## Part I: Self-Assessment of Standards

Respond to each of the questions in the summative checkpoint self-assessment form. As you complete the form, keep these things in mind:  
  
• Acknowledge both strengths and areas for improvement in every outcome.  
• Reference language from the Ohio Standards for the Teaching Profession and relevant program outcomes (e.g. CREATE, CSUTeach, MUST) to describe your strengths and areas for improvement.   
• Refer to your “choice artifact” to support your assessment in the most relevant outcomes. Where applicable, explain how you used the choice artifact in practice.  
• Cite research and theory to show how they undergird your knowledge and practice.

**(REQUIRED) Standard 1: Students**

OSTP/CSU: The CSU teacher education candidate understands student learning and development and respects the diversity of the students he/she teaches.  
  
Remember:  
  
• Acknowledge both strengths and areas for improvement in every outcome.  
• Reference language from the Ohio Standards for the Teaching Profession and relevant program outcomes (e.g. CREATE, CSUTeach, MUST) to describe your strengths and areas for improvement.   
• Refer to your “choice artifact” to support your assessment in the most relevant outcomes. Where applicable, explain how you used the choice artifact in practice.  
• Cite research and theory to show how they undergird your knowledge and practice.

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| **Strengths** | **Areas for Improvement** |
| This particular artifact is a lesson plan I did for my PED 316 class in spring 2015. I believe that standard 1 of the Ohio Standards for the Teaching Profession has been implemented. The strengths that are shown in this paper demonstrates my understanding of what students know and are able to do. The knowledge gained was used to meet the needs of all students. This could be located right in the very beginning of my lesson where I give background knowledge as to what the children should know and how I build upon that knowledge. According to Developmentally Appropriate Practices (DAP), in order for a teacher to be able to design instruction that meets learner needs at an appropriate level of development, you have to first know where they are. Once you know where your students are, you can formulate a lesson that will hopefully give them a deeper understanding. This lesson also incorporates things that children naturally like to do. When it comes to teaching, I have learned through my methods class, that the interest of a child is extremely important to their learning process. While implementing the lesson plan, I found that some of the children had different learning styles and abilities. I was able to see that and adjust the lesson in a way that would accommodate student learning differences and pushed each student to be successful at the task at hand. | What needs improvement in this lesson is the model of respect for students’ diverse cultures, language skills and experiences. Even though the students knew who I was, rapport should have been established outside of the classroom as well. Understanding the background of the students would have helped me with classroom management and instruction. While teaching the lesson I witnessed what I thought were two students off playing in the corner. I later found that English was their third language. If I would have built rapport prior to the lesson, I would have been prepared and I wouldn't have had that challenge. Paula Denton, who is the author of a book I read called The Power of Our Words: Teacher Language that Helps Children Learn, believes that building relationships with children creates a more learning-friendly environment. A teacher should understand how the child that are in their care operates. Knowing this allows the teacher to further individualize their curriculum and find creative ways to help the student successfully grasp the material. My hopes for any future teaching that I do is that I am able to implement any of the strategies that I have learned so far to build better and a more positive rapport with my students. |

**(REQUIRED) Standard 2: Content**

OSTP: Teachers know and understand the content area for which they have instructional responsibility.  
  
CSU: The CSU teacher education candidate understands content, disciplinary concepts, and tools of inquiry related to the development of an educated person.  
  
Remember:  
  
• Acknowledge both strengths and areas for improvement in every outcome.  
• Reference language from the Ohio Standards for the Teaching Profession and relevant program outcomes (e.g. CREATE, CSUTeach, MUST) to describe your strengths and areas for improvement.   
• Refer to your “choice artifact” to support your assessment in the most relevant outcomes. Where applicable, explain how you used the choice artifact in practice.  
• Cite research and theory to show how they undergird your knowledge and practice.

