

Reflective Analysis of Portfolio Artifact

Rationale/Reflection

InTASC Standard: Standard #2: Learning Differences The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards (InTASC, 2011).

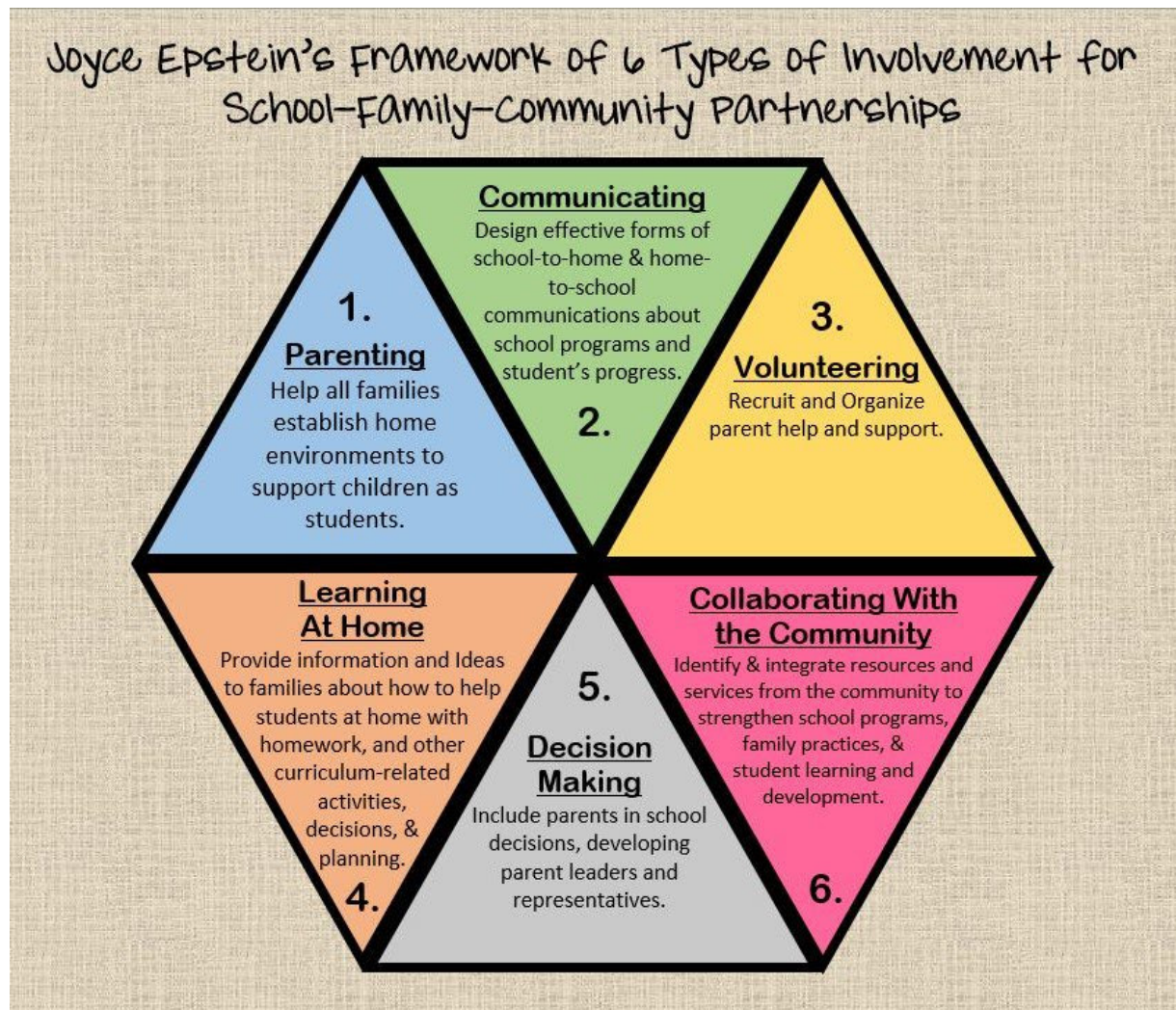
Brief Description of Evidence: In my EDUC 121 course, Child & Adolescent Development, a couple of classmates and I made what is called a “Family Choice Board” which is made for students to take home to their families/guardians so that they can have an outline of different activities that they can do together. As a team, my classmates and I researched different activities that every grade from early childhood to high school can do with their families/guardians. We also found a lot of activities that students could do to help/assist their communities.

