

Electronic Portfolio
Reflective Summary: Reflections of Learning
Candidate Guidelines

A critically reflective teacher is one who is equipped to communicate to colleagues, students and themselves the rationales that act as a foundation to the strategies and methods used within their practices of becoming an effective educator. The technique of active reflection progresses qualitatively as one advances through their own specific curricular program. Thus, self-expectations should increase as well and these should be able to be noted in the products or artifacts presented and criteria applied within the portfolio using e.g., meets expectations, exceeds expectations.

Therefore, in order to submit a quality reflection that will meet or exceed expectations, you should understand that reflection is a continuum with increasingly stringent expectations at each level. Reflection requires critical thinking. For the Introductory portfolio level, you are beginning to develop knowledge and understanding about teaching and learning. At the Developing and Competency portfolio levels, you are making connections, constructing understanding and supporting this with clear examples. Critically reflective teachers are objective and can stand outside their practices and see what they do in a wider perspective. Becoming critically reflective increases the probability that informed actions will take place.

Describe – A clear and concise retelling of what happened in a situation that brings the reader into your classroom and allows the reader to clearly visualize what is being described. Who? What? When? Where?

Clearly – The language is clear and expressive. The reader can create a mental picture of the situation being described. Abstract concepts are explained accurately. Explanation of concepts makes sense to an uninformed reader.

Rationale – A justification for doing something, decision that will achieve a purpose and address a need. A rationale provides a framework and a reason for using a particular activity or teaching method.

Critically Analyze – ...provides reasons, motives, and interpretation for what has been described and moves beyond simple description of the experience to an analysis of how the experience contributed to student understanding of self, others, and/or course concepts. An examination of why the elements described are the way they are. Why? How? Why did you do this? Where does it fit? How did you do this? Was it meaningful? How effective was this? What was the impact? How did this relate to your goals? What was the value of this activity?

Making Connections - Linking thoughts, feelings, actions, and experiences with characteristics of an Effective Educator. Your reflection should express significant patterns, themes, and connections that emerged from your experiences and what this means in terms of your own development and challenges as a teacher.

Reflective - A form of analysis which suggests self-analysis or consideration of practice, self-examination following a teaching or learning experience. Reflection requires critical thinking. It is the decision-making portion of the process. Where do I go from here? Why did it work? Why didn't it work? What can I change? How did it impact students? How does it impact ME as a teacher? What might you change to make it better? How might your teaching change as

a result? What have you learned? The reflection demonstrates ability of the student to question their own biases, stereotypes, preconceptions, and/or assumptions and define new modes of thinking as a result. The reflection demonstrates connections between the experience and material from other courses; past experience; and/or personal goals.

Precisely – ...exact as in performance, execution or amount, accurate, correct, definitely or strictly stated, defined, or fixed, carefully expressed or delineated, definite,

Generalization - The act or process whereby a learned response is made to a stimulus similar to but not identical with the conditioned stimulus

To write the Reflective Summary: Reflections of Learning, you should create a document that addresses the points listed below. A good beginning might be to create approximately 5 paragraphs. The first or introductory paragraph should contain content knowledge about what it means to be an effective educator. Then there should be further paragraphs describing and explaining each of the other points – lessons learned, strengths and weaknesses, impact, and future performance, while continuously making sure that you have followed the guidelines listed above.

Describing and explaining your:

- Definition of, "What does it mean to be an effective educator?"
- Use of artifacts and standards (Conceptual Framework and INTASC) to talk about lessons learned
- Strengths and weaknesses of performance
- Impact on student learning
- Application of/to future performance.

**Electronic Portfolio
 Reflective Summary: Reflections of Learning
 Candidate Checklist**

Before submitting your portfolio for evaluation, check to make sure you have followed these guidelines:

Have I:

	Yes	No
-Read and understood the Portfolio Evaluation Rubric?	_____	_____
-Used professional language and writing style.	_____	_____
-Used basic APA formatting style (such as 1" margins, double space, cover page with header and name, pagination, reference page)	_____	_____
-Paid attention to the mechanics of writing:		
-Used appropriate sentence structure?	_____	_____
- Used complete words with no abbreviations or symbols.	_____	_____
-Spell-checked everything?	_____	_____
-Proof-read everything?	_____	_____
-Included professional education related terminology learned in class(es)?	_____	_____
- Bolded terms related to the Conceptual Framework and the INTASC standards?	_____	_____
-Used correct person in writing (See note below.)?	_____	_____
<i>-Introductory Portfolio – 1st or 3rd person may be used but should be consistent throughout reflection</i>		
<i>-Developing and Competency – 1st person must be used consistently.</i>		
-Included specific, concrete examples of teaching behaviors and decision-making to support your use of the Conceptual Framework and the INTASC Standards?	_____	_____

[All 10 INTASC standards must be used by the time you complete all 3 portfolios.]

-Given evidence of the rationales used? Give specific reasons to support your examples.	_____	_____
-Supported what I am saying about each CF term or standard with specific examples and connections that show my understanding of the term or standard?	_____	_____



Reflective Summary - Reflections of Learning(PII)

Rubric used for Portal II

Reflections

Unacceptable	Approaching Expectations	Meets Expectations	Exceeds Expectations/Exemplary
Describes an effective educator.	Describes an effective educator and describes lessons learned, or strengths and weaknesses of performance, or impact on student learning/learning environments, or impact on future performance. Standards are identified in the summary.	Clearly describes an effective educator using all components/themes of the conceptual framework; critically analyzes lessons learned, strengths and weaknesses of performance, impact on student learning/learning environments and on future performance. Justification and understanding of standards connected to artifacts are indicated.	Precisely describes an effective educator using all components/themes of the conceptual framework; critically analyzes lessons learned, strengths and weaknesses of performance, impact on student learning/learning environments and on future performance; makes generalizations about teaching and learning. Articulately explains all standards attached and justifies reason for choosing each standard.

Organization and Mechanics

Unacceptable	Approaching Expectations	Meets Expectations	Exceeds Expectations/Exemplary
There are more than five writing error types; sentences are poorly structured.	There are no more than five error types in grammar, punctuation, and spelling; simple sentence structure and length; simple language	There are no more than two error types in grammar, punctuation, and spelling; sentence structure and length are adequate	There are no errors in grammar, punctuation, and spelling; wide variety of sentence structure and length.

Comments:

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