plan and our collaboration allowed us both to produce a better-quality document, which was then reviewed and revised at our individual school sites with our building principals.

These combinations of entries, drafts, questions, and comments often served as a starting point that then allowed us to have detailed, engaged, critical dialogue, and processing dialogue as PIRs. Having this space helped us work out how best to navigate our responsibilities, get feedback from each other, share constructive criticisms, and serve as sounding boards for each other for the emotional nature of doing this work. That said, we want to be clear that the journal contents always gave attention to respectful messaging. Even as we were working through professional challenges, our insecurities, and stressful situations, we were not talking negatively about our PDS partners or any individual(s). Quite the opposite actually, this was a space to be reflective and enabled us to be better PDS partners by supporting each other through navigating the process, asking for and receiving help, making sense of concerns like: "Is this okay?" "Is this responsive to my PDS partners' needs?" "Is this what I am supposed to be doing" or "Is there something else that I should be doing? Thus, this kind of reflective work is aligned to the expected purposes and potential benefits of professional reflective practice and many of the models that use dialogic e-journaling practices.

When we met with the university wide team for our monthly meetings, we also reflected on those meetings together in our journal. We found this helped us compile a more complete record of the range of our first year PDS activities, as well as helped us keep track of questions and issues of practice that arose out of the meetings that had implications for us as new PIRs at our school sites. The journal also provided us a space to share observations we made while in various classrooms. At times, we used photographs [taken with permission and did not contain people] to explain to each other what we were

Table 2. Journal Examples

Types of Entries	Examples From Our Journal
Notes and reflections from Rowan University's Monthly PIR Meetings	"As a brand new PIR, I still have not met my building principal and I am not clear what the expected or needed next steps are in the process. I know the first step will be the introductory meeting with the building principal, however I am not sure what to expect at that meeting, what I should do/prepare/be prepared for, and what the initial steps to getting this kind of partnership off the ground are." (Michelle) "It's funny that you wrote this because I do think about these things too. I'm really thinking about spending the next few weeks in my space in the school, emailing the teachers and saying when I will be in if they want to reach out to me and work on anything. Invite the teachers to invite me into their rooms just to learn more about all the wonderful things they are doing in the school, etc." (Cathy)
Documents relevant to PDS work	"I want to have the initial report completed by Wednesday, October 27th to share with my principal. The information that I am missing at that point will not be different one week later, so that is why I said that pushing out when I submit to [Rowan University's PDS Network] would not be helpful." (Michelle) "I am going to send mine regardless. Also, why are you working on this at 4:30 in the morning????!??!" (Cathy) "DONE!!! I am sending as is. Here is the link to my report. I think I did okay even given the pieces of information that I don't have." (Michelle) "You did great!" (Cathy)
Communication with PDS partners	"I just sent this letter to my admin: Dear [Administrator's Name], I apologize for sending another email this week, but my email was acting funny over the past few days. I just wanted to follow up with you about the PDS Steering Committee & PDS Liaison names as well as what I need to do, if anything, to secure an email address. I don't mind using my Rowan University email but as you said, being on the building's email list may be beneficial for keeping me in touch with what is going on in the building when I am not there. Also, as you may remember from the MOA, part of PDS work includes research. Since I will be conducting research at [your school], I need a letter of support from you to submit my IRB paperwork. The focus of my research this year will be on my building relationships with faculty, staff & administrators at [the school]. I've attached a template you can use and just include [official] letterhead and your signature. I tried to make it as easy as possible! ..." (Cathy).
Observations from our school settings and classrooms	"[The classroom teacher] had [the students] do a 1-pager as an assessment based on the text Three Skeleton Keys. I love this idea. Basically, she provides them with a bunch of prompts that they need to represent on one piece of paper. See photo. I am going to look into this a bit more. The kids were drawing and writing some really cool stuff. I love that it can capture so many different things related to students' comprehension of a text." (Cathy) "Maybe we could use this in our methods courses or create opportunities for PDS teachers to share their ideas with our students in teacher prep classes!" (Michelle)
Notes and reflections from on-site meetings	"I stopped in to see [a teacher] and we had a very honest conversation... I'm glad she feels comfortable talking to me...in brief summary, that conversation was about staffing shortages, teacher and staff attrition, and curriculum changes, and the district [mandated] scripted curriculums that are both not developmentally appropriate and that are being prioritized over student wellness, readiness, and connecting after a year away from school for [young] children. (Michelle) "That's awful for everyone: admin, staff and the kiddos." (Cathy)

Table 2.   Continued.

