

A Developmental Approach to Teacher Preparation and Reflective Self-Assessment

**DOCUMENT MAP: (1) FINDING YOURSELF (2)
SELF ASSESSMENT (3) PORTFOLIO DEVELOPMENT
(4) DIALOGUE ASSESSMENT**



1) FINDING YOURSELF:

You are a student at the University of Missouri at St. Louis ... but not “just another student.” You are making institutional, professional and personal progress in a transformation from student to teacher.

Consider your progress within institutional matriculation. You have petitioned for and been accepted into the College of Education’s Teacher Education Program. You have completed Level One. You have explored education as a profession. You have analyzed the nature and processes of education in Level Two. Now you find yourself with opportunities to synthesize theory and practice in education. You have reached above introductory levels; you have arrived at Level Three. You are a Preservice Teacher, stepping out of the fog of a seemingly endless array of courses and are beginning to see the way clear to a not-too-distant semester when you graduate. You “can’t wait” for Student Teaching !!! The climb up the Levels will indeed be over at some developing calendar date.

Pause for a minute.!!! It’s not a level playing field out in the real K-12 world. Mere matriculators wait and wait; they are rarely hired within schools. Schools desire and require educators, (teachers, counselors, and administrators), who acquire knowledge, develop understandings, exhibit competencies, and focus themselves purposefully and passionately. Such educators are professionals. Professionals have not arrived ... they don’t arrive. They are continuously growing and developing. Professionals clear their way through seemingly endless array of day-to-day clutter and create order, relevance, and purpose for all around them. Those who would be professional educators have learned to design Professional Development Programs for themselves. They are encouraged by deserved self-confidence, yet driven by self-conviction to personally improve so as better to serve others in 21st Century schools.

No. You are not “just another student” in the College of Education. You are a Preservice Teacher, a novice colleague among professional educators on Campus and within Metro Learning Community schools. You are about to begin what will become a life-long commitment to apply theory and engage in meaningful practice. You will henceforth be judged by what you know and what you can do. The Internship will give you a wealth of field experiences to reflect upon and act upon. As stated in the COE’s Student Guidebook, you will “test theories and refine practices in the diverse and challenging setting that is the real classroom populated with real children engaged in the learning process.” You will be engaged in a personal learning process, even as you professionally engage in the teaching process within the classroom.

(2) SELF - ASSESSMENT:

Pre-Evaluation: Before starting the internship, rate your current status concerning each MOSTEP standard and classroom teacher expectation. Calculate “Total Rating Points” at end of survey tool.

Individual Growth Plan: Standards and expectations ranked “1” will be compiled into a manageable list to be used by the Intern and Classroom Teachers as the Intern’s Individual Growth Plan. The Plan will identify and suggest the categories of student-contact activities for the Interns to engage themselves in within the classroom’s normal Teaching-Learning Process.

Post-Evaluation: Upon completing the internship, rate your present status concerning each MOSTEP standard and classroom teacher expectation. Calculate “Total Rating Points” at end of survey tool.

Standards + Expectations	Rating
MOSTEP K-12 Expectations	1 = “Little or no knowledge of” or “undeveloped ability to” 3 = “Aware of and knowledgeable about” or “able to do” 5 = “Thorough understanding of” or “proficiency developed with”

Standards + Expectations	Rating 1..3..5
01.0 Standard 1 —The Preservice Teacher knows the subject matter will in the area of certification and has the ability and skills to convey that knowledge to students.	-----
01.1 knows the discipline applicable to the certification area	
01.2 presents the subject matter in multiple ways	
01.3 uses students’ prior knowledge	
01.4 engages students in the methods of inquiry used in the discipline	
01.5 creates interdisciplinary learning	
02.0 Standard 2 – The Preservice Teacher has a knowledge of how students learn and	-----

