Clinical Practice Portfolio
Department of Teacher Education
Marian University

Initial Licensure Programs

Purpose of the Clinical Portfolio

This portfolio is a collection of evidence and reflection that is expected of a highly qualified teacher. The Marian Clinical Practice Portfolio will be developed as you also work on your edTPA Portfolio and it will complement the edTPA. Along with the edTPA Portfolio, it is part of your licensure requirement for the completion of your teacher certification at Marian University. It showcases and guides you as you develop your edTPA portfolio and also provides a reflection of your growing competence as a teacher according to the Conceptual Framework of the Learning-Centered Educator Model of teacher education programs at Marian University.

Support During the Process

Your cooperating teacher and university supervisor, as well a teacher education faculty who will serve as your reader/evaluator, will provide guidance throughout this learning process:

- As a part of the learning process, you should seek continuous feedback on your growing competence from the cooperating teacher, university supervisor, and teacher education reader/evaluator.

EdTPA Portfolio Process

All initial licensure clinical students will complete the edTPA Portfolio according to the Wisconsin Department of Public Instruction (DPI) requirements. Planning and work for this Portfolio will take place during seminar meetings and additional preparation meetings. The edTPA is designed to engage candidates in demonstrating their understanding of teaching and student learning in authentic ways. The edTPA Portfolio documents will be uploaded into your LiveText account and sent to external assessors hired by the educational publishing company Pearson.

The edTPA is a nationally available performance-based assessment used to measure novice teachers’ readiness to teach and is based on the findings that successful teachers:

- Develop knowledge of subject matter, content standards, and subject-specific pedagogy
- Develop and apply knowledge of varied students’ needs
- Consider and utilize research and theory about how students learn
- Reflect and analyze evidence of the effects of instruction on student learning

The edTPA Portfolio is divided into 3 Tasks and you will be scored on 15 rubrics (5 rubrics for each task):

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1. Planning for Instruction and Assessment

2. Instructing and Engaging Students (includes unedited video segment(s) of your teaching)

3. Assessing Student Learning

As you work on this portfolio, remember that throughout all of your field experiences you have prepared evidence, analysis, and examples in all 3 Tasks and 15 rubrics. The final edTPA Portfolio will require you to be more reflective and in-depth in your analysis.

You will need to have three valuable resources to work on this portfolio: The edTPA Assessment Handbook, edTPA: A Support Guide for Candidates, and Understanding Rubric Level Progressions (for your respective content area). It is your responsibility to thoroughly read and understand these edTPA resources.

Please know that the requirements for the faculty to provide guidance and feedback for your portfolio artifacts and commentary sections are very restricted by both the Wisconsin DPI and Pearson, the official reviewer of your portfolio. Our failure to follow these requirements may lead to you not passing the edTPA. Therefore, it is essential that you attend the training and support sessions in developing your edTPA Portfolio.

In this manual, please take note of the sections marked **In Preparation for the edTPA Portfolio** because they provide valuable information to help you in meeting specific requirements of the edTPA Portfolio.

Both the edTPA Portfolio and the Marian Clinical Practice Portfolio are submitted into LiveText as separate electronic portfolios at the end of the 1st student teaching placement. A screenshot of the Marian Clinical Practice Portfolio is shown here:
Below is an overview of the eight sections of the portfolio and the documents and/or information that should be submitted in each section.

1. Cover Page
   ➢ Clinical Practice Portfolio – title only
   ➢ Personal Information

2. Introduction
   ➢ Introductory Paper for the Portfolio

3. Teaching Context
   ➢ Teaching and Learning Context Paper

4. Pre-Planning
   ➢ Pre-planning Document (Form 1)
   ➢ Pre-assessment(s)

5. Lesson Plan
   ➢ First Lesson Plan of edTPA Learning Segment (drafts & final)
   ➢ Instructional Materials (including blank pre- and post-assessments)

6. Reflection on Teaching and Learning
   ➢ Reflection on Teaching and Learning Paper

7. Reflective Essay of Dispositions
   ➢ Reflective Essay of Dispositions aligned with Teacher Standards and Conceptual Framework

8. Appendix:
   ➢ Course Goals
   ➢ Midterm Self-Evaluation of Goals
   ➢ Cooperating Teacher Feedback
   ➢ Teaching Skills Observation Forms
   ➢ Completed Weekly Reflection Journal

Preparing the Marian Clinical Practice Portfolio

Section 1: Cover Page

A. Clinical Practice Portfolio
   • This is a title only, no documents are uploaded here.
B. Personal Information

Provide the necessary information:
- Your name
- Your major and minor (if applicable)
- The semester and year

Section 2: Introduction

The introduction to your portfolio sets the stage for the rest of the portfolio and prepares the reader and evaluator for the contents in your portfolio.

