

Learning Reflection

INTASC 2: Understanding Student Development- Candidate accesses students thinking and experience as a basis of instruction. Activities by discussion, listening and eliciting samples of student thinking orally and in writing.

The extended response assessment on Properties of Fractions, Solving One Step/Two Equations, Rationales Pre-Test and my exit slips demonstrate my understanding of the Understanding Student Development (INTASC 2). I created the assessments for the simplifying fractions and equivalent fractions for Properties of Fractions Unit and pre-test for the Properties of Rationales unit. I wrote both assessments by matching the learning targets and the standards. During each assessment, I asked formatted questions differently to allow the students to demonstrate their knowledge and conceptual understanding of pre-Algebra, for instance, having them demonstrate their process on how to simplify a fraction and find the sum for two rationales. The assessments engaged the students in various situations and allowed them to reflect their understanding of properties of fractions and rationales. The teacher understood exactly how the students are evaluated which allowed me to backward design their classroom. I matched their assessments with each learning targets from the various activities and notes for my units. This allowed the teacher to decide what activities to do, and how to create other diagnostic and formative assessments before assessing the students on the summative assessment. Thus, the assessments fairly evaluate the students understanding and challenge the students to monitor their growth of learning. The teacher could plan the instruction with the learning targets in mind and give students decisions on what way they would want to be assessed in the classroom. This would give the students various instructional activities within the unit to demonstrate their understanding to the teacher during various instructional strategies to engage the students.

INTASC 9: Reflective Practice: Candidate seeks out professional literature and professional colleagues as supports for reflection, problem solving and new ideas, and sharing of experiences.

Throughout my student teaching, I have been reflecting and collaborating with other educational colleagues through my professional twitter account: @Mister_Burdick. Also, I have been blogging my reflections on my blog: <http://mitchellburdick.blogspot.com/>. My tweeting and blogging would demonstrate INTASC Standard 9 (Reflective Practice) since I've been reflecting on my own teaching practice throughout the semester to measure my growth as an educator. I have made connections and networked with other GVSU student teachers, GVSU professors and other colleagues from asking questions about how to teach a certain concept. I have shared ideas with my math cohort on what would be a good way to teach a concept and received great resources from colleagues on how to improve my teaching practice. I was able to receive some great ideas on how to teach lessons and what books I should read to improve my teaching and instruction. I've also received feedback from my electronic teaching folio from my colleagues and they enjoy my reflection tweets I'm sharing to the digital world.

My mock interview with my junior high school principal, demonstrated INTASC standard 9 (Reflective Practice). I was giving an opportunity to have an open dialogue with our junior high school principal about the interviewing process. I presented to him my resume and cover letter. The principal and I had a hour discussion about the interbiewing process. During this time, he also asked me various interview questions including how I use professional literature and professional growth to improve my teaching practice. At the end of the interview, the principal and I reviewed how the mock interview was perceived by him. He explained that I

had great pacing with the questions, felt comfortable, and gave great eye contact. He reviewed the purpose of a cover letter thought I separate myself from other candidates with the format of the cover letter and it was written with the school district in mind. He also thought that I could include my perspective of what I could bring to their school. He reminded me it would also be very beneficial to research the school district/community before I place my application. Overall, the mock interview made me more comfortable for my teaching interview after graduation. I received great feedback to improve my application, and how I could stand out from other colleagues during the interview process.