

Instructions for the Professional Add-On Licensure Teaching Reflection

Purpose

Practicum candidates will develop a Teacher Reflection Portfolio to document growth of new knowledge, skills and dispositions needed by a licensed educator to teach a new discipline or developmental level. The portfolio will reflect these elements of the candidate's overall add-on licensure program relative to professional growth, student learning with supporting evidence from the content standards and the InTASC Standards. The portfolio is intended to meet a licensure requirement established by the Wisconsin Department of Public Instruction.

Technology requirements

The Teacher Reflection Portfolio should be created in Microsoft Word with accompanying evidence submitted in the format that makes the most sense to the artifact.

Evaluation

The electronic portfolio is Pass/Fail. To receive a passing grade, the rubric must show that you have satisfactorily completed each Step of the portfolio process.

Step One: Personal Reflection

In framing your answers to the following questions, make sure to reference your overall add-on program in terms of:

1. the impact it had on your development as a teacher and its relationship to student progress
2. comparisons between your knowledge, skills and/or dispositions of your existing license and those of your add-on license
3. any major revelations you've had about teaching, learning, students, yourself, etc. and the InTASC Standards (link can be found on the site).

Knowledge: (Standards 1,4,6,9)

- What knowledge have I gained in the new discipline or developmental level that enhanced my professional skills, knowledge and/or dispositions? How/why is this important?
- What knowledge have I gained about how learning occurs within the new discipline or developmental level?
- What, for me, constitutes evidence of student learning in the new discipline or developmental level? How can my teaching facilitate student learning?

Skills: (Standards 1,2,3,4,5,6,7,8,9)

- What patterns or relationships do I find between how I approach teaching under my new license and how I have taught under my current license? What differences do I find?
- What new techniques, activities, tools and types of learning do I find important to incorporate into my instruction of the new discipline or developmental level? Why are they important?
- What do I think are the best methods of communicating essential information and concepts specific to the new discipline and/or the new developmental level to reach students in an inclusive learning environment?
- What do I think are the best tools or manner to collect and/or analyze data on student progress in the new discipline or developmental level?

Dispositions: (Standards 1,2,4,7,8,9,10)

- How does my teaching in the new discipline or developmental level reflect my beliefs and goals? Explain your answer.
- What should students expect of me as a teacher in the new discipline or developmental level?
- How do I build collaboration with colleagues, parents and the community when teaching in the new license area?

Step Two: Artifacts

Your claims about teaching will be most convincing to readers when they are supported by a variety of carefully selected documentation. You are to select and submit 5 artifacts. Analyze and explain your selections in terms of how they demonstrate and support the knowledge, skills and/or dispositions described in your personal reflection. An effective explanation should answer the following questions:

1. What is the artifact? Where was it used? How was it created? (A two to three sentence description of the item should be sufficient.)
2. Why is this artifact a particularly appropriate choice and how does the artifact reflect your new knowledge, skills or dispositions?
3. What specific content teaching standard/s guided the lesson/s.

Each rationale, while brief, (approximately eight – ten sentences) should demonstrate careful reflection, analysis and include at least one discipline standard.

The following questions may serve as a guide in the selection of evidence/artifacts.

- What evidence supports my beliefs about teaching and learning in the new discipline and/or developmental level of my new license? How does this artifact reflect my actions as a teacher?
- What evidence supports my new knowledge about the discipline and/or developmental level of my new license? How was this knowledge incorporated into my teaching?
- What evidence supports a moment of accomplishment during my program and/or practicum? How does it reflect my knowledge, skills and or dispositions in your new license area?
- What evidence supports student collaboration during my practicum experience? How did it influence student learning?
- What evidence supports an effective approach, tool or activity that was used in my practicum? How did this approach, tool, activity influence student learning?
- What evidence do I have that supports my collection of data on student learning? My analysis and use of this data to promote student progress?
- What evidence supports the creation of an engaging or enriching learning environment specific to my new discipline or developmental license?

Step Three: Final Thoughts

Complete your Teaching Reflection by answering the questions listed below. Reflect on the strengths you will bring to the classroom and/or school regarding your new license. Contemplate goal areas in which you will continue your professional growth. Consider how you have influenced outcomes of your students.

- How has my thinking about teaching and learning changed throughout the program? Why?
- What will I do next? What's my goal for teaching in the new license area for the next 3-5 years? What's my plan/design?