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| **Strengths** | **Areas for Improvement** |
| Knowing content and being ale to teach it are two separate things. In Shulman's theoretical framework, it states that teachers need to master both content and knowledge of the curricular development. If I plan on teaching according to the standards, I should have a deep understanding of the subject matter so I can help students create useful cognitive maps, relate one idea to another, and address misconceptions. This lesson does that. I was able to engage the students in generating knowledge and testing hypotheses according to the methods of inquiry used in the content area. In the warm-up section alone, they were asked a variety of questions that would allow for them to implement higher level thinking. In this lesson I found out very quickly that I was teaching multiple subjects in one lesson. I found out later that this is an extremely important skill to have. Beginning in the warm-up activity I was able to create ways for the students to work together. They had to be able to gather information, record it, and compare with their peers. It was explained to them that just like the exercises they had just did, when they go out to get a job or start their businesses, they would have to work with someone or solve a problem. I was able to facilitate learning experiences that connect to real-life situations and careers. Content standards are very important. If you don't have context standards, there is nothing really to shoot for. There is no real goal. | I feel that I have a bit of improvement that needs to happen in the area of content. Sure I know how to construct a lesson plan but are the material or objectives executed well. My hopes going into practicum is that it teaches me how to extend and enrich curriculum by integrating school and district curriculum priorities with Ohio’s academic content standards and national content standards. According to The No Child Left Behind Act (NCLB), content is the backbone for why this law is in place. Knowing that would help me in improving my content knowledge. Karl F. Wheatly wrote an article for the National Association for the Education of Young Children in 2003 entitle *Promoting the Use of Content Standards: Recommendations for Teacher Educators* that suggested that it absolutely necessary for early childhood teachers to be well versed in the essentials of many academic disciplines and content areas. I hope to gain instruction on how to go about obtaining the tools needed to be an effective teacher. With the information that I have gained this far, I plan to build upon it. In the same article, Wheatley states that teachers must reexamine common beliefs that pose obstacles to an enhanced emphasis on subject matter. Putting together and rereading this lesson plan showed me that even though there is a bit of content, I only focused on the standards for that particular grade level |

**(REQUIRED) Standard 3: Assessment**

OSTP: Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.  
  
CSU: The CSU teacher education candidate uses varied assessments to inform instruction, promote academic and social development, and evaluate and ensure student learning.  
  
Remember:  
  
• Acknowledge both strengths and areas for improvement in every outcome.  
• Reference language from the Ohio Standards for the Teaching Profession and relevant program outcomes (e.g. CREATE, CSUTeach, MUST) to describe your strengths and areas for improvement.   
• Refer to your “choice artifact” to support your assessment in the most relevant outcomes. Where applicable, explain how you used the choice artifact in practice.  
• Cite research and theory to show how they undergird your knowledge and practice.

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| **Strengths** | **Areas for Improvement** |
| Assessments are designed to let us know whether or not a student is meeting set goals. There are what is called a pre-assessment and a post assessment. I think that I was able to demonstrate an understanding that assessment is a means of evaluating and supporting student learning in this artifact. I was able to explain what form of assessment was used and how I was going to assess each child. This informal assessment let me know if the student learned what I had intended for them to learn and if there was a way that I could have taught it better to promote better learning. In a pre-assessment , I was provided with what the student knew, what their needs were, and what I needed to teach. By doing a pre-assessment, it permitted me to analyze data to monitor student progress and learning and to plan, differentiate and modify instruction. The collected data will also help in future planing for either a group of students or individuals. In the book *Using Data to Improve Student Achievement*, Thomas R. Guskey makes a point that teachers who develop useful assessments, provide corrective instruction, and give students second chances to demonstrate success can improve their instruction and help students learn. Fundamentals of Early Childhood Education by G. S. Morrison all of your assessment decisions taken as a whole will direct and alter students learning outcomes. I have learned through the fifth edition of *Assessing Young Children* that what you assess and document on a child follows them for their entire educational career so it is important that we as educators document without bias. In the warm-up and closing part of the lesson, I did organize opportunities for students to articulate how they learn and what learning strategies are most effective for them. | After reviewing the standards for assessment, I realized that I failed to use a variety of both formal and informal assessment techniques to collect evidence of students’ knowledge and skills. *Using Data to Improve Student Achievement* and *Assessing Young Children* explicitly notes that because a child's future can be altered by what you assess, a teacher is to make sure that all avenues have been looked into. With going into practicum, I plan to learn more about both formal and informal test and strategies that can be use with young children. I will also make sure that all the data collected is stored away properly as a reference to as to how far a child has come or if any plans made need to be changed to better help the child. |

**(REQUIRED) Standard 4: Instruction**

OSTP: Teachers plan and deliver effective instruction that advances the learning of each individual student.  
  
CSU: The CSU teacher education candidate plans and implements developmentally appropriate instruction that engages students meaningfully and results in learning.  
  
