



Evidence of Professional Growth
Verification of Work

Name _____ ID# _____

Degree Program

Elementary _____

Secondary _____

K-12 _____

Undergraduate _____

Post-Baccalaureate _____

Graduate _____

Major/Minor

Teaching Major _____

Second Major _____

Teaching Minor _____

Supervision

University Supervisor _____

Faculty Advisor _____

Site Mentor _____

Placement

School & District _____

Grade level(s) _____

I verify that all artifacts and narratives included in my Evidence of Professional Growth assignments are my work. This statement is signed as evidence of my academic honesty. I understand that submission of materials identical to those of another pre-service candidate or copied from another source without appropriate citation and reference will constitute academic dishonesty.

Signature

Date

Student Teaching Assignment Evidence of Professional Growth (EPG)

Identify Contextual Factors

Identify and discuss relevant factors about the teaching-learning context and student individual differences to set learning goals and plan instruction and assessment. Address how contextual characteristics of the community, classroom, and students have implications for your instructional planning and assessment. Relevant factors might include but are not limited to the following:

- Community description
- District and school description
- Classroom description
- Student characteristics including age, gender, race/ethnicity, special needs, achievement/developmental levels, culture, language, interests, learning modalities and skill levels.

Judge Prior Learning

Undertake a systematic assessment to identify and activate prior student learning in the subject area or skills you plan to teach for a particular lesson. The instructional sequence should include a variety of assessment methods and strategies suited for the developmental level of the students and the learning objectives. Assessment methods may include but are not limited to the following:

- Short answer or essay questions
- Selected response (i.e., multiple-choice tests, true or false)
- Performance assessment—reading aloud, performance event, performance task, communicating conversationally in a second language, carrying out a specific motor activity in PE, delivering a speech, etc.
- Personal communications—questions posed and answered during instruction, class discussions, interviews, conferences, etc.

Plan Instruction

Use the following lesson plan format for the Evidence of Professional Growth assignment

Descriptive Title—Provide the title of the lesson or activity.

Lesson Description—Include a short description of what the students will be learning and doing.

Objectives—Write general and/or specific performance objectives using active verbs to indicate what the students will do as a result of the lesson.

Concept(S) and/or Key Words And Definition(S)—Indicate the concepts to be developed/reviewed. Provide a list of key words and their definitions to be used for the lesson.

Students' Background Knowledge—Indicate what students need to know and be able to do in order to learn from this lesson.

Materials and Teaching Aids—List all materials, teaching aids, instructional technology resources, etc..

Classroom Management Suggestions—Include any suggestions for desk arrangement, group sizes, material distribution, and collection, clean up, and time management.

Assessment—Assessment should be described in detail. Materials used to evaluate individual student performance must be attached.

Standards—List district curricular, state and or national standards addressed by the lesson.

Links Outside This Lesson—Describe any integration of this lesson with other subjects and/or with school/community events.

Accommodation for Diversity—Describe how the individual needs of students are being met. Adjustments may need to be made for students with disabilities, gender differences, limited English proficiency, socio-economic status, religion, etc.

Technology Integration—Describe how instructional technology will be used in the lesson.

Indian Education for All Integration—Describe how one or more of the Essential Understandings will be used in the lesson. Refer to <http://www.opi.state.mt.us/> in the Indian Ed link if additional information is needed about IEfA.

Teaching Model—Identify the teaching model to be used and explain why the chosen model best addresses the performance outcome objective(s) of the lesson. Examples of models include direct instruction, inquiry based instruction, problem solving, collaborative learning etc. Include each step or stage of the model.

Attachments—Attach materials used for guided/independent practice and for evaluation of student outcome performance.

Teach The Lesson

Analyze Assessment Results

The assessment of outcome performance objectives of the lesson should allow identification of performance of the class as a whole, as well as subgroups and/or individual students. Analyze the results of the concluding assessment(s), documenting the student learning that occurred at individual and group levels and noting students who learned more or less than expected.

Reflect Impact of the Lesson on Student Learning

Reflect on teaching performance and link performance to student learning results. Evaluate teaching performance identifying necessary revisions/adjustments to be made to the lesson. Identify the learning goals on which students were most successful and where they were least successful. Provide possible reasons for these differences. If no changes are necessary, reflect upon reason for success.

Suggested Prompts for Reflection

- Was assessment effective and appropriate in terms of student learning? Why or Why not?
- Were there any patterns or clusters of students who did exceptionally well? Moderately well? Poorly? What conclusions can be made about these patterns?
- How well did any sub-groups (special education students, limited English proficient, etc.) do? Should an assessment have been adapted for anyone ?
- Are diverse learners meeting individual learning goals? Reflect upon collaboration with specialists (SPED, Title 1 teachers, etc.) and the resulting impact on student learning.
- Did all of the students in the class learn? Why or why not?
- What were the most positive aspects of a lesson?
- What were the most negative or problematic aspects of a lesson?
- What were the students' reactions to the lesson?
- What could be done differently next time to improve student learning?
- How could the learning of those who did not do as well on on outcome performance be improved?
- Identify specific changes to be made to the lesson for improving the student outcome performance.