Types of Entries	Examples From Our Journal
Agenda and action Items for PIRs on PDS days	"So today is a "busy" day for me. I have my first two Chat & Chews today: Nov 10th: D - 9:42 AM (6th grade); Nov 10th: C - 11- 12:06 PM and a meeting with the AP at 11. [Administrator] and I have a standing meeting every Wednesday (meeting time and length will vary based on whatever is going on in the school). I also have an open-invite from an 8th grade social studies teacher. She doesn't have class 1st & 4th period. I may go see her during 3rd period 9:42 -10:27 or 7th period 12:54 -1:39." (Cathy)
	"It's great that you have a standing meeting with the principal… My PDS days have PLC/ faculty meetings before and after school every Wednesday. My principal did this purposely knowing that I was scheduled in the building on Wednesday so that we can do teacher meetings and PDs." (Michelle)
	"I am thinking about talking to [the assistant principal] about changing my day next semester to Mondays. That is the day they have staff meetings. I am wondering if it would be beneficial for me to be there then instead. Thoughts?" (Cathy)
	"I can say that I definitely do find it useful to be at my school on faculty meeting and PLC day. My principal actually scheduled that knowing that I was here Wednesdays so that we can do more training and such once to that point. But it's useful to participate in all of this too." (Michelle)
	"I wanted to be sure to capture what we talked about here. I am going to start attending Monday faculty meetings in January. Wednesdays will still be my PDS day but I'll pop over monthly for the faculty meetings. I think that'll be good. Keep me in touch with all the things." (Cathy)

talking about, but also to help remember those practices for our own needs as PIRs, teacher educators, and scholars. The examples that we saw in action as PIRs allows us to talk together about teacher preparation and the skills/experiences that our pre-service teachers need to enter the schools as shown in the example in Table 2. This practice is directly related to NAPDS Essential 2: Clinical Preparation. Finally, the journal served as a space for us to think through the agendas and action items of our PIR work on PDS days. Both authors felt that placing the action items and agendas in the journal allowed for accountability for ourselves and each other about what we hoped to accomplish that week as a part of our PIR work, as well as helped us understand how our time was spent and set realistic goals.

Finally, it was important for our journal space to be a "safe space." We do not share what the other has written, experienced, or disclosed in the journal unless we have consent. As recognized in the literature around reflective journaling, this writing space needs to be one where we can take learning risks, process events and happenings, and reflect openly and honestly on our own processes and developing practices as PIRs. Our partnership is voluntary and is supported by a working relationship of trust and respect. At one point, a question came up from another novice PIR that we had been discussing in our journal, and we both had a moment of wondering if others are in need of support and dialogue, we agreed that this journal was our private space. We even thought about creating a new PIR space to talk, but had not yet formalized that.

Journal norms. In addition to the content considerations, we also discussed our journaling norms. We asked ourselves questions like "How often should each person write in the

journal?" and "How often should each person respond to the other?" We found initially that we did not really have answers to those questions. We talked about whether we should have an established day of the week or time when entries and responses needed to be in by, but we decided against this as we wanted to encourage natural communication and give each other the flexibility to write and respond when it fit best in our schedule. We decided to see where the open format and journaling process took us with the understanding that we would check in with each other to ensure that this was working for both of us. Typically, we write in the journal one to two times each week, usually on the day that we are in our PDS schools, which happens to be on the same day of the week. Michelle likes to jot down her critical to-dos for her PDS time a day or two before her PDS day. She then goes in during her day and afterwards to chronicle her experience. Cathy keeps the document open all day when she is in her PDS. This allows her to write down things as they come to her throughout the day. Cathy also typically prefers to log events immediately after they happen so she is unlikely to forget any details. In responding to each other, we find that an organic process works best for us. Often, we would find ourselves in the document at the same time, writing simultaneously, almost like a conversation.