how to support students' development..	
02.1 knows and identifies child/adolescent development	
02.2 strengthens prior knowledge with new ideas	
02.3 encourages student responsibility	
02.4 knows theories of learning	
03.0 Standard 3— The Preservice Teacher knows how students differ in their approaches to learning and how to adapt curriculum to : cultural diversity , varied individual learning styles, disabilities and giftedness.	-----
03.1 identifies prior experiences, learning styles, strengths, and needs	
03.2 designs and implements individualized instruction based on identified profile of student	
03.3 knows when and how to access specialized services to meet students' needs	
03.4 Connects instruction to student's prior experiences and family, culture, and community	
04.0 Standard 4 – The Preservice Teacher shows the ability to make long range plans and develop, implement and evaluate curriculum in his/her certification area that is guided by state and professional organization performance standards .	-----
04.1 selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction	
04.2 creates lessons and activities that recognize individual needs of diverse learners and variations in learning styles and performance	
04.3 evaluates plans relative to long and short-term goals and adjusts them to meet student needs and to enhance learning	
05.0 Standard 5 -- The Preservice Teacher has the knowledge and ability to use a variety of instructional strategies which facilitate students' development of critical thinking, problem solving, and performance skills.	
05.1 selects alternative teaching strategies, materials, and technology to achieve multiple instructional purposes to meet student needs	
05.2 engages students in active learning that promotes the development of critical thinking, problem solving, and performance capabilities	
06.0 Standard 6 – The Preservice Teacher creates a learning environment that promotes individual and group motivation , positive social interaction, engagement in learning, and effective classroom management .	
06.1 knows motivation theories and behavior management strategies and techniques	
06.2 manages time, space, transitions, and activities effectively	

06.3 engages students in decision making	
07.0 Standard 7 — The Preservice Teacher models and facilitates good written, oral, and non-verbal communication in ways that encourage a cooperative, supportive classroom climate. The Preservice Teacher communicates effectively through media and technology.	-----
07.1 models effective verbal/non-verbal communication skills	
07.2 demonstrates sensitivity to cultural, gender, intellectual, and physical ability differences in classroom communication	
07.3 supports and expands learner expression in speaking, writing, listening, and other media	
07.4 uses a variety of media communication tools	
08.0 Standard 8 The Preservice Teacher knows how to use a variety of formal and informal assessment strategies to monitor student progress and adjust teaching as required.	-----
08.1 employs a variety of formal and informal assessment techniques to enhance and monitor knowledge of learning, to evaluate student progress and performances, and to modify instructional approaches and learning strategies.	
08.2 uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their learning behaviors, strengths, needs and progress, and to encourage them to set personal goals for learning	
08.3 evaluates the effect of class activities on both individual and the class as a whole. Collect information through observation of classroom interactions, questioning, and analysis of student work.	
08.4 maintains useful records of student work and performances and can communicate student progress to student, parents, and other colleagues	
09.0 Standard 9 – The Preservice Teacher reflects on his/her decisions and the effects of such decisions upon others. The Preservice Teacher demonstrates growth as a professional (lifelong learner) and uses that growth to generate more learning for students.	-----
09.1 applies a variety of self-assessment and problem-solving strategies for reflecting on practice, on teacher’s influences on students’ growth and learning within the teaching-learning process	
09.2 uses resources available for professional development	
10.0 Standard 10 – The Preservice Teacher fosters relationships with colleagues and parents and finds educational partners in the community to support student learning and well being.	-----
10.1 participates in collegial activities designed to make the entire school a productive learning environment	
10.2 talks with and listens to students , is sensitive, and responsive to signs of distress, and seeks appropriate help as needed to solve student’s problems	
10.3 develops relationships with parents and seeks to develop cooperative partnerships in support of student learning and well-being	

10.4 identifies and uses the appropriate school personnel and community resources to help students reach their full potential	
11.0 Standard 11: Technology <i>Show how you use a variety of technology to engage and teach students. Show that you understand the principles for using technology in education, that you can judge the appropriateness of specific tools, and that you have the skills to use technology well.</i>	-----
11.1 demonstrates an understanding of technology operations and concepts.	
11.2 plans and designs effective learning environments and experiences supported by informational and instructional technology.	
11.3 implements curriculum plans that include methods and strategies for applying informational and instructional technology to maximize student learning.	
11.4 applies technology to facilitate a variety of effective assessment and evaluation strategies.	
11.5 uses technology to enhance personal productivity and professional practice.	
11.6 demonstrates an understanding of the social, ethical, legal and human issues surrounding the use of technology in PK-12 schools and applies that understanding in practice	

The Intern and the cooperating teacher should use the outcome of the above Individual Assessment and resulting Individual Growth Plan to identify and accomplish objectives for the Intern to accomplish during the Internship. These objectives should be developmental (tailored to Intern’s profile and needs) and realistic (tailored to the realities of the Cooperating Teacher’s classroom and the needs of this semester’s middle school students). Use the “Intern Objectives” Form, a separate document.

(3) Observation Evaluation:

INTERN OBSERVATION SHEET (---REDUCED SIZE SHOWN HERE... ACTUALLY A SEPARATE DOCUMENT – 3 OBSERVATIONS DURING INTERNSHIP)

Time/Date: _____ Teacher: _____

Intern: _____

1. Describe the classroom management of the intern.

2. What are the students saying about the lesson being taught?
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3. Describe the learning that has been observed?
--

4. I have read my observation, and I would like more assistance these items in the coming weeks.
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a.

b.

c.

