

Manchester University Dept. of Education
Transition to Teaching
Life Experiences Credit Paper

	Criteria				Points
	1	2	3	4	
Insightful Reflection	Candidate reflects on one personal skill with no insightful comments and thoughts.	Candidate reflects on two personal skills with few insightful comments and thoughts.	Candidate reflects on three-four personal skills with insightful comments and thoughts.	Candidate reflects on more than five personal skills with specific insightful comments and thoughts.	—
Impact of life experiences on teaching skills	Vague examples are included that indicate the impact and resulting changes that have occurred as a result of the candidate's life experiences.	Very few examples are included that indicate the impact and resulting changes that have occurred as a result of the candidate's life experiences.	Over five specific examples are included that indicate the impact and resulting changes that have occurred as a result of the candidate's life experiences.	More than ten specific examples are included that indicate the impact and resulting changes that have occurred as a result of the candidate's life experiences.	—
Use of educational theories in teaching	One theorist is identified that could appropriately address the strengths and weaknesses of the learner described. Weak rationale is provided.	Two theorists are identified that could appropriately address the strengths and weaknesses of the learner described. Rationale supports the application of the theorists' ideas.	Three or four theorists are identified that could address the strengths and weaknesses of the learner described. Rationale supports the application of the theorists' ideas.	Five or more theorists are identified that could appropriately address the strengths and weaknesses of the learners described. Rationale clearly supports the application of the theorists' ideas.	—
Use of scientifically-based researched instructional methods in teaching	One instructional method is identified that could appropriately address the strengths and weaknesses of the learner described. Weak rationale is provided.	Two instructional methods are identified that could appropriately address the strengths and weaknesses of the learner described. Rationale supports the application of the instructional methods.	Three or four instructional methods are identified that could address the strengths and weaknesses of the learner described. Rationale supports the application of the instructional methods.	Five or more instructional methods are identified that could appropriately address the strengths and weaknesses of the learners described. Rationale clearly supports the application of the instructional methods.	—
Life Experience Questions	Candidate answers one of the questions outlined and adds little personal reflection or evidence.	Candidate answers two or three of the questions outlined and adds personal reflection and evidence that the life	Candidate answers four or five of the questions outlined and adds personal reflection and evidence that the	Candidate answers all of the questions outlined and adds detailed personal reflection and evidence that the	—

		experiences noted were beneficial.	life experiences noted were beneficial for a teacher candidate.	life experiences noted were beneficial and applicable for a teacher candidate.	
Defense of Life Experiences	Candidate provides evidence that relates experiences to few of the learning objectives of EDUC 230 Educational Psychology.	Candidate provides evidence that relates experiences to some of the learning objectives of EDUC 230 Educational Psychology.	Candidate provides evidence that relates experiences directly to most of the learning objectives of EDUC 230 Educational Psychology.	Candidate provides detailed evidence that relates experiences directly to all of the learning objectives of EDUC 230 Educational Psychology.	
Mechanics	More than 5 spelling and/or grammar errors are present.	4-5 spelling and/or grammar errors are present.	2-3 spelling and/or grammar errors are present.	0-1 spelling and/or grammar errors are present.	
				Total---->	

Teacher Comments: