

Application to Student Teaching

Your portfolio for admission to student teaching has a number of purposes:

- To evaluate your readiness for student teaching.
- To determine any support CSU-Pueblo may need to give you to assure your success during student teaching.
- To ensure that you understand the requirements of successful student teachers. Application to student teaching is a time to reflect and consider your growth in becoming a teacher as well as your personal and professional goals for student teaching.

In completing your portfolio, you will need to address the standards of performance required of you and to identify strengths and weaknesses in these areas. Contents of the portfolio should build upon your admission to education portfolio. In the table below are lists of materials you should use in evaluating your readiness for student teaching, as well as others you may wish to add. Note that many items are listed for more than one goal area.

COVER SHEET WITH NAME AND CONTACT INFORMATION

TABLE OF CONTENTS

SECTION 1

- **Resume – please update, revise**

<p>GOAL 1: Classroom Environment</p> <ul style="list-style-type: none"> • Inventory for Goal 1 • Field experience teacher evaluations • Field experience teacher comments • Self-reflections • Peer reflections • Teacher evaluations • Videotapes – edited and annotated Videotape of your teaching illustrating classroom environment and management (student engagement, your motivational strategies, etc.) • Pictures of your classroom illustrating the environment • Examples of lessons in which you taught collaboration or conflict management • Letters of commendation/thanks from students • Examples of your reactions/feedback to students • Student assessments (i.e., students assess your teaching) • Examples of different ways you communicated with students (notes, conferences . . .) 	<p>GOAL 2: Knowledge of Content</p> <ul style="list-style-type: none"> • Inventory for Goal 2 • Lessons from different curricular areas related to your content area • Multi-week unit • <i>PLACE/PRAXIS/Academic Profile</i> test scores in your content area • Transcripts • Recommendations from faculty in content area • Quality of writing in all writing samples in the portfolio • Evidence of passing standard 2.2 • Reflection from admission to education • Reflection based upon self-evaluation
--	---

<ul style="list-style-type: none"> • Rules/routines developed • Reflection from admission to education • Reflection based upon self-evaluation 	
--	--

<p>GOAL 3: Diversity</p> <ul style="list-style-type: none"> • Inventory for Goal 3 • Lessons/unit illustrating ability to plan lessons which consider students' background/interests • Lessons/unit illustrating infusion of multicultural education • Examples of lesson plans in which you made accommodations/adaptations for students with special needs • Examples of lessons and/or unit in which you planned instructional opportunities to meet the needs of students with different learning styles • Examples of interventions planned/implemented for students with behavioral or attentional difficulties • Examples of assessments or lesson plans which focused on affective, social/emotional, or communication needs • Evidence of passing standards 3.10, 3.12 in ED 412 • Reflection from admission to education • Reflection based upon self-evaluation 	<p>GOAL 4: Assessment</p> <ul style="list-style-type: none"> • Inventory for Goal 4 • Unit of study • Lesson plans demonstrating growth in assessment • Mini-teacher work sample • Samples of tests and other assessments you have created • Evidence of rubrics and authentic assessments • Sample feedback or comments on student work illustrating your ability to evaluate • Sample reports to parents on student work • Materials prepared for student-teacher conferences • Graphs, charts, spreadsheets illustrating monitoring strategies • Reflection from admission to education • Reflection based upon self-evaluation
--	---

<p>GOAL 5: Pedagogy</p> <ul style="list-style-type: none"> • Inventory for Goal 5 • Field experience teacher evaluations • Field exp teacher comments • Self-reflections • Peer reflections • Teacher evaluations • Lessons you have developed illustrating direct instruction, cooperative learning, and Inquiry/discovery approaches • A unit plan showing long-term planning • Videotapes – edited and annotated • Study guides you have developed • Student work illustrating your comments focusing on their writing or other materials illustrating your skills at improving student writing • Technology Projects • Pictures of centers and other activities you have developed • Computer disks of web-based/Internet or other technology activities (or printed copy) • Lesson plan utilizing technology • Lists of hardware, software you have used and with which you are familiar • Lesson plans illustrating research based strategies (manipulatives in math, hands-on science lessons, KWLs, etc.) • Reflection from admission to education • Reflection based upon self-evaluation 	<p>GOAL 6: Theory to Practice</p> <ul style="list-style-type: none"> • Inventory for Goal 6 • Documentation of 6.1 met in ED 202 (beginning Fall 2000) • Paper on your philosophy of education (if you wrote one for your foundations course, you might want to include it to show your professional growth) • Evidence of involvement in professional activities (flyers from inservices attended, attendance at meetings for professional organizations like IRA, membership forms indicating membership in professional organizations) • Evidence of use of research to solve problems/implement instruction (e.g., copy of research study and lesson or plan, research tied to teaching questions, etc.) • Reflection from admission to education • Reflection based upon self-evaluation
--	---