1. Describe, in general terms, the content of your portfolio and how the content demonstrates your growth as a teacher

2. Explain why the Teaching Context Paper and the edTPA analysis, not your clinical experience, are important to your development as a teacher

3. Summarize what you learned in your clinical experience and the competence you gained in preparing for teaching

Following are phrases that might help you reflect on the two areas above:

- What I learned from this experience (or lesson planning or working with different students, etc.) is...
- As a result of this……, I now (know, understand, etc.)...
- The most significant learning for me was....
- This (experience, lesson, paper, etc.) has helped me understand....
- I have gained significant growth in the areas of... due to...
- I have gained considerable insight about...
- A new learning for me was...
- I now understand the importance of...

This introduction should not be more than one page in length.

Pre-Planning for the EdTPA Learning Segment

The Pre-Planning Section is the first section you will develop in your portfolio. It lays the groundwork for all other sections. It is made up of three parts of the Clinical Practice Portfolio:
- The Teaching and Learning Context
- Pre-Planning Document
- Pre-Assessment of the Unit Objectives
Section 3: The Teaching and Learning Context provides the background knowledge of your teaching situation and demonstrates your competence in developing an analysis of your planning and teaching required for the edTPA portfolio.

Section 4: The Pre-Planning document should be completed using Form 1 and reflects planning for a unit with 3-5 consecutively taught lessons.

Section 5: The Pre-Assessment should be designed to assess the key learning objectives of the unit and should be given to students prior to teaching.

All of the parts in this section must be approved by your university portfolio reader before you can teach your lessons so plan accordingly to give the portfolio reader enough time to provide feedback and for you to make changes and adjustments in the pre-planning parts.

Early in the placement collaborate with the cooperating teacher to identify a subject and unit area to develop 3-5 consecutive lessons. (The edTPA learning segment requires a minimum of 3 consecutive lessons to be taught.) Elementary literacy must be the subject of choice for all grades 1-5 placements of Early Childhood-Elementary and Elementary-Middle majors. 5K placements may do the edTPA in elementary literacy or early childhood. Take the time to explain the parts of this portfolio so your cooperating teacher provides you with the guidance and information necessary to complete the pre-planning sections.

Section 3: Teaching and Learning Context Paper (InTASC Teacher Standards 1-10)

Complete this section first and early in your clinical experience. You need to have this approved by your university reader by the end of your third week into your clinical (approximately the third week in September or the second week in February). Once you have been notified of your placement, you can begin this assignment to discover information about the community, district, and school.

- In the first few weeks of your placement, plan a time to talk with your cooperating teacher about the diversity of students in your classroom. You will need to consider this information as you plan your formal lessons later in the semester.

- Use the information you gathered about the students to write the Teaching and Learning Context Paper. Develop this in a written essay with an introduction and a conclusion and include a section on the community, district, school, and classroom as described below. This description should protect the identity of specific children in the classroom. Also, when developing your Pre-Planning and the Teaching-Learning-Assessment cycle of the learning segment, keep documentation of how you used this information about the students to help meet their needs as learners. This will be key information to put in your edTPA Planning, Instruction, and Assessment Commentaries.

Community: Describe the community (city, town) where the school is located. Where is the community located? What is the population? What characteristics and qualities of the community may impact the learning situation? Check out the Chamber of Commerce webpage for the city

District: How would you describe the district – its size (total number of students, teachers, and administrators), the mission? What is your impression of the focus and goals for learning? Check out the webpage for the district to find out more information.

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School: Develop an awareness of the school, its climate and environment: What feelings do you have about the school? How is this shaped or displayed? Check out the school’s webpage. Consider the following:

- A description of the school: location, building description
- Number of teachers, staff, administrators in the school
- Percent of students on free and reduced lunch (indication of poverty level of the school)
- A description of the feeling or culture of learning you get when you are in the school – what is on the walls, in the school entrance?
- How do students move throughout the school? How do students interact with each other when in the hallways?