Remember:  
  
• Be honest. Acknowledge strengths but be aware that there is always room for improvement.  
• Use language from the Ohio Standards for the Teaching Profession and CREATE Outcomes to describe your strengths and areas for improvement.   
• Refer to your “choice artifacts” to support your assessment in as many outcomes as possible. If possible, explain how you used the choice artifacts in practice.  
• Cite research and theory to show how they undergird your teaching skills and philosophy.

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| **Strengths** | **Areas for Improvement** |
| Before starting my lesson I made sure that I communicated clear learning goals and explicitly link learning activities to those defined goals. I also made accommodations for those that were struggling. When talking about the element of instruction, I believe that I made curriculum and instructional decisions that respond to the immediate teaching context and student needs. In my class I had two children with autism. One is high functioning and verbal and the other is pron to seizures. There is also a child that has ADHD and one with a low I.Q. For these students, I will make sure that they are always partnered with another classmate and they will focus on only one locomotor and nonlocomotor skill. For those with the disability, it will be a way to help them with their social skills with others and build on self-care skills. For the student without the disability, it will help them learn leadership skills and give them a sense of accomplishment by helping someone other than themselves. I took all of the information that I ha gathered and was able to make the necessary changes. By seeing the trouble that the students were having, it kind of forced me to reflect critically on my own as well as others’ instructional practices. In my methods class I am learning that importance of instructional strategies and hope to be more proficient throughout my learning and teaching career. | I know how to differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at-risk students but I did not think that I did it for this artifact. The goal of a differentiated classroom is maximum student growth and individual success *Leadership for Differentiating Schools & Classrooms* by Carol Ann Tomlinson and Susan Demirsky Allan says in chapter 1 that a teacher who is differentiating understands a student's needs to express humor, or work with a group, or have additional teaching on a particular skill, or delve more deeply into a particular topic, or have guided help with a reading passage—and the teacher responds actively and positively to that need. Even though changes were made and the children had a fun time learning, there is still a lot more learning for me to do. I am pretty sure that there are other things that I need to work on in the area of instruction. I hope that my mentor teacher and professors are able to help me. |

**(REQUIRED) Standard 5: Learning Environment**

OSTP: Teachers create learning environments that promote high levels of learning and achievement for all students.  
  
CSU: The CSU teacher candidate creates learning environments that motivate all learners and promote high levels of learning and achievement.  
  
Remember:  
  
• Acknowledge both strengths and areas for improvement in every outcome.  
• Reference language from the Ohio Standards for the Teaching Profession and relevant program outcomes (e.g. CREATE, CSUTeach, MUST) to describe your strengths and areas for improvement.   
• Refer to your “choice artifact” to support your assessment in the most relevant outcomes. Where applicable, explain how you used the choice artifact in practice.  
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| **Strengths** | **Areas for Improvement** |
| The lesson had taken place in the gym which was very spacious. The children was made aware of all the rules that were in place for their safety. I made sure prior to set up that the floors were clear of any obstacles and spills seeing that the gym was used as the cafeteria as well. The children were able to ask questions and freely interact with their peers and myself. **A variety of learning models were used during this lesson such as** Inquiry-based learning, project-based learning, direct instruction, and peer-to-peer learning. As stated in the standards, I establish methods for recognition of students and relate recognition to specific student achievement, either individually or in groups (Cotton, 1999). This was done while I walked around observing all the student by simply saying things like “great job on counting to three” or “I love the way that Johnny and Dan are working together.” Everyone had to be respectful of others space and feelings. I made sure each activity was timed prior to teaching it and that even the transition activities tied in with the lesson for maximum learning. | I know that the physical environment itself needed some improvements. I guess what I would need improvement on is how to make a learning environment more welcoming for the student to actively learn and for me to actively teach. I could also be more encouraging to the students not only when they are doing something the we deem appropriate but encourage them when they are doing things that are not acceptable. When you have a positive and safe environment, DAP states that the child will have a better learning experience. When you have a safe and positive environment, learning tends to be more fun. |

**(REQUIRED) Standard 6: Collaboration and Communication**

OSTP/CSU: The CSU teacher education candidate collaborates and communicates with parents, students, other educators, administrators, and the community to support student learning.   
  