1. I have read my observation and I am now more confident concerning the following:

a.

b.

c.

Intern signature: _____

Teacher signature: _____ Date: _____

4) PORTFOLIO DEVELOPMENT:

As an Intern, you have had several personal and professional experiences during your engagement in the Teaching-Learning Process within real K-12 classrooms. More important than your experiences are the knowledge and understandings you acquired and skills you developed as a result of those experiences.

The Portfolio Process gives you the opportunity to be intellectually aware of your progress, to reflect on what you are learning, and to document concrete evidence of your professional growth.

The Professional Internship for Middle Level Educators, (MID ED 4989) and Student Teaching... Middle School Teachers are taught in a sequential "Block" over a two semester time period. The entire learning experience, including the reflective practitioner content (culminating in certification portfolio) should be seen for what it is: incremental and developmental.

The discussions and written reflections based on observation, involvement, and practice within the classroom (Methods + Internship) are supplemented with 4- two hour sessions on e-portfolio theory, process, and development. Thus, the experiences during Student Teaching itself is one of continued development and revision of portfolio content. The re-thinking and completion of the Certification Portfolio parallels and gives voice to preservice teacher's more-sophisticated growth and development as a result of reflection on the Internship and Student Teaching experiences.

Unique in the Middle Level Program is the emphasis on transitioning the completed Certification Portfolio into a Professional Development Portfolio during the (newly certified) teacher's first 5 years of teaching within a school district. Our students (those graduating from the Middle Level Program) are given tools, philosophical base, support-group structure, and vision to connect the revision of their Certification Portfolio into a Professional Development Portfolio with a possible Master's Program @ UM- St.Louis

During Certification Portfolio Seminars (for Middle School Preservice Teachers), you will be taught

(1) How to write reflective **essays** which use

*personal perspective,

*statements of importance and relevance,

*concrete examples and evidence (**artifacts**)

(2) How to build a **CASE STUDY** in which you describe how, when, by what means you have learned, relearned, and continue to learn what THIS Standard demands that you KNOW acquired, developed, and used the SKILL THIS Standard demands that you possess.

(3) Within the context of your case study of personal development, explain

*the knowledge and/or skill derived from the artifact (activity, resource, experience) you are using as an example

*the benefits to students resulting (or in the future will result from) the Knowledge and Skill you possess

*your awareness, willingness, to continue to improve...by what possible means you will learn morefurther develop the skill.... acquire related skills..... the benefit to students and importance of this future improvement.

(5) DIALOGUE - ASSESSMENT:

#1. INTERN'S COMMENTS AND REFLECTIONS: Intern writes and shares responses with classroom teacher(s)

1. List three positive aspects of the Internship Program.

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•

•

2. List three personal growth experiences due to your involvement in the Program.

•

•

•

3. List three professional growth experiences related to your involvement as an intern in the classroom-level teaching-learning process.

•

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•

4. List three positive encounters with K-12 students you can share.

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-
-

5. List three misconceptions you had about classroom teaching before serving your Internship.

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-
-

6. List ways the Internship Program can be improved.

-
-
-
-

#2. COOPERATING CLASSROOM TEACHER’S COMMENTS: Intern writes and shares responses with Classroom teacher, who, in turn, writes down reflections during conversation with intern.

1. What were the strengths demonstrated by the student during the intern experiences?

Intern’s reflections	Classroom Teacher’s Appraisal

2. What can the intern do to improve professionally? (optional)

Intern’s reflections	Classroom Teacher’s Appraisal

3. How could you, as a classroom teacher working primarily with and for your students, improve as a mentor for an intern in the future?

Intern's reflections	Classroom Teacher's Appraisal

DATE: _____ SIGNATURE OF COOPERATING
TEACHER(S) _____

#4. INTERN SUPERVISOR'S SUMMATIVE CONFERENCE WITH INTERN:

. Intern Supervisor (Teacher of Intern Course) confers with Intern for final assessment.

Activities and Finished Products	Intern Supervisor's Comments
MOSTEP Self-Eval	
Dialogue Assessment	
(Teaching) Observations)	
Web Quest	
Intern Objectives	

FINAL GRADE FOR INTERNSHIP _____

SIGNATURE OF INTERN: _____ *

SIGNATURE OF UNIVERSITY SUPERVISOR _____

*(Signature indicates that the preservice teacher...intern...has read and participated in this evaluation. Evaluation is to be returned by the intern to the University Supervisor.