Classroom: This covers three areas

1. Describe the layout of the classroom – how is the class organized (desks, chairs, tables, bulletin boards, etc.)?

2. Identify the demographics of the classroom and tell how this impacts the culture of the classroom (consider the impact of gender, the socioeconomic impact or even the impact of minority students in the classroom)
   - Number of students in the class
   - Number of boys and girls
   - Number of English Language Learners (ELL)
   - Number of students identified with special learning needs and/or behavior issues
   - Do any students have IEPs on file?
   - Range of academic abilities based on your observation and cooperating teacher input

3. Develop a class environment and climate analysis: Describe the feeling of the classroom and your overall impression of how students interact with each other and the teacher. Consider the following:
   - How the teacher interacts with the student and the accommodations that the teacher makes or may need to be made for each student to support the successful learning of the student in the classroom
   - How the layout of the room adds or detracts to the class culture
   - How classroom management is handled
   - How students interact with the teacher and with each other

Section 4: Pre-Planning Document (Form 1) & Pre-Assessment

With the help of your cooperating teacher, select a subject and unit to focus on for portfolio development and teaching. This should align with the edTPA portfolio process and requirements. Note that this is not a separate mix of lessons, but lessons that are related and fit into a larger unit. It should be consecutive lessons in one subject of at least five or more days. Develop the Pre-Planning Form (See Form #1). The Pre-Planning Form must be approved by your university supervisor before you begin lesson planning. Again, plan and budget your time accordingly to allow for revision or updating.

- Identify one, possibly two, main unit objective(s) / student learning outcomes. Be sure this is not a lesson specific objective but one that will encompass all lessons. Ask yourself, “At the end
of all of the lessons, what do I want the students to have learned or be able to do?” This should be the same as the Central Focus of the edTPA Learning Segment.

- **Identify the objective(s) / student learning outcomes** that is/are appropriate to the grade level and subject area. Student learning in each objective will be assessed. There should be a sound rationale for the selection of each objective.

- **Align the objective(s) with the appropriate Wisconsin Model Academic Standards or Common Core State Standards.** The standards should be identified by both a number and a brief description appropriate to the objective.

- **The standards are available on the Department of Public Instruction website at [http://dpi.wi.gov/standards](http://dpi.wi.gov/standards)**

- For each objective, identify the **possible ways to assess** student learning. From lesson to lesson, how might you know whether students are learning? What types of student work might be produced? How might that student work help you assess learning? What criteria will you use to determine student progress? These are possibilities so you may not use all items, but generate a list of numerous options.

- Develop a list of **possible activities** students may do for the unit. This is not a list of what you will do but what students will do. Your cooperating teacher will be very helpful in providing ideas. Again, these are possible ideas and you may not use all of the activities, but generate a suitable number so that you have opportunity to select and chose throughout your unit. Base activities on student interests and needs, engagement and closure activities, formative assessment ideas. Activities should align with your subject, concept, and objective(s).

- **Identify at least one language function and activity (learning task) that will show students actively using the language function for the lessons** (This is an essential piece of the edTPA Portfolio).

- **Teacher Background Knowledge.** Develop an extensive outline of the specific content knowledge or information that you need as a teacher to develop lessons that will support student learning of each objective. **Provide definitions of vocabulary and key items and descriptions of concepts as they will be used with the students.**

- **Student Prior Knowledge:** Develop a detailed and extensive outline of student’s prior knowledge that will be needed for them to learn from your instruction. In addition, identify **possible misconceptions** for each objective that students may have about the topic or concept. Prior knowledge enables students to make essential links to new learning. Misconceptions can become barriers to new learning.

- Seek **feedback from the cooperating teacher** about the effectiveness of your pre-planning. You need to provide a written description on how you planned and worked with your cooperating teacher (and others if appropriate) to plan for this teaching.

**Pre-Assessment**

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With the assistance of the cooperating teacher, develop and administer a pre-assessment to the class for the objective(s) to gather pre-assessment data. Your pre-assessment needs to be checked and approved by your portfolio reader prior to you giving the assessment, so plan early enough for this to occur. A copy of your pre-assessment is turned in along with your pre-planning for your lessons.

**In Preparation of the edTPA Portfolio** (information to be used for edTPA analysis)

After Your Pre-Assessment:

- Develop a chart that will show pre- and post-assessment data for the objective(s) for each student in the class. Enter your pre-assessment data. The chart will become part of your Assessment of Student Learning (Task 3 of the edTPA). The pre-assessment data should provide specific information about students’ current knowledge of your intended objectives and not just prior knowledge of the content. Include identifying characteristics on your chart such as male/female; ELL; student with disabilities; pre and post-assessment scores. Hi-lite the three focus students. Provide numbers or fictitious names for students to protect their identity.

- If necessary, after the pre-assessment data is collected and analyzed, adjust your objective to reflect the data that was gathered. Document how the pre-assessment data helped you make more appropriate decisions about how to teach your intended objective(s).

- Use the pre-assessment data to identify 3 Focus Students for more in-depth study. (This information will be placed in Section 6 of your portfolio). The 3 students should represent a cross section of the class (a higher, middle, and a lower functioning student). The Focus Students will provide the opportunity for you to develop a better understanding of the varying levels of achievement/performance within the class. The higher student should not be one who has no or minimal errors as it will be difficult to analyze gains in learning. The Focus Students should also represent the challenges for teaching and learning that exist in the class, such as students with special needs, gifted students, or English language learners.

