**Self-Reflection and Portfolio Assessment**

**Name:**

Screening Semester:

Date Completed:

Instructions: First, **review your entire portfolio.** Then fill in the right-hand column with your responses to the prompts on the left-hand side of the table. Take this as an opportunity to *explore* where you are in this moment of your academic development. Be positive, but honest. Do a frank appraisal of yourself and “where you are now” as demonstrated in the portfolio. Where possible, reference specific moments in your portfolio as evidence to support your assessment.

When the document is complete, save it as FirstInitialLastName\_Assessment and email it to heatjoh@siue.edu along with your other files.

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| --- | --- |
| Question/Topic | Response/Discussion |
| **Scholarship:**  Consider the dual roles of *teacher* and *scholar*. You’ll need to model good scholarship for your students, and that means you’ll need to *show* them how to make good, significant claims about what they are investigating in their writing. And you need to show them that writing is about *exploring*, that to be a scholar is to try discover something new, to *build on* prior knowledge instead of just repeating it.  How would you describe your own scholarship? Do you feel that your papers in this portfolio represent “additions” to the field? Where do you think you do your most significant thinking? Be specific! |  |
| **Style and Language:**  Think about your own writing style. How would you describe your academic writing style and attitude toward language? How would you describe your reading style?  Academics and teachers alike need to be *sensitive* to variations in language and expression. What does that mean to you or in your experience? How is it revealed in your portfolio? Reference specific moments. |  |
| **Revision:**  Discuss your revision, editing, and proofreading strategies. How did you approach the process of building your portfolio, and how did you alter the items to fit the new parameters and audience expectations?  What was most difficult about the revision process? What was most rewarding? |  |
| **Professionalism:** Consider your role as a future colleague (you’ll be working both with administrators and with fellow teachers) and role model (you’ll represent “responsible adulthood” for your students). What, in your opinion, are the hallmarks of professional behavior? How do you show your professional, responsible attitude in this portfolio and in your approach to education more generally? |  |
| **Creativity and Innovation:**  Contemplate your own ability to create and innovate. Obviously, there are many types and expressions of creativity—developing a significant literary claim, an original poem, or an innovative lesson plan are all examples of creative thinking. What kind of creative thinking do you engage in? How and where to do you display your brand of creativity in your portfolio? Point to a specific place. |  |
| **Pedagogy:**  Interrogate your approach to teaching. What pedagogical strategies are you most attached to? What are the most important goals in an ELA classroom? How do you link daily classroom practice to the Common Core Standards and other institutional demands?  Pay special attention to any concerns that may not have appeared in your teaching philosophy or lesson plan. |  |
| **Independence:**  Reflect on your current status as a *student* and your future status as a *teacher* and *guide*. Right now, you’ve got people to guide you and point you in productive directions. Soon, *you’ll* be the one doing the guiding. Do you feel that you have become more independent as you’ve progressed through your college career? How is that growing independence (or not) reflected in the portfolio? Keep in mind that this sort of independence includes independent thinking of all kinds! It’s natural to use the work of others to help *support* main claims, or to provide a *template* for lesson plans. It’s also a good thing to seek help, but there are some things you **need** to be able to do on your own. |  |
| **Engagement:**  Assess your engagement with the portfolio process and the secondary education program. Are you truly and deeply invested in the program? Are you truly and deeply invested in your future students?  Try to be frankly and starkly honest, if not with the committee, than at least with yourself. Discuss your thoughts about engagement, motivation, and dedication to the field. |  |
| **Reflective Learning:** Examine portfolio construction as part of a larger learning process. The portfolio is one piece of your college experience, which also includes *lots* of different courses, observations, student teaching, and informal learning through peers.  What do you feel you learned from the screening portfolio, and how might you pass your insights along to your future students? |  |