



FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

Preparing to Teach Portfolio Rubric Cover Sheet

Name: [Redacted]

Student ID: [Redacted]

Date: 11/24/2009

Program/Major: Secondary Education

For programs that have content requirements – Advisor: Mary Sullivan

Content GPA

3.914
Calculated Content GPA

All requirements for content courses have been met

Wivian La Ferla

28 Dec 2009

Content Advisor Signature

Date

Implemented Lesson Plan Rubric

Reflection Essay Rubric

Disposition Self-Evaluation Complete

Disposition Faculty Evaluation Complete

All Degree Courses Have Been Successfully Completed

Overall GPA

3.876

This candidate is

Recommended

Not Recommended for Student Teaching

Department Chair Signature

Date



FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

REFLECTION ESSAY SCORING RUBRIC

Name: _____ ID # _____ Telephone #: _____

Assess the extent that the candidate has demonstrated his/her knowledge of the following Rhode Island Beginning Teacher Standards in the Reflection Essay. Rate the candidate's performance 1 (an area of weakness) to 4 (an area of strength) for each Standard.

		Weakness	Developing	Competence	Strength
1.	The reflection essay demonstrated a broad base of general knowledge that the candidate has acquired. (RIBTS 1)	1	2	3	4 ✓
2.	The reflection essay demonstrated an in-depth understanding of the disciplines the candidates teach. (RIBTS 2)	1	2	3	4
3.	The reflection essay demonstrated an understanding of how children learn and develop. (RIBTS 3)	1	2	3	4
4.	The reflection essay demonstrated an understanding of how students differ in their approaches to learning. (RIBTS 4)	1	2	3	4
5.	The reflection essay demonstrated developing critical thinking, problem solving, and performance skills. (RIBTS 5)	1	2	3	4
6.	The reflection essay demonstrated an in-depth knowledge of an effective learning environment. (RIBTS 6)	1	2	3	4
7.	The candidate addressed in the reflective essay the importance of fostering collaborative relationships with colleagues and families to support students' learning. (RIBTS 7)	1	2	3	4
8.	The candidate used effective communication in the reflective essay to convey his/her message. (RIBTS 8)	1	2	3	4
9.	The candidate discussed the importance of using formal and informal assessment strategies to support student learning. (RIBTS 9)	1	2	3	4
10.	The candidate demonstrated the reflective practice throughout the essay. (RIBTS 10)	1	2	3	4
11.	The candidate addressed ethical, legal and professional standards professional standards throughout the essay. (RIBTS 11)	1	2	3	4

Comments:

Signature of Evaluator: Nivian La Ferla Date: 28 Dec 2009

Evaluator (PRINT) Last Name: La FERLA Evaluator ID 0100022

Reflective Essay

The artifacts included in the Preparing to Teach Portfolio were developed over the course of the fall 2009 semester at Rhode Island College. Included are my implemented lesson plans from Hope High School and Gallagher Middle School, evaluations from both sites, rubrics from my unit plan on circles, a self-evaluation, a faculty evaluation and a listing of courses taken at Rhode Island College. The artifact from Hope High School was developed and implemented in October in Ms. Reyna Bernard's tenth grade Geometry class. Ms. Bernard helped guide my instruction by informing me of her students' strengths and weaknesses. I had to design instruction according to the various needs of the students which is in line with Rhode Island Beginning to Teach Standard (RIBTS 3.1, 3.2, 3.3). The students had a wide variety of achievement levels and it was a challenge to provide instruction that was accessible to all students in the classroom (RIBTS 4.1, 4.2). At Gallagher Middle School, I had the pleasure of teaching Mr. Geoff Saint Sauveur's eighth grade Algebra class in November. This opportunity allowed me to design a performance task as well as write a quiz for the students (RIBTS 9.2, 9.5). At both student teaching sites, I was able to focus on the core skills required and incorporate the use of graphing calculators in the lessons to reinforce those skills. (RIBTS 2.1, 2.2, 2.4). At both sites I also had to maintain a professional demeanor, constantly reflect on my own teaching and be able to receive constructive feedback from cooperating teachers and from my Practicum instructor (RIBTS 10, 11). For Practicum, I

also designed a unit plan on circles which allowed me to plan multiple forms of assessment as well as many student centered activities. I learned the value of having assessments that were not just traditional pencil and paper assessments. All materials were developed using a combination of textbook resources, internet resources and original design. The implemented lessons and the unit plan made design instruction that addressed the state and national content area standards (NCTM 7-12: Geometry, Number Operations, Algebra, Problem Solving, Reasoning and Proof, Communication & Representation; GLE/GSEs: Number and Operation, Geometry and Measurement, Functions and Algebra, Problem Solving Reasoning and Proof, Communications, Connections and Representations).

Throughout the course of this semester I was able to discover many things about my own teaching style, the strengths that I bring to the profession, and the areas in which I need to improve. At Hope High School, I learned many practical teaching tips. I learned to be more aware of the sight lines in the room (hard to keep students engaged if you're blocking their view of the overhead or the whiteboard). I learned that when representing something visual, it is far more effective to use multiple colors to get the concept across to the students. I learned that I need to over plan lessons and make sure I have answer keys for my activities. One of my strengths is content knowledge, but because of that, I often felt I did not need the answer keys and then I would falter during a lesson because I needed time to figure problems out. So I learned at Hope

that preparation is a key element of good teaching and I realized that that entails an amount of work that I had previously underestimated.

At Gallagher Middle School, the periods were shorter and I found myself spending too much time on one particular aspect of a lesson and not leaving enough time to wrap up the main concepts. I also learned in conferencing with Mr. Saint Sauveur and Dr. La Ferla that I need to work on my questioning techniques. Often times I would not stop and check for understanding and I would lose some students as a result. This was mostly due to poor time management. I felt the need to move fast in order to get through all of the material that I had planned for the lesson. I learned at Gallagher that I need to improve my time management skills. Students, especially when using technology, need to learn at a comfortable pace that suits their respective learning styles.

Working on the unit plan was an eye opener. I chose the topic of circles without realizing just how much content that the topic entailed. It was another lesson in planning and I realized that good teachers must have the ability to think of the day to day objectives while maintaining a vision for the rest of the month, the rest of the semester, the rest of the year. I have learned from education classes and from talking to teachers that it takes around five years to become an expert teacher. I realized that this ability to simultaneously plan long and short term is not a skill that a first year teacher will master, and that it will take me several years to hone my skills of time management and planning.

Overall, I have grown as an educator in the past few years and especially in the past three months. I am confident in my ability to teach content, communicate effectively with students and colleagues, and design instruction that accommodates audio, visual and kinesthetic learners. I have gained an appreciation for the value of hands-on activities and for the use of technology in the classroom. I need to improve my questioning, planning and time-management skills. I look forward to working with fellow teachers and families to find the most effective way of providing professional and effective instruction. I know that when all is said and done, this process is not about me, but instead about the thousands of students that I will interact with over the course of a career in education.