  - Write a brief description of each Focus Student, being careful to protect student identify

  - Identify students by a letter or number, rather than their name. Conceal student names on all copies of their work. Collect copies of the work of the Focus students. They must be put into your portfolio.

  - Describe each student’s present level(s) of performance in relation to each objective. This description should address what you learned from the pre-assessment. Provide a copy of the pre-assessment for each Focus Student.

  - Describe other factors that might potentially impact learning of the specific objectives such as sociocultural issues and/or special services a student receives. Discuss the potential implications of such factors on student learning. This is where you can write about such information as personality of student, interaction with others in class, student attitudes, family background that has an impact on student learning, etc.
Identify possible accommodations that may need to be made for each student to support the learning of the intended objective.

Section 5: Lesson Plan (InTASC Teacher Standards 1-10)

The Teaching-Learning-Assessment Cycle contains two parts: the first actual lesson of your unit used to help students achieve the objective(s) and student materials for the first lesson. The Lesson plan should not be developed before pre-assessment data has been collected and your university reader has approved of all three parts of Section 2: Pre-Planning.

Reminder: Plan your lesson several days ahead of time. Your Portfolio Reader must approve your first lesson prior to your teaching and they may want you to do some revision of the lesson. Other lessons (minimum of 4 for the portfolio) will not have to be approved by your portfolio reader but must follow the same format and procedures using the Marian edTPA Lesson Plan and become the lessons for your edTPA Portfolio.

Note: Lesson plans should not be more than 4 pages in length to meet edTPA requirements

A. Lesson Development (Form 2)

Develop a detailed description of the procedures for Lesson 1. Use Form #2. Learning objectives, standards, and assessment that you already identified through pre-planning should be used in your lesson planning. Your lesson plans will contain the other elements of the Marian edTPA Lesson Plan.

The following items will be covered in the lesson plan:

- **Essential Question/Objective:** With the help of your cooperating teacher and approval from your Marian University instructor, select an objective for student learning that is appropriate to the grade level and subject area. The lesson should align with an essential question for the unit. Talk with your cooperating teacher about why that objective is appropriate for the students at that particular time. Ask for suggestions about ways to make the lesson most meaningful to students.

- **Type of Lesson:** Identify whether your lesson will 1) introduce a new concept/skill/strategy, 2) continue to development of a concept/skill/strategy, or 3) complete instruction of a concept/skill/strategy.

- **Identify the Standard:** Standards are either from the Common Core State Standards (language arts or math) or from the Wisconsin Academic Standards. Your cooperating teacher should help you identify the standard. The standard(s) should be identified by both a number (ex. A.4.2) and a brief description/definition from the standard that is appropriate to your objective. All standards can be found on the Wisconsin Department of Instruction website [http://standards.dpi.wi.gov/](http://standards.dpi.wi.gov/)

- **Academic Language:** Academic Language includes instructional language needed to participate in learning and assessment tasks. When identifying the Academic language, describe what students will do with it and how they will practice using the academic terminology.
● **Vocabulary**: for this section, **list and define** the vocabulary you will have students use during the lesson. Work with your cooperating teacher to be selective in developing this list. Do not list vocabulary previously covered in prior lessons, but focus on the keywords for your lesson.

● **Lesson Rationale**: be able to explain why you are teaching this lesson and how it fits in with what the students are currently studying. Your lesson should not be a separate set of activities that does not fit in with what students are currently studying in the classroom.

● **Student Prior Knowledge & Looking for Misconceptions**: Identify what students will need to know to learn your intended objective. It is important to consider students’ prior knowledge because it enables them to make essential links to new ideas and understandings. You will need to talk with your cooperating teacher to help you understand the prior knowledge the student have in relationship to the lesson you are going to teach. In addition, talk with your cooperating teacher to help you understand if there are possible misconceptions that students might have related to the objective. Misconceptions can become barriers to new learning.

● **Teacher Background Knowledge**: Outline or describe the specific content or information that you must know to help students learn your intended objective. This section should demonstrate that you have sufficient knowledge of the concept to teach it to students.

● **Materials**: Identify the materials both you and the students will be using for the lesson. Also include the use of technology if appropriate. Be able to describe why you are using the materials in the Rationale section.

● **Management Considerations**: Anticipate possible management issues that may arise as you teach the lesson. Consider factors such as how the classroom will need to be arranged, where students will be during your lesson, how you will keep them engaged, what materials students will need and how you will distribute those materials. These management considerations will be impacted by the teaching strategies that you select.

