

Personal Map: Positioning Yourself as a Beginning Teacher

Purpose

The Personal Map is an opportunity to reflect on the experiences, values, and perspectives you bring with you as you begin the work of teaching.

Rather than simply introducing yourself, this assignment asks you to consider how your background and experiences may shape how you think about teaching, learning, and working with students.

This map will serve as a starting point for:

- articulating your beliefs about teaching (This I Believe)
 - making instructional decisions in practice (microteaching)
 - revisiting and revising your thinking over time
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What You Will Create

You will create a **1-slide personal map** that includes:

- Your name
 - The **values** you bring to teaching
 - The **strengths** you bring to teaching
 - 2–3 areas you want to **learn, practice, or develop**
 - An **icon or metaphor** that represents how you see yourself or approach the world
 - A brief **personal story or experience**
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Framing Your Map

As you design your map, consider:

- What experiences have shaped how you think about learning?
- What values feel most important to you as you begin thinking about teaching?
- How might your strengths influence the way you engage with students?
- What areas feel like important spaces for growth?

- What does your icon or metaphor suggest about how you approach challenges, relationships, or learning?

There is not a single “right” way to respond. The goal is to create a map that is **meaningful and representative of your current thinking**.

Sharing

You will use your Personal Map as a **springboard for small-group conversation** in our next class session.

Guidelines

- Plan to spend about **one hour** creating your map
 - Include enough detail to support meaningful discussion
 - Share only what you are comfortable sharing
 - Formatting is flexible—use images, design elements, and creative approaches as appropriate
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Rubric/Evaluation

This assignment is assessed based on the clarity and thoughtfulness of your reflection and your engagement with the task.

- A. The map is complete and thoughtfully developed. It clearly represents the student’s values, strengths, and areas for growth, and includes specific details or experiences that help explain their thinking. The map provides a meaningful foundation for discussion.
- B. The map is complete and addresses all components. Ideas are clear, though some areas could be more specific or developed.
- C. The map includes most components but lacks detail or specificity. Connections between ideas and experiences are limited.
- D. The map is incomplete or provides minimal detail.
- E. The assignment is not completed.