<p>GOAL 7: Collaboration</p> <ul style="list-style-type: none"> • Inventory for Goal 7 • Sample materials from cooperative learning activities • Sample materials you have used to communicate and involve families: letters, newsletters, emails, notes home, homework assignments involving parents • Evidence of community resources used in teaching (e.g., lesson plans) • Volunteer work in the community and/or schools (not field experiences) • Reflection from admission to education • Reflection based upon self-evaluation 	<p>GOAL 8: Reflection</p> <ul style="list-style-type: none"> • Inventory for Goal 8 • Lessons involving the development of thinking skills, activities or projects requiring the • development of critical and creative thinking • Examples of comments on students' papers that encourage higher order thinking • Sample questions (in lessons) illustrating skills at promoting thinking • Evidence of any special training in "thinking skills" or special thinking skills programs • Examples of student self-assessments, self-evaluations, or peer assessments • Lesson plans that include comments reflecting on your teaching • Reflection from admission to education • Reflection based upon self-evaluation
--	---

*Items in boldface must be included; other items listed are suggestions -- there are many more possibilities.

Using the CSU-Pueblo Inventory to Evaluate Your Level of Performance

The purpose of this assignment is twofold: 1.) to assure your familiarity with the standards and performance required for proficiency during student teaching. All student teachers must reach proficiency on all standards, so it is essential that student teachers understand expectations before beginning student teaching; and 2.) to assist you in self-evaluation and reflection on your current skills in order to identify specific professional goals for student teaching.

Attached to this assignment are detailed performance indicators for each CSU-Pueblo standard. Before completing your reflection for each goal area, please read through the performance indicators for each standard and evaluate your general level of performance. In considering your general level of performance, please review the materials in your portfolio related to that goal area and standard. Indicate your general level of performance by marking (check, X) performance indicators that describe your current skills and abilities. Note: most students will identify items at level “2,” except for professional dispositions in Goal 8, which may be met at levels “3” or “4” before student teaching. The lack of experiences in planning and implementing instruction independently limits ratings of “3” or “4” prior to program completion. It would be the rare student who performs consistently as well as a strong, well-prepared student teacher who is at the end of his/her student teaching before beginning student teaching.

Portfolio Reflections

Once you have reviewed the performance standards for a specific goal area, complete a reflection on your performance. Below in three sections is information relative to completing the reflections section of your portfolio for admission to student teaching: 1) the assignment from the *Teacher Education Handbook*, 2) a sample reflection, and 3) criteria for evaluating your reflection.

1. Reflections Assignment for the Portfolio (from the *Teacher Education Handbook*)

For each goal area (8 in all) complete a one page reflective statement. This statement should include the following:

- The standards being addressed in this section of the portfolio. List the standards and briefly explain the significant skills it covers.
- A list of the documentation you have assembled for the reviewer. If additional materials, in other sections of the portfolio, also support this standard, be sure to explain where those are located.
- A brief explanation of how your experiences have shaped you to develop skills related to the standards. Give the reviewer insight into your point of view concerning this standard.
- A self-evaluation of your proficiency related to this standard. What are your strengths and weaknesses?
- A professional goal related to this standard that you have for the future. If you would like special support to meet these goals, please describe the support requested in this section.

2. Sample Reflective Statement -- *Does This Meet All Criteria for "Proficient?"*

Goal 2: Creates learning communities that make content knowledge accessible, exciting, and meaningful to all students

Standards addressed for Goal 2 include 2.9 and 2.10 (utilizes the Colorado Standards in planning and delivering instruction) and 2.11 (knowledge of the content in disciplines related to teaching, as well as strong reading, writing, and math skills). All three standards focus on the teacher understanding and using the central concepts, tools of inquiry, and structure of the discipline(s). The teacher must create learning experiences that make these aspects of subject matter meaningful for

students. Content knowledge and basic skills in math and literacy are critical attributes for teachers. The Colorado Model Content Standards provide the subject matter goals for planning and assessment, and require strong content knowledge for all teachers.