● **Learning Tasks / Procedures**: Describe in detail each part of your lesson. Explain what you will do and what you will expect students to do, if appropriate. **Be sure to include the actual directions you will give, questions you will ask, etc.** The description should provide enough detail for another educator to understand how you will provide opportunities for students to learn. Consider the time factor for each section and provide an estimate in minutes on your lesson plan.

● **Teaching Strategies/Approaches**: Identify the specific strategies you will use in your lesson to motivate, guide and support student learning. Strategies may include ways that you will engage students (such as read aloud, demonstration, hands-on activity, shared writing, cooperative group work, individual work, question and answer discussion, direct instruction, lecture) ways that you will organize for students for learning (such as whole class, small groups, partners, cooperative think-pair-share).

1. **Engagement**: How will you introduce the lesson in order to capture their attention to help them focus on the intended objective?
2. **Development of lesson**: What steps will you use to present the lesson? What do you expect students to do at different points in the presentation? What will you do different points in the presentation?
3. **Closure of the lesson**: How will you bring the lesson to closure and help students verbalize what they learned?

4. **Extension Activity/Homework Assignment (if appropriate)**: Is there a follow-up activity that will occur to keep students engaged in learning the objective? (It may not be a part of all lessons.)

   o **Explanation**: Describe your reasoning for choosing the activities in your engagement, development of lesson, and closure sections. Connect your explanation to theory and theorists that support your learning tasks and teaching approaches.

   **Example**: Students are building on the lesson from yesterday and using the new vocabulary in a writing paragraph. This approach is new for students and supports Vygotsky’s theory of scaffolding instruction to move students beyond their zone of proximal development. My teaching approach is to provide models to writing the paragraph and guidance by providing steps and one-on-one support as they work on this task.

   • **Questions**: Develop a list of questions you will use with students for each section of your learning tasks above. Be specific and consider the level of questions you ask, designing them on the various levels of thinking skills. Write your questions on the lesson plan in the left column where indicated. You should have several questions for each of the above sections (1-3).

   • **Assessment**: Identify and describe how you will assess what students learn. Think about what types of student work might be produced or observed during your lesson? What will you look for in that student work to determine whether students learned your intended objective? Describe how you will check for initial understanding (pre-assessment), check understanding during the lesson (formative/informal assessment) and check for understanding/objective attainment at the end of your lesson.

   • **Accommodations to support student learning**: Explain how your plans need to be modified or enhanced in some way to accommodate students who would not be able to complete the lesson as you have designed it. Work with your cooperating teacher in supporting the differentiation of your lesson. Describe changes that you make for the level of students in the classroom. And give reasons why in the explanation section.

   • **Collaboration**: Throughout this process, seek feedback from your cooperating teacher and university supervisor. **Describe those interactions on the bottom of the lesson plan (see Form 2).** **Documentation of collaboration with the cooperating teacher is required.** Provide written comments and/or evaluation form from your teacher and university supervisor.

   • Ask your Cooperating Teacher to observe the lessons that you teach and provide written feedback.
   • Plan a time to talk with your Cooperator Teacher about his/her feedback.
   • Include a copy of the written feedback in **Appendix, Section 8** of your Marian Portfolio.

**B. Copies of Instructional Material(s)**

In your **LiveText Portfolio**, you will need to place an electronic copy of all material(s) that you used for your lessons (if appropriate). Examples would be a graphic organizer, a quiz or checklist, a worksheet.

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you had students use, pre- and post-assessments, etc. If items are too large, take pictures. An example of this would be a picture of the reading book you used for a lesson.

C. Copies of Focus Student Work Samples

If students complete a worksheet or quiz, etc., save a copy of every student’s work so you can analyze the class learning as a whole. For early childhood, pictures of student work that cannot be scanned is permissible (ask the cooperating teacher for permission to take pictures). Discuss the student work with your cooperating teacher and choose 3 representative samples from high, middle, and low achieving students. Do not include pictures of students and remove any student names from the work samples to protect student identities (initials or numbers are permitted). Avoid using group projects for your assessment because it is difficult to give individual feedback.

**In Preparation of the edTPA Portfolio** (information to be used for edTPA analysis)

Teach Lessons for edTPA Portfolio. As you teach, make observations of student learning related to your objectives during instruction, including your Focus Students. If, in the midst of teaching, you make changes to the lesson, be sure to note those changes on the lesson plan (can be handwritten). You do not need to re-type the lesson plan. Hand-write notes on your lesson plan about what worked well, what students had challenges with, what you need to change or address for the next lesson, etc.