As we were establishing our routines and norms about our journaling process, we found ourselves developing a highly engaged pattern of reading and responding to the journal where we were providing each other with sometimes daily support, and when one of us was not active in the journal, we grew to miss each other. Being that Cathy's school started earlier in the day she would often be in the journal before Michelle, and be eagerly awaiting the "arrival" of Michelle in the document—almost like a

student waiting to see their friend at school. As demonstrated in the quote that opens this article, the process of journaling became part of the excitement of doing PDS work and a truly more meaningful opportunity for engagement, reflection, and mentorship. Our journal also captured the opportunity for an almost spontaneous sounding board and eagerness to be in the journal together, as evidenced below

> "WHOA!! Today took a dramatically different turn!! More to come." (Michelle)

> "Leave me in suspense, why don't you?!?! :) Gimme a little update." (Cathy)

> "Can't now!" (Michelle)

Our initial observations related to using a e-journaling process align to Silva's (2000) research findings about using triad journaling in a PDS between a university supervisor, P-12 cooperating teacher, and student teacher, where journaling partners reported a "professional energy" created by shared process and shared professional space.

The Impact

Our purpose in this article is to outline and discuss our journaling process. We do plan to do a deep analysis of our journal content; however, we have already found that the process of dialogic e-journaling has had a significant impact on our work as PIRs in the following ways: accountability, ongoing dialogue, reflective practice, and scholarly engagement. In this section, we expand on each of these areas of impact, as well as highlight how this reflective tool could be helpful for other stakeholders in PDS partnerships. We recognize the importance of including PDS partners' voices in PDS literature, and we see potential ways to incorporate P-12 school partners' voices in the journaling process moving forward. As noted, this reflective process developed organically between two first year PIRs who were just beginning to establish PDS partner relationships and shared research interests with their school-based teams.

The first noteworthy impact of journaling was that the journal provided us a space for accountability, for our contractual obligations to Rowan University as PIRs, but also, and more importantly, to our respective PDS school partners and to each other. For example, Michelle uses the journal as a space to set up her agenda for her PDS day. Both authors use the journal as a space to log the activities they engaged in during their in-school days. Just like signing into the visitor/staff log at the school, the journal would provide supplemental evidence of the work we were engaging in, both during our weekly time in the school, but also the other PDS work we were undertaking outside of the in-school day. In reviewing the journal, we realized that the journal demonstrates how much time, attention, and additional contact or collaboration is often needed to meaningfully complete PDS paperwork and on-going action items, even though formal reports or other deliverables are only due at a few times during the year. In looking back through the

journal and reflecting upon the process, and the content, we became even more aware of our passion for and commitment to PDS work.

Another important impact related to accountability was an increased sense of accountability to each other. As evidenced above, we looked for each other to be in the journal, describing the experiences, challenges and successes we were having each week. While we were both committed to PDS work without specifically participating in the journal, our increased personal and professional accountability to each other created an organic system of support and checking in which were able to turnkey to the activities that we did in our individual schools. The journal provided us a space to be intentional about our individual PDS practices and allowed us to support each other through a new aspect of our careers. We intend to continue to journal together as we continue our PDS work because we feel the accountability to each other helped us increase our accountability to our individual schools.

Second, and arguably, more importantly, the journal provides us with ongoing dialogue and discussion about our PDS work. In other words, it requires us to continue engaging with and discoursing around our own PDS engagement. While we are thankful for being a part of an exemplary PDS network with a number of supports, engaging in dialogic e-journaling provided us a space to work through some of the challenges of being first year PIRs before needing to bring them to our larger university based PDS team. The journal provided us a space to safely be vulnerable and reflective, and to acknowledge that we don't know what we don't know as Portner and Collins (2014) urge is necessary within reflective educational leadership.

Ultimately, we found that we experienced a range of up and down emotions as we tried our best to learn how to build PDS relationships and engage in PDS work effectively, responsively, and delicately. For example, if one partner found themselves overanalyzing or worrying about something PDS-related, the journal was a space in which the other was able to bring a more objective perspective to the situation. It created a "critical friend" model (Costa & Kallick, 1993) for us within PDS work. In many ways, the process of dialogic e-journaling was a built-in critical reflection space with often, almost instantaneous, feedback. Being able to engage in this reflection together gave us a sense of not being alone during all of the unknowns of being a first year PIR in schools after the major disruption to education due to COVID-19.

As teacher educators, we both believe in "practicing what we preach" in terms of engaging in reflective practices. Engaging in the dialogic e-journaling process gives us an opportunity for accountable reflective practice like we ask our pre-service teachers to do as a necessary element of best practice. In the future, we are considering how to share our results with clinical interns and engage them in the process of dialogic e-journaling with each other, and with us. Without the journal, we may not have caught nuanced moments that have propelled much of our PDS work. Finally, engaged scholarship is an important and expected part of our work as junior scholars, as well as supported by the mission of PDS work and the NAPDS's Nine Essentials.

