Reflective Analysis of Portfolio Artifact

Rationale/Reflection

InTASC Standard: Standard #1: Learner Development The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences (InTASC, 2011).

Brief Description of Evidence: In my EDUC 240 course, Intro to Physical & Health Education for Teachers, a couple of classmates and I researched milestones for second-grade students so that we may make a slideshow showing those milestones. It has helped me and my classmates become more educated about how each student has a different "track" whenever it comes to learning in school. Our research also shows the different types of developmental milestones that are associated with more of the physical aspect such as how much they will grow in a year, how good their coordination should be, and how many baby teeth they should be losing per year. We made this presentation so that we may be educated about the different types of milestones of development and be able to present this slideshow to the class so that we can spread our new knowledge of these milestones. During this project, we were able to dive deep into different types of milestones for things such as locomotor, manipulative, and non-manipulative.

Analysis of What I Learned: From doing this project it has helped me realize that each student goes through a different process when it comes to the development of every aspect of their life. I have also learned that each student can or might hit different milestones at completely different times but that doesn't change the fact that they are all great in their own way. Doing this research project has helped me visualize how younger students can develop as well as what the "average" student's development looks like.

How This Artifact Demonstrates My Competence on the InTASC Standard:

This artifact shows my competence in the standard due to the fact that it has helped me learn the different ways that students develop emotionally, socially, and physically as well as the different ways that I can help those students develop in their own ways. While doing the research for this project has also helped me realize the different ways that students learn and/or realize the different patterns of learning such as the same patterns mentioned in Piaget's theory of cognitive development, which is where he proposed that intelligence is something that grows and develops in stages (Gans, 2020). I plan on using this information in my future classroom by being able to recognize these milestones and trying to help students develop habits to improve on certain things.
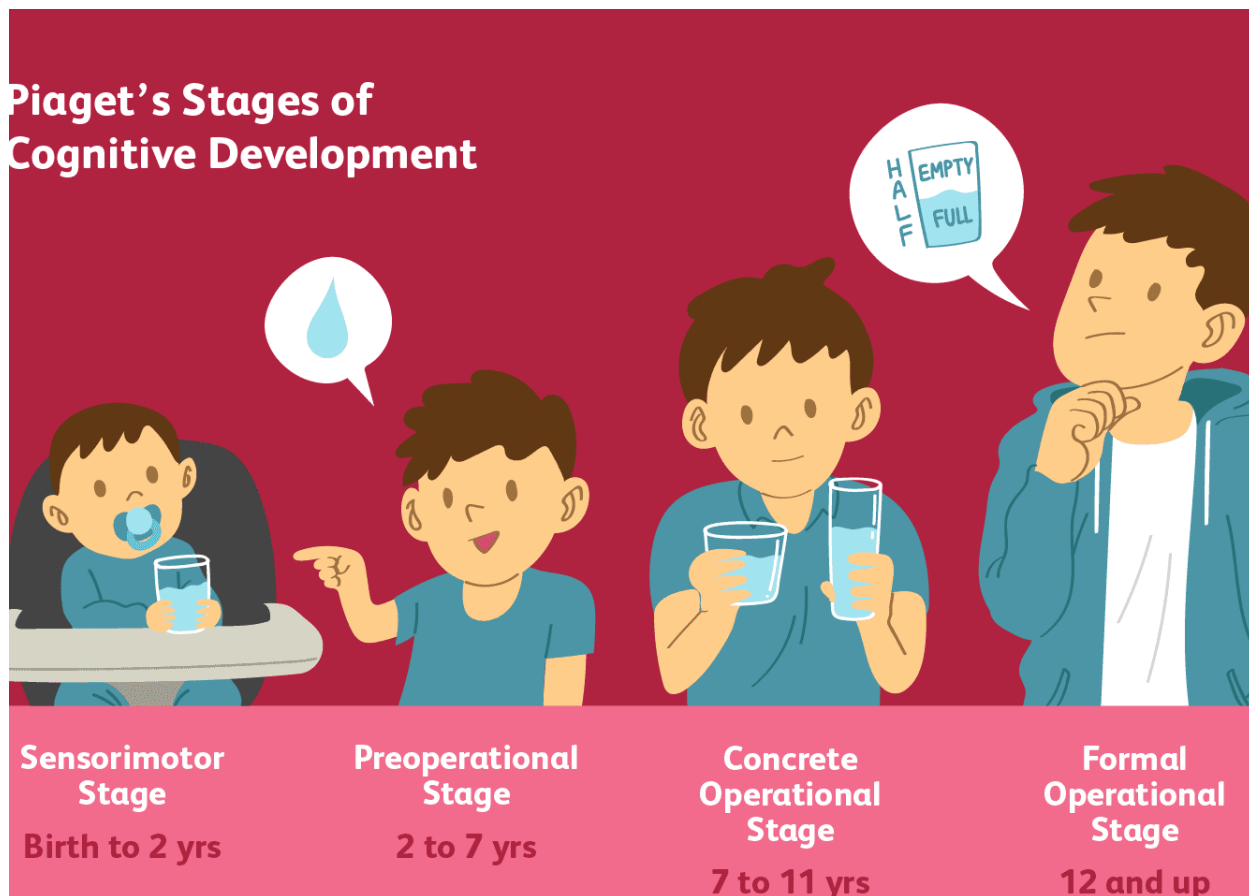
My artifact is linked below

🟨 2nd Grade Milestones

Works Cited

Cherry, Kendra. "What Are Piaget's Four Stages of Development?" *Verywell Mind*,

Verywell Mind, 31 Mar. 2020,

www.verywellmind.com/piagets-stages-of-cognitive-development-2795457

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.

Artifact Rubric

Criteria	Unacceptable 74%>	Developing 75-84%	Proficient 85-92%	Distinguished 93-100%	Points Possible (60)
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.	4/5
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.	8/10

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 *Not Required in EDUC 101 or SPED 102.*	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.	**3/10**
Writing Conventions: 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.	**10/10**
Writing Conventions: 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.	**9.2/10**
Citations	No images, media, or text created by others are cited with accurate, properly formatted citations.	Some of the images, media, or text created by others are not cited with accurate, properly formatted citations.	Most images, media, or text created by others are cited with accurate, properly formatted citations.	All images, media, or text created by others are cited with accurate, properly formatted citations.	**5/5**