- Collect and review all student work that is generated during each lesson.
- **Copy the work of each Focus Student.** Analyze the work of Focus Students from Lesson 1 in relation to the learning objective(s) and reflect on the meaning of your observations during instruction. Write your analysis directly on the copies of student work. This will be handwritten. Your analysis is not general comments but a narrative description on how you saw the student working, their success and struggles, what support you gave them during the activity/lesson and their growth or lack of progress and what might be the factors.

- Throughout your lessons (after your teaching of it), make handwritten notations in the margins in which you describe what went well, what you might need to go back and check for understanding, what needs adjustment, etc. These notes will help you in planning for next lessons and serve as reflection for Section 6 of the Clinical Portfolio and for your edTPA Task 3: Assessment of Student Learning as well as help in your development of a more effective lesson should you teach this lesson at another time in your teaching career or if you share your lessons and use for discussion.

- On the bottom of your plan for each lesson, record the results of your analysis that will impact planning for the next lesson, particularly the accommodations or adjustments that are needed for one or more students (may be handwritten).

- **Seek feedback from your cooperating teacher** to support your analysis and decisions, especially in the early stages of the Teaching-Learning-Assessment Cycle. His/her comments can also be handwritten on the lesson plan or on a separate paper.

(4 lesson minimum for your edTPA portfolio)
Develop a post-assessment to evaluate student growth. The Post-assessment should align with your lessons and with the pre-assessment. **To be able to compare students’ learning gain, you may choose to use the pre-assessment as the post-assessment.** Include a copy of the post-assessment and copies of the Focus Students’ post-assessments in your portfolio in Section 6. The data of all student scores will be collected in your student data chart for edTPA Task 3: Assessing Student Learning so remember to keep samples of ALL student work; however only the 3 focus students’ work will be uploaded into the edTPA portfolio.

**Section 6: Analysis of Student Learning (Form 3)**

Complete this section at the end of your first clinical experience placement. Develop a reflective essay on your clinical, the your teaching of the lessons, and your experience in the classroom and other related items. This section allows you to show your accomplishment in meeting the InTASC Teacher Standards. **It should focus on the entire clinical experience.**

This section allows you to reflect on the students in your classroom and your teaching. This should be completed **after you have completed the edTPA Portfolio.** Develop this section in two parts: Reflect on your goals, and reflect on your students and on your teaching. Type your paper in 12-point font, double-spaced with one-inch margins. Provide a separate introduction and conclusion. **(See Form 3)**

**A. Reflect on Your Goals**

- **Reflect on the achievement of your goals in relationship to the classroom experience** (a minimum of one paragraph for each goal). Be specific and include examples of how you achieved this goal.

- Use the InTASC Standards chart provided in class and posted on the Marian website at [https://my.marianuniversity.edu/schools/soe/UG/forms/default.aspx](https://my.marianuniversity.edu/schools/soe/UG/forms/default.aspx) to specifically draw upon the standards that were focused on during this field experience and refer to specific sub-standards as you develop this essay. Be specific in your explanation and cite examples that explain your position.

**B. Reflection on Teaching and Student Learning**

For this part of the reflective essay, answer the following questions in paragraph form. Each question should be a separate paragraph or more. Questions 2-5 should consider **all** of your field and clinical experiences. Describe what you have learned and state how these experiences will benefit you when you begin student teaching. Provide enough explanation and solid examples in your reflective paragraphs:

1. How did you use the knowledge of the teaching and learning context (refer teaching context assignment) to develop and teach your lessons (give examples)?

2. What did you learn about preparation for teaching?

3. What did you learn about the roles and responsibilities of being a teacher?

4. What did you discover about how students learn?
5. What did you learn about the inclusion of students with special needs, from gifted and talented to disability and delays, into the classroom?

Section 8: The Reflective Essay (InTASC Teacher Standards 1-10)

The reflective essay provides an overview of your dispositions about education and children that guide your actions as an educator. It is your opportunity to describe the aspects of your professional competence that are demonstrated by the completion of your Teacher Education Undergraduate Program, culminating in the clinical practice experience.

The reflective essay is organized around the Learning-Centered Educator Model, the Conceptual Framework of teacher education programs at Marian University. The Learning-Centered Educator Model describes five domains of professional competence which link to the Wisconsin InTASC Teacher Standards. The Conceptual Framework is integrated with the Wisconsin InTASC Teacher Standards to show specific areas of professional competence that you have developed.

Guiding questions are provided for each domain to help you reflect on the ways the Teacher Education Undergraduate Program at Marian University has contributed to your professional growth and development. In reflecting on this, consider all aspects of the Marian experience. You should not merely answer each guiding question. Instead, you should use your thoughts about each question to develop a cohesive response to the focus of each domain. It is important that you support statements about your competence by making specific references to examples.

