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Student Teaching Portfolio

***Standard Nine:*** *The teacher candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.*

Successful teachers must be life long learners in addition to just being an educator. Our education as a teacher does not stop once we receive our teaching licenses. Being a teacher involves teaching students as well as to continually educate ourselves professionally as well.

It is important as an educator to be a continuous life long learner. As an educator we can accomplish this by doing any type of learning outside of the classroom that would better ourselves within the classroom. Examples of this could be reading scholarly articles about educational practices, attending seminars or workshops put on by the district, or attending a class through a university. Completing any of those examples would be an excellent way to improve our teaching practices and grow as a learner as well.

Besides just continuing to educate ourselves about educational practices or techniques, it is also valuable to use evidence to continually evaluate our practices. Teachers can practice new educational learning methods or try different teaching styles within the classroom, but without having feedback from the students or other professional staff members in the building, we will never learn what really is working. It is important to always seek out new ways for students as well as colleagues to observe us within our classrooms. Our practices must also appear positive and effective to families and the outside community as well. Families must feel confident with

our teaching as we have the education of their children in our hands. Having feedback from families can be a great way to incorporate new methods as well or change a technique we feel works, but families find not effective for their children. The community also plays a large role as to what happens in the classroom as well. We should be seeking the feedback from community members and organizations, not only to build relationships, but to educate our students to be knowledgeable on how to engage in the community properly.

The final part of this standard is that as a teacher we adapt practices to meet the needs of each learner. We now have successfully collected evidence to evaluate our practices and have sought out opportunities to grow as an educator. Evaluating our practices and taking opportunities to grow professionally means nothing if we do not apply what we have learned or have received as feedback. By having feedback, a successful teacher will modify their practice to meet the needs of all the students and by seeking out opportunities to grow, as an educator the teacher will also modify classroom practices.

**Disposition:**

In order to successfully meet Standard Nine, there are many dispositions in which teachers must display. The first being teachers must be committed to grow professionally. A teacher's job does not stop when the final bell rings for the day. A teacher must be committed to their job to further their education or become informed on new educational practices. This doesn't happen during work hours. This is a commitment that must take place outside of class time. Many teachers attend seminars, college courses, or meetings to further their education. If they were not committed to taking the time at night or on weekends to accomplish this they would never achieve growth professionally.

**Performance:**

During my student teaching as well as other field observation experiences, I have made it a priority to be sure I am also becoming the best teacher I can be. To do this, I attended a multitude of district conferences, meetings, as well as other seminars put on by local organizations around the state. My time at Riverview Middle School provided me with many opportunities to expand my knowledge of the teaching profession. For example, I attended a weekly book club meeting that discussed ways to build a school that was happy and inviting. This topic also led to discussions about current administration issues that the school was experiencing and brainstorming ways to fix these issues based upon the ideas the book presented.

I also was fortunate to attend a couple seminars presented by Economics Wisconsin. These seminars were helpful to teachers to find ways to incorporate literacy into courses such as economics, math, finance, and business. Economics falls under the category of Broad Field Social Studies, so as an educator it is my job to be educated in all aspects of social studies.

By completing these seminars and after school meetings, I was able to learn new educational methods to bring into the classroom. The field of education is consistently changing and there are always new things that can be brought into the classroom. By making myself committed to attending these, I was able to grow as an educator. Student teaching is such a short experience, but I was fortunate to expand my knowledge as much as I could during this short period of time.

**Artifact:**

My artifact for Standard Nine is an exit survey I created at the end of my first placement. This survey gave me feedback on how I was as a classroom teacher. I asked students to rate me

on a scale of 1-5 on things such as; clearly explains material, adjusting the pace of the class to student needs, showing genuine interest in students, and indicating important points to remember. The survey was an online survey and was anonymous, which I felt gave students the confidence to tell me how they really felt about my teaching. The students were also provided a box in which they could comment on my strengths and weaknesses. This survey was a great way to wrap up my time at the high school. The students gave me great feedback on what I did well and what didn't work so well within that class. While I was unable to change the practices for their classes, I was able to take the advice and bring it with me to the middle school level. Now that I have an idea of what didn't work for students or what I was weak with, I can address those and alter them while at the middle school level.

**Reflection:**

Creating the exit survey was a very beneficial experience for me as a new teacher. While student teaching was a short experience I was still able to create an impact on the students learning and the only way to grow from the experience is to gather feedback from both the students as well as the cooperating teacher. The students were very honest with their survey, as I made it anonymous and it was posted online, so there was no way I could identify the students by their handwriting. The students' feedback was extremely helpful in identifying my areas of growth that I could work on at the middle school level.

Attending after school meetings and book clubs was helpful as well to my professional growth. I really learned a lot about how the administration of a school district works and what

goes into creating district wide goals. The book club I joined while at the middle school was my favorite thing to attend after school. The book club hit on so many key issues that many schools struggle with to provide a happy, welcoming, environment. It's important to learn what we as educators can do to support the families in the community and keep them happy as we educate their children.