The following documentation for performance on Goal 2 includes: 3 lesson plans; field experience teacher's evaluation; four recommendations; transcript from CSU-Pueblo with GPA, grades in math, composition, and speech; *Academic Profile* scores; the writing sample scores from the *Academic Profile*; and other examples of writing, including my philosophy of education paper from ED 201.

My knowledge base has been developing since birth, and I learn everyday, both in and out of the classroom. My knowledge increases because I constantly make connections between the classroom and real life. In particular, my field experiences have helped me make connections between what I have learned about teaching and how to apply that to the learning process. Throughout the course of my schooling, I have also been fortunate to have many excellent teachers who have inspired my commitment to learning and my desire to acquire content knowledge.

As evidence of my growing subject area knowledge, I have included transcripts of university coursework and recommendations of university professors. My GPA of 3.75 indicates my success at acquiring strong content knowledge in all areas and indicates that I am on target for developing strong content skills. Academically, my strengths are in the language arts, and since elementary school have kept a journal and written poetry and short stories for pleasure. I am just beginning to learn to write lesson plans, and, though I understand and can build lessons around standards, this writing seems awkward and artificial to me. As I reread my lesson plans, I noticed that I sometimes use education terms awkwardly, and I haven't written the plans for myself to use as much as for someone else (the instructor) to read. However, my writing is always well edited and free from errors. Although I can communicate effectively with children, and my speech is free from errors, I need to watch my vocabulary and adjust my grammar and word usage to the developmental level of the students. My background knowledge in the arts and geography are probably the weakest, and I will need to continue to read and research independently as I plan instruction for students in these areas.

Future Goals:

1. Expand my skills at writing lesson plans, including the use of a variety of sources in developing them. I would like to strengthen my skills at researching and using ERIC and other on-line resources.
2. Complete my Liberal Studies major, expanding my knowledge of history and geography and the fine arts.
3. Pass the PLACE Elementary Education Exam.
4. Learn to think on my feet in transforming content into curriculum and instruction; be able to explain a concept in many different ways and reinforce with examples that match students' background knowledge.

3. Reflection Assessment*

Unsatisfactory	Partially Proficient	Proficient	Outstanding
...is incomplete; does not list the standards and/or documentation to be reviewed	... lists standards and documentation but fails to include some piece of information	... lists all standards and documentation related to the standards	...is well-organized and briefly and concisely lists the standards and documentation related to the standards
<i>Your explanation of skill development</i>			

...is unclear and unrelated to the standards	...is vague and leaves some doubt in the reader's mind as to the writer's intentions	...is somewhat clear and demonstrates limited insight on your development as a teacher in light of this standard	...is clear and concise demonstrating insight on your development as a teacher in light of the standards in this goal area
--	--	--	--

Your explanation of skill development and strengths and weaknesses

...reflect no understanding of the meaning of the standards in this goal and their relationship to teaching	...demonstrate only marginal understanding of the standards in this goal and their relationship to teaching	...demonstrate some understanding of the relationship between the standards in this goal and the task of teaching	...reflect an in-depth understanding of the relationship of the standards in this goal
...provide a very vague statement of growth that leaves doubt in the reader's mind regarding your progress professionally	...provide a general statement of how you are growing in this area with few references to supporting evidence	...provide a general statement defining how you are growing in this area and is supported with general references to concrete experiences	...demonstrate analysis and synthesis. Specific statements define how you have begun to grow in this area and are supported with references to concrete experiential evidence

Your goal(s)

...is/are unrelated to the strengths and weaknesses and documentation in the portfolio	...is/are somewhat related to strengths and weaknesses cited but fail to consider the documentation in the portfolio	...reflect both your own summary of strengths and weaknesses and the documentation provided in the portfolio	...demonstrate accurate reflection on own skills and thorough understanding of
--	--	--	--

<i>The entire reflection</i>			
...contains many of the following: spelling errors, punctuation/ capitalization errors, word usage errors or grammatical errors	...contains some of the following: spelling errors, punctuation/ capitalization errors, word usage errors or grammatical errors	...is written without errors	...is polished in form and reads with a professional voice

*Some items based on a reflection assessment use in teacher education at the University of Northern Iowa