The essay should be about 5-7 typed pages, double-spaced, with 12-point font. The reflection on each Domain should be at least 1 page.

The sections of the essay should be clearly labeled:

| Introduction |
| Domain 1: Values & Ethics |
| Domain 2: Knowledge |
| Domain 3: Reflection |
| Domain 4: Collaboration |
| Domain 5: Accountability |
| Conclusion |

Developing Sections of the Reflective Essay

1. **Introduction**
   - Provide a brief introduction of yourself, both personally and professionally.

2. **Domain 1: Values & Ethics (Dispositions in each InTASC Teacher Standard, 1-10)**

   Learning-centered educators recognize and affirm the importance of values and ethics in their lives, their students’ lives, and in society. Within the context of society, religion, and culture, as well as
Marian’s learning-centered environment, individuals should strive to refine their ethical frameworks as they reflect on their beliefs and values, and on their ability to live as educators who model professional and ethical standards.

**Guiding Questions for Values & Ethics:**

- How have you demonstrated that you promote the development of values and ethics as standards for the behavior of learning-centered educators?

- How have you demonstrated a belief that all children can learn at high levels and that you persist in helping all children achieve success? How have you demonstrated that belief?

- How have you demonstrated that you value and appreciate all aspects of a child’s wellbeing?

**Domain 2: Knowledge (InTASC Teacher Standards 1, 2, 3, 4, 5, & 7)**

Learning-centered educators recognize and affirm the need for the understanding of subject matter and the ability to apply pedagogical strategies that are consistent with the academic discipline. Equally important is the need for knowledge of human development, theories of learning, social and political influences, curriculum theory, research- and practice-based pedagogy, and technology. A unique interplay occurs as a learning-centered educator develops and applies knowledge with the learners in particular sociocultural contexts.

**Guiding Questions for Knowledge:**

- How have you demonstrated that you gained the knowledge and skills to apply your knowledge of subject matter, human learning and development, pedagogy, theory, and technology in ways that help all children learn?

- How have you demonstrated that you consider your own content knowledge, as well as the student’s possible misconceptions, as you planned learning experiences? How do you consider the concepts, principles and generalizations of the discipline in designing learning?

- How have you demonstrated that you know, understand and address variation in children’s learning styles, learning differences, and performance modes?

- How have you demonstrated knowledge and skill in the process of adjusting and revising your teaching based on student needs and changing circumstances in ways that show your ability to make effective decisions as a teacher?

- How have you demonstrated your knowledge and skills in creating and sustaining learning environments and communities in the classroom?

**Domain 3: Reflection (InTASC Teacher Standard 9)**

Learning-centered educators develop skills in reflection to critically examine educational issues and practices. As educators review, reconstruct, reenact and critically analyze their own actions and beliefs, as well as those of diverse learners, they should ground their explanations of practice in
evidence and determine a future course of action. Reflection is a powerful tool for life-long learning, as well as for personal and professional transformation.

**Guiding Questions for Reflection:**
- How have you demonstrated your ability to critically examine your practice and beliefs then use that analysis to guide your actions?
- How have you demonstrated knowledge and skill in using reflection to learn from your experiences in order to create more effective learning opportunities for all students?

5. **Domain 4: Collaboration** *(InTASC Teacher Standards 3 & 10)*

Learning-centered educators value communication and community in order to benefit from the diverse individuals engaged in educational experiences. Collaboration is a process of working with diverse groups, utilizing effective communication to address current issues and explore practices in education. Through effective collaboration, learning-centered educators are able to improve the educational experiences for all members of the community.

**Guiding Questions for Collaboration:**
- How have you demonstrated that you are willing and able to collaborate with parents, professional colleagues, and members of the larger community in order for all students to learn?
- How have you demonstrated that your work with other educators helped you develop and refine your understanding of teaching and learning as you planned, taught, and evaluated learning experiences that became artifacts?
- How have you demonstrated respectful and productive relationship with others (ex. parents, counselors, special education teachers) on behalf of all students in support of their learning?

6. **Domain 5: Accountability** *(InTASC Teacher Standard 10)*

Learning-centered educators are accountable to, as well as advocates for, academic disciplines, diverse learners, and the larger community. Accountability is far more than an understanding of how to assess student learning. To be accountable, members of the educational community accept responsibility to one another, to the school and university, to the learner, and the broader community for continued growth and development.

**Guiding Questions for Accountability:**
- How have you demonstrated that you are accountable to students, parents, colleagues, and the larger community for continued growth and development, including your own?
- How have you demonstrated, through planning, teaching, and assessing, that you have developed the confidence and ability to focus on the learning of all children in your classroom?