Engaging in dialogic e-journaling as PIRs allowed us to stay connected to schools in ways that would have been difficult if we were not PIRs.

In turn, this connection enabled us to keep our pre-service teaching relevant to the current school context and classroom teaching needs. Through the journaling process, we were able to document and use specific examples from the field and highlight exemplars from our P-12 teaching partners in our university coursework. This creates an additional opportunity for us to amplify voices that are often left out of educational research conversations, and works toward building mutually beneficial school-university partnerships that can positively impact both stakeholders. Finally, as engaged scholars, PDS work provided us with new research questions to investigate, and in the case of journaling, with new data that can be used for further PDS lines of inquiry.

A final impact that engaging in dialogic e-journaling had on us has to do with the power of dialogic e-journaling as a part of PDS practice. We see this practice as applicable in a number of different ways within PDS work. For example, as our network continues to grow and change, we would encourage other new PIRs to create their own journaling partnerships. We also believe that a dialogic e-journal may be a space for mentoring between a new PIR and a more seasoned PIR. This reflective tool could also be used between P-12 school based faculty and university faculty. In our role as PIRs we are required to spend one day a week (or two half days) at our PDS school sites. A week can be a long time in the life of a P-12 school. If the PIR and P-12 teacher were to engage in dialogic e-journaling, it could provide more sustained connection and support for the P-12 teacher and the school.

In many PDS settings, as it is at Rowan University, PIRs are supposed to support clinical interns placed in the building for short-term clinical experiences or during their yearlong practicum. Depending on the number of interns, a dialogic e-journal could create a space for the PIR and the clinical interns to dialogue yearlong. Clinical interns could be supporting each other, with help from the PIR, during their clinical practice. The journal could also serve as evidence of clinical intern growth over the duration of the clinical practice year. We want to warn, though, that forced dialogic e-journaling may not produce authentic and meaningful reflection. The tool was helpful for us because we wanted to engage in a reflective process together as we navigated our new roles. We believe that dialogic e-journaling as part of PDS work is a new application of a best practice in P-12 and pre-service teacher education. If reflective practice is expected in teacher preparation and a key competency of school leaders in the field of educational leadership, then there should also be a standard of reflective practice for university faculty and/PIRs in this journey. We argue that it is actually a disservice to PDS partners, and P-12 school youth, if PIRs do not recognize the need and create opportunities for formalized reflective practice.

Conclusion

In closing, we recognize the critical importance of trust in this work, not only between each other, but also the trust that our

PDS partners have in us. We were mindful of trust throughout this process and recognized that our partners were also experiencing stress, transition, and newness. And so, we always framed challenges that arose as a part of the learning process. As our practice developed organically between PIRs, and as we were still getting to know school site partners, we have not yet instituted use of dialogic e-journaling with our school partners. However, as discussed in the impact section, we are considering several possible future applications and next steps that would directly involve and incorporate the voices of many of PDS partners.

We repeat that our format for dialogic e-journaling is not formulaic and will not work for all dyads and other small groups engaging in this type of reflective practice. It is critical that those colleagues wishing to engage in dialogic e-journaling develop their own norms and expectations within their partnerships, and the guidelines we have set forth in this article may provide a useful tool to ensure that the experience is meaningful for both partners. We encourage colleagues to work together to find spaces in which they can engage and reflect with others.

The experience of dialogic e-journaling is exciting, invigorating, and has allowed us to keep asking and sometimes answering new questions. We firmly believe that the process of dialogic e-journaling was critical for us in our development as PIRs, and strongly believe that it would benefit all PIRs, but especially first-year or novice PIRs. We advocate that new PIRs need, and benefit from, structured support, quality mentorship from PIRs with a range of experience, and partnering with new PIRs. We found that as new PIRs we were able to (a) reflect on our PIR work in a meaningful way; (b) provide almost instantaneous support and mentoring for each other in our work as PIRs; and (c) continuously develop our practice as PIRs that contributes to our individual schools, but the field of professional development schools as a whole. SUP

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Michelle Damiani, Ph.D. is an Assistant Professor of Inclusive Education in the Department of Interdisciplinary and Inclusive Education. She is also a Professor-in-Residence (PIR) and a member of NAPDS.

Cathy A.R. Brant, Ph.D. is an Assistant Professor of Equity in Teacher Education in the Department of Interdisciplinary and Inclusive Education. She is a member of NAPDS and AERA's PDS SIG.