

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.

The minimum rating for “Writing” is Level 3. For the remaining criteria, you must earn a minimum score of “Level 2” for field experience, and a minimum score of “Level 3” for student teaching.

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.

1. Referring to either the Program or Student Teaching Handbook, review the three OWU Teacher Education Program themes (Content Knowledge, Teaching and Learning, and Character and Professionalism) and corresponding learning outcomes.
2. 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 with regards to growth and shortcomings as related to your teaching.
 - What connections have you made between your teaching and all three OWU Themes? Be sure to reference readings, discussions and/or assignments from this course and other courses.
 - After reflecting on this teaching experience, identify both short-term goals and long-term goals that support your continued growth as a professional.

Criteria	Level 4	Level 3	Level 2	Level 1
Focus of Analysis CAEP R1.1; InTASC 9(c), 9(g); OSTP 7.3; OWU 10	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.

Evidence Analysis CAEP R1.1; InTASC 9(l); OSTP 7.3; OWU 10	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.
Connections CAEP R1.1; R1.3; InTASC 9(n); OSTP 7.3; OWU 10	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 all three themes between ones' own teaching and class readings, discussions, and/or assignments from this and past semesters.	Mentions class readings, discussions, and/or assignments; however, connections between some OWU themes and one's own teaching are vague or superficial.	Does not include connections to readings, discussions, and/or assignments, OR does not include connection to any themes
Goals CAEP R1.4; InTASC 9(k); OSTP 7.3; OWU 10	Long- and short-term goals are specific, reasonable, and personalized.	Long- and short-term goals are simplistic, or too broad for progress to be recognized.	Either long-term or short-term goals are stated, but not both.	Does not include goals.
Writing	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 – Content and Pedagogical Knowledge

- R1.1 The Learner and Learning
- R1.3 Instructional Practice
- R1.4 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.

Ohio Standards for the Teaching Profession (OSTP) Standard 7 – Professional Growth

- 7.3 Teachers are agents of change who seek opportunities to positively impact teaching quality, school improvements and student achievement.

OWU Learning Outcome

- 10 – Candidates understand and demonstrate the importance of engaging in reflective practices.