7. **Conclusion**
Summarize your professional growth and development towards becoming a full-time initial educator as a result of attending Marian University’s Teacher Education Undergraduate Program.
Section 8: Appendix

This section of your Portfolio contains some of your records for the course and evidence that may be used as you develop your reflection on Teaching and Student Learning (Section 6), and your introduction to your portfolio (Section 1).

In this section, place a copy of the following:

- A copy of your course goals
- Feedback from your cooperating teacher about the lessons you taught
- Teaching skills observation records by your university supervisor
Form 1

Pre-Planning for Learning Segment

Name:               Date:               
Artifact Topic/Title: Grade Level:               

Concept or Essential Understanding and/or Essential Question:               

Objective(s):               

Rationale for Objective(s):               

Teacher Background Knowledge:               

Students’ Prior Knowledge and Possible Misconceptions:               

Use of information from the Teaching Context and Pre-Assessment Data in Pre-Planning:               

Evidence of Collaboration with Cooperating Teacher and/or Team teachers and/or Marian Faculty               

Alignment of Standard(s), Objective(s) and Assessments:               

<table>
<thead>
<tr>
<th>Academic Standard(s):</th>
<th>Learning Outcome(s)/Objective(s):</th>
<th>Possible Assessments:</th>
</tr>
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<tbody>
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</table>

Possible Activities for Objective(s)
Develop and attach Pre-assessment Form(s)
**Lesson Plan for edTPA**

*Marian University*

<table>
<thead>
<tr>
<th>Name</th>
<th>Date taught</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Title</td>
<td>Course Title/Grade level(s)</td>
</tr>
</tbody>
</table>

**School** ______________________  **Field Experience Teacher** ____________________________

**Type of Lesson:**
- introduction
- continues development
- completes instruction

**Big Idea or Essential Question**

**Student Learning Target /Objective(s)**

**Standard(s)** Common Core State Standards or Wisconsin Academic Standards

**Academic Language**

- What language demands are in the lesson? (Vocabulary, Function, Discourse, Syntax)
- How will you help students access and use the academic language during the lesson?
- If a literacy lesson, what is the essential literacy strategy to comprehend or compose text?
- What related skills are needed to understand and apply the essential literacy strategy?

**Vocabulary for this lesson** (subject-specific words and phrases and general academic vocabulary)

**Lesson Explanation**

**Student prior knowledge and prior thinking** (include student misconceptions about what will be taught):

**Teacher Background Knowledge**

**Instructional Materials, Resources, and Technology**

<table>
<thead>
<tr>
<th>List</th>
<th>Explanation</th>
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</table>

**Classroom Management Considerations**

**Learning Tasks**

- aligned with learning targets, state standards, big idea and/or essential question
- aligned with students’ learning needs of individuals and whole class
- aligned with the academic language demands of this lesson / aligned with theory & theorist

<table>
<thead>
<tr>
<th>Time/Questions/Acad. Lang.</th>
<th>Plan</th>
<th>Explanation</th>
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<tbody>
<tr>
<td></td>
<td>1. Engagement/Anticipatory Set</td>
<td>1.</td>
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<tr>
<td></td>
<td>2. Development (steps and procedures during lesson)</td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td>3. Closure</td>
<td>3.</td>
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</tbody>
</table>

**Questions** to elicit higher thinking in students during the lesson and provide opportunities for students to engage in dialogue about their learning. Develop for each section for your learning tasks in the above sections

**Assessments:** Assessments to help teacher and students monitor and support student learning:

1. Assessing prior knowledge and readiness for lesson
2. Assessing learning during lesson and at end of lesson including student self-assessment of learning as associated with the learning target.
3. Planning the next steps of learning based on the data or information gained through the lesson’s assessments.

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<thead>
<tr>
<th>Plan</th>
<th>Explanation</th>
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<tbody>
<tr>
<td>1.</td>
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Marian University
Clinical Experience
Reflection Paper on Teaching and Student Learning

Introduction

Review of Goals

Reflect on the achievement of your goals in relationship to the classroom experience (a minimum of
one paragraph for each goal).

- State each goal and discuss how it was achieved. Be specific and cite examples

Reflect on the topics below. Questions 2-5 deal with all of your field experiences. Provide a
minimum of one paragraph for each topic:

1. How did you use the knowledge of the teaching and learning context to develop and teach
your lesson (give examples)?

2. What did you learn about the preparation for teaching?

3. What did you learn about the roles and responsibilities of being a teacher?

4. What did you discover about how students learn?

5. What did you learn about the inclusion of students with special needs, from gifted and
talented to disability and delays, into the classroom?

Conclusion