

# Teaching Belief Statement Paper Self-Assessment

Name:

Date:

Review the rubric. For each element, place yourself on the rubric then answer the reflection questions below.

TASKS	COMPETENT	LEARNER	NOVICE
INTRODUCTION	The paper introduction included background info, & why you want to work with infants-toddlers using many rich, vivid details & well-developed specific examples.	The introduction background info, & why you want to work with infants-toddlers using rich, vivid details.	The introduction included background info, & why you want to work with infants-toddlers.
INFANT CURRICULUM	The paper substantively articulated your beliefs about infant curriculum (relationship-based practices, individualized routines, following a baby's lead, & family-like setting) using many rich, vivid details & well-developed specific examples.	The paper thoroughly articulated your beliefs about infant curriculum (relationship-based practices, individualized routines, following a baby's lead, & family-like setting) using rich, vivid details.	The paper explained your beliefs about infant curriculum (relationship-based practices, individualized routines, following a baby's lead, & family-like setting)
ENGAGING & PARTNERING WITH FAMILIES	The paper substantively articulated your beliefs about how to engage & partner with families using many rich, vivid details & well-developed specific examples.	The paper thoroughly articulated your beliefs about how to engage & partner with families using rich, vivid details.	The paper explained your beliefs about how to engage & partner with families
INCORPORATING A BABY'S HERITAGE CULTURE	The paper substantively articulated your beliefs about infant curriculum, supporting each incorporating a baby's heritage culture into an infant classroom using many rich, vivid details & well-developed specific examples.	The paper thoroughly articulated your beliefs about incorporating a baby's heritage culture into an infant classroom using rich, vivid details.	The paper explained your beliefs about incorporating a baby's heritage culture into an infant classroom
SUPPORTING LEARNING	The paper substantively articulated your beliefs about how to support each child's learning using many rich, vivid details & well-developed specific examples.	The paper thoroughly articulated your beliefs about how to support each child's learning using rich, vivid details.	The paper explained your beliefs about how to support each child's learning
USE OF SOURCES	The paper integrated 4+ (2+ assigned course readings & 2+ researched from the BMCC library database) sources by comparing the sources to your philosophy meaningfully using many rich, vivid, details & well-developed specific examples	The paper integrated 4 (2 assigned course readings & 2 researched from the BMCC library database) sources by comparing the sources to your philosophy meaningfully using rich, vivid details	The paper contained 4 or fewer sources
CONNECTIONS TO LEARNING COMMUNITY	The paper substantively described how your beliefs about of infant education connected to class using 3+ specific, meaningful links	The paper thoroughly described how your beliefs about infant education connected to class using 3 specific, meaningful links	The paper described how your beliefs about infant education connected to class &/or used 3 or fewer links

	supported by many rich, vivid, details & well-developed examples	supported by rich, vivid details	
CONCLUSION	The conclusion substantively described what struck you, meaningful material you learned, questions you have, & your career goals using rich vivid details & well-developed specific examples	The conclusion thoroughly described what struck you, meaningful material you learned, questions you have, & your career goals using rich, vivid details	The conclusion described what struck you, meaningful material you learned, questions you have, & your career goals
CLARITY	The paper coherent, clear, & organized, filled with rich, vivid supporting details & clearly had been edited.	The paper coherent, clear, & organized, filled with rich, vivid supporting details.	The paper was vague, disjointed, hard to understand in places with few details.

Reflection Questions:

1. For the element 'Introduction' what column did you place yourself in? Why?
2. For the element 'Infant Curriculum,' what column did you place yourself? Why?
3. For the element 'Engaging & Partnering with Families,' what column did you place yourself? Why?
4. For the element 'Incorporating a Baby's Heritage Culture,' what column did you place yourself? Why?
5. For the element 'Supporting Learning,' what column did you place yourself? Why?
6. For the element 'Use of Sources,' what column did you place yourself? Why?
7. For the element 'Connection to Class,' what column did you place yourself? Why?
8. For the element 'Conclusion,' what column did you place yourself? Why?
9. For the element 'Clarity,' what column did you place yourself? Why?

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CONCLUSION	The conclusion substantively described what struck you,	The conclusion thoroughly described what struck you,	The conclusion described what struck

	meaningful material you learned, questions you have, & your career goals using rich vivid details & well-developed specific examples	meaningful material you learned, questions you have, & your career goals using rich, vivid details	you, meaningful material you learned, questions you have, & your career goals
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