Remember:  
  
• Acknowledge both strengths and areas for improvement in every outcome.  
• Reference language from the Ohio Standards for the Teaching Profession and relevant program outcomes (e.g. CREATE, CSUTeach, MUST) to describe your strengths and areas for improvement.   
• Refer to your “choice artifact” to support your assessment in the most relevant outcomes. Where applicable, explain how you used the choice artifact in practice.  
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| **Strengths** | **Areas for Improvement** |
| During this lesson and even while preparing it, I had the opportunity to talk with the teacher and she was able to help me prepare a lesson to teach to the class. She guided me into how to use effective communication strategies to convey ideas (such as using vocabulary appropriate to students’ age and interests), ask questions and stimulate discussion. Another element that is outlined in the Ohio Standards for the Teaching Profession. She had conveyed to me that the more you let children think independently, the more participating and group discussion you will get. This statement proved to be true as initiated the lesson. I also spoke with other teachers that were in the school to see what they were teaching in the classroom and got a few ideas from them for my lesson. I learned a lot from by engaging in professional dialogue, peer observation and feedback, peer coaching and other collegial learning activities. The most important thing that I discovered is that people want to help you succeed but you have to humble yourself and ask for help and assistance when needed. | Parent involvement would be the area I feel needs improvement. I really didn't talk to, get involved with, or ask for input and/or ideas from the students families. I read an article online and I learned in my assessing young children class that parent–teacher communication is essential if a collaborative relationship is to be established. The outcome is the enhancement of the whole child, not only educationally but also socially and emotionally. As I further my studies, I will earnestly seek different strategies to use to include the parents in decision making. The whole building and sustaining partnerships with the local community and community agencies in response to identified needs of students was also missing in this artifact. |

**(REQUIRED) Standard 7: Professional Responsibility and Growth**

OSTP: Teachers assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.  
  
CSU: The CSU teacher education is a reflective practitioner who assumes responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.  
  
Remember:  
  
• Acknowledge both strengths and areas for improvement in every outcome.  
• Reference language from the Ohio Standards for the Teaching Profession and relevant program outcomes (e.g. CREATE, CSUTeach, MUST) to describe your strengths and areas for improvement.   
• Refer to your “choice artifact” to support your assessment in the most relevant outcomes. Where applicable, explain how you used the choice artifact in practice.  
• Cite research and theory to show how they undergird your knowledge and practice.

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| **Strengths** | **Areas for Improvement** |
| With all the planning and presentation of this choice artifact, for my strength in this area I would have to say it would be the fact that the school permitted me to participate in relevant professional development activities and incorporate most of what I learn into my instruction. I sat in on a workshop at the school and was able to engage in conversation with the staff concerning different methods that are used to get 100% participation from the students in the school despite whether or not they had a disability. In the workshop it talked a lot about inclusion and teaching across the curriculum. I learned how it is important to separate my personal beliefs from the interactions I had with both students and teachers alike. | What I would like to do is to be not only an effective teacher but an advocate for the students. I struggle sometimes with seeking who seek opportunities to positively impact teaching quality, school improvements and student achievement because at this point in my education I don't think that I could. What I mean is that things have been run a certain way for so long that new ideas and ways of thinking gets shut down really fast. What I have seen in the classroom setting does not depict what I have been taught and it's a little discouraging. What I want to gain strength in is knowing the correct way of teaching, getting involved with different agencies and professionals, and putting what I've learned so far into practice and making a global change in education. |

## Part II: Professional Development Plan

In the box below, identify specific elements of two standards where you would like to focus your professional development moving forward. Describe the specific strategies or activities you will do to improve in these areas. What kinds of assistance will you need to improve in these areas? Be as specific as you can.

**(REQUIRED) Focus of Professional Development Plan**

Based on the Areas for Improvement in your self-assessment, check which one of the following Ohio Standards for the Teaching Profession is the highest priority for your professional growth.

* Collaboration and Communication
* Professional Responsibility and Growth

**(REQUIRED) Professional Development Action Steps**

Identify two specific action steps that you can take during the next semester to improve in the standard you have identified (e.g. speak with someone, join an organization, research a topic, review course materials, gain experience, request coaching).

The stesp that I would take during the next semester to improve in the standards I have identified would be to observe, ask questions, see about getting involved in some professional development workshops, nd doing my own research on how to become an effective teache in those areas.

## Submission

Submit this assignment to the checkpoint assessor assigned to you by a letter from the Associate Dean (NOT your faculty advisor, supervisor, or a faculty member you have selected).  
  
NOTE: This is a very important assignment. Failure to submit this assignment by the assigned deadline will result in your inability to proceed to the next step of your licensure program and may result in the cancellation of field experience placements which may have been made for you.