

# 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?