

**Self-Reflection Paper**  
(Completed at the end of each Field and Student Teaching experience)

The purpose of this assessment in your professional preparation is to help you develop the habit of mind of reflecting on how your pedagogical practices impact student learning.

You will receive feedback on your self-reflection paper at the end of your field experience(s) and student teaching. Substantive feedback is provided for you to improve your future pedagogical practices as well as your ability to reflect on your teaching.

\*The minimum rating on all criteria is "Adequate," except for "Writing" where the minimum rating is "Proficient."

If you earn less than the minimum rating on any criterion you must rewrite your self-reflection paper. At the Field Experience level, you can rewrite your Self-Reflection paper twice. If on the third attempt you are still unable to earn the minimum ratings, then you will be unable to continue in the program. At the Student Teaching, level you can rewrite your Self-Reflection paper once. If on the second attempt you are still unable to earn the minimum ratings, then you will not be recommended for licensure.

Referring to either the Program or Student Teaching Handbook, review the 4 C's (Caring, Committee, Competent, and Cultural Responsive) and corresponding learning outcomes. Then, type a four to five page, double- spaced, paper that responds to the following reflective prompts. Please respond to each prompt independently.

Briefly describe the class you worked with in your placement (e.g., the school, the grade, the subject area(s) taught). Analyze your teaching in regards to student learning. What do you feel good about? What do you wish had gone better? Provide specific evidence/examples to support your statements.

What connections have you made between your teaching and the 4C's, readings (from this course and others), discussions and/or assignments?

After reflecting on this teaching experience, identify both short-term goals and long-term goals that support your continued growth as a professional.

Criteria	Excellent – Exceeds Expectations (4 points)	Proficient – Meets Expectations (3 points)	Adequate – Partially Meets Expectations (2 points)	Unsatisfactory – Fails to Meet Expectations (1 point)
<b>Focus of Analysis</b> <b>CAEP</b> <b>1;InTASC</b> <b>9(c), 9(g);</b> <b>DOE</b> <b>1,2,3,4,5,6,</b> <b>7,10, &amp; 11</b>	Focus is on students. Uses assessment and interactions with students to interpret what and how students are learning to help them, especially concerned with struggling students.	Focus is on students. Uses interactions with students generally to interpret what students are learning.	Focus is on specific teaching tasks such as planning and management, but does not consider connections between these tasks and student learning.	Focus is on self (i.e., how does this affect me?) or on issues that do not involve a personal stake. Primary concerns may include control of the students, time at school and workload, gaining recognition for personal successes (including grades), and/or blaming others for failure.

<b>Evidence of Analysis</b> CAEP 1; InTASC 9(l); DOE 1,2	Analyzes and cites detailed, specific evidence of both growth and shortcomings as related to teaching.	Analyzes and cites general evidence of both growth and shortcomings as related to teaching.	Discusses growth and shortcomings; evidence is cursory, lacks depth.	Identifies growth or shortcomings, but not both.
<b>Connections</b> CAEP 1; InTASC 9(n); DOE 1,2,& 3	Includes thoughtfully drawn connections between one's own teaching and the three themes as well as class readings, discussions, and assignments from this and past semesters.	Includes some connections to the three themes between one's own teaching and class readings, discussions, and/or assignments from this and past semesters.	Mentions class readings, discussions, and/or assignments; however, connections between the three themes and one's own teaching are vague or superficial.	Does not include connections to readings, discussions, and/or assignments.
<b>Goals</b> CAEP 1; InTASC 9(k); DOE 2,3,& 5	Long- and short-term goals are specific, personalized, and achievable.	Long- and short-term goals are set and reasonable.	Long- and short-term goals are simplistic, or too broad for progress to be recognized.	Either long-term or short-term goals are set, but not both, or no goals stated.
<b>Writing</b>	Paper is almost entirely free of spelling, punctuation, and grammatical errors; any errors present don't impede understanding.	Paper may contain a few errors; but the errors don't impede understanding.	Paper has many errors that distract the reader and temporarily impede understanding.	Paper has numerous spelling, punctuation, and grammatical errors such that the paper's meaning is obscured.

This assessment aligns with the following standards:

**CAEP Standard 1 – Candidate Knowledge, Skills, and Professional Dispositions**

- 1.1 – Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level (s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.

**InTASC Standard Category 9 – Professional Learning and Ethical Practice**

- 9(c) Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g. systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.
- 9(g) The teacher understands and knows how to use a variety of self-assessment, and problem-solving strategies to analyze and reflect on his/her practice and plan for adaptations/adjustments.
- 9(k) The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance and school- and system-wide priorities.
- 9(l) The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.
- 9(n) The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.

**DOE Learning Outcomes**

**A competent educator:**

1. demonstrates knowledge of the content that is being taught, and is able to assist students in the process of mastering content through the use of research-based practices; **(K)**
2. demonstrates the capacity to problem solve, and to think critically and reflectively; **(K)**
3. demonstrates an understanding of human development, and the ability to act on this understanding; **(S)**

4. demonstrates an understanding of classroom organization, planning, and management and the ability to act on this understanding; **(S)**
5. demonstrates an understanding of learning as a socially mediated, constructive process, and the ability to act on that understanding; **(S)**
6. demonstrates an understanding of effective communication and collaboration strategies; **(K)**
7. demonstrates an understanding of research, assessment and evaluation as ongoing processes involving multiple sources of information and techniques; **(K)**