Analysis of What I Learned: I learned a lot about different activities that students like to do a lot of different varieties of activities with the people they love at home as well as being able to help their community such as making a scavenger hunt and then invite at least 3 new people. It has also helped me with more of an idea of what I can do to make sure that my students' parents can be more involved in their life as well as be more active in their own ways with them. During this activity, I discovered that students that can learn with their parents outside of school can be more well-rounded overall.

How This Artifact Demonstrates My Competence in the InTASC Standard:

This artifact demonstrates my competence in the standard due to the fact that I was able to adapt the activities to different types of cultures of students. It also shows that I can make assignments that are centered around the students' families and communities which is very big for the students' development which is detailed in Epstein's theory of parental involvement (Bower, 2011). For example, if

there is very minimal parent involvement the student would most likely not have a good feeling of community where they live.



The artifact is listed below

<https://drive.google.com/drive/folders/11KlfV2vpGDUH15ysSXGuo2TmgMB1KUiU>

Works Cited

Council of Chief State School Officers. (2011, April). Interstate Teacher Assessment and Support Consortium InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0: A Resource for Ongoing Teacher Development. Washington, DC: Author.

“School Leadership 2.0.” *Framework on the Six Types of Parent Involvement – School Leadership 2.0*, schoolleadership20.com/m/discussion?id=1990010:Topic:333993.

Bower, Heather A. “Can the Epstein Model of Parental Involvement Work in a High-Minority, High-Poverty Elementary School? A Case Study.” *Epstein.pdf*, ASCA I PROFESSIONAL SCHOOL COUNSELING, 2011, <https://web.cortland.edu/andersmd/psy501/epstein.pdf>.

Artifact Rubric

| Criteria | Unacceptable 74%> | Developing 75-84% | Proficient 85-92% | Distinguished 93-100% | Points Possible (60) |
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| Brief Description of Evidence & Standard | Demonstrates a below-average explanation of the artifact and corresponding course information. Includes correct InTASC standard and description. | Demonstrates an adequate/ average explanation of the artifact and corresponding course information. Includes correct InTASC standard and description. | Demonstrates above-average explanation of the artifact and corresponding course information. Includes correct InTASC standard and description. | Demonstrates masterful explanation of the artifact and corresponding course information. Includes correct InTASC standard and description. | 5/5 |
| Reflection | Demonstrates below-average reflection of the artifact and what was learned, using knowledge, dispositions, and performance indicators of the InTASC standard selected. | Demonstrates adequate/ average reflection of the artifact and what was learned, using knowledge, dispositions, and performance indicators of the InTASC standard selected. | Demonstrates above-average reflection of the artifact and what was learned, using knowledge, dispositions, and performance indicators of the InTASC standard selected. | Demonstrates masterful reflection of the artifact and what was learned using knowledge, dispositions, and performance indicators of the InTASC standard selected. | 7/10 |
| Rationale | Demonstrates below-average using knowledge, dispositions, and performance indicators of the InTASC standard selected. | Demonstrates adequate/ average competence using knowledge, dispositions, and performance indicators of the InTASC standard selected. | Demonstrates above-average competence using knowledge, dispositions, and performance indicators of the InTASC standard selected. | Demonstrates masterful competence using knowledge, dispositions, and performance indicators of the InTASC standard selected. | 5/10 |
| Theory <i>*Not Required in EDUC 101 or SPED 102.</i> | Demonstrates below-average integration of theory to support practice per the selected standard. | Demonstrates adequate/ average integration of theory to support practice per the selected standard. | Demonstrates above-average integration of theory to support practice per the selected standard. | Demonstrates masterful and effective integration of theory to support practice per the selected standard. | 5/10 |
| Writing Convention s: Artifact | There are more than six errors in grammar, capitalization, punctuation, and spelling requiring major editing and revision. | There are four or more errors in grammar, capitalization, punctuation, and spelling requiring editing and revision. | There are two-three errors in grammar, capitalization, punctuation, and spelling. These require minor editing and revision. | There are no errors in grammar, capitalization, punctuation, and spelling. Professional writing and formatting are utilized throughout. | 9.5/10 |
| Writing Convention s: Rationale/ Reflection | There are more than six errors in grammar, capitalization, punctuation, and spelling requiring major editing and revision. | There are four or more errors in grammar, capitalization, punctuation, and spelling requiring editing and revision. | There are two-three errors in grammar, capitalization, punctuation, and spelling. These require minor editing and revision. | There are no errors in grammar, capitalization, punctuation, and spelling. Professional writing and formatting are utilized throughout. | 9.5/10 |
| Citations | No images, media, or text created by others are cited with accurate, | Some of the images, media, or text created by others are not cited with | Most images, media, or text created by others are cited with accurate, | All images, media, or text created by others are cited with accurate, | 5/5 |

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