

## Reflective Analysis of Portfolio Artifact

### Rationale/Reflection

#### **InTASC Standard: Standard #8: Instructional Strategies**

The teacher understands and uses a variety of instructional strategies to encourage learners to develop a deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways (InTASC, 2011).

**Brief Description of Evidence:** In my EDUC 224 course, *Introduction to Scientific Inquiry*, which was completed in December of 2021, my classmates and I researched in-depth topics such as active learning strategies, differentiated instruction, and cross-disciplinary teaching so that we could use this information in different ways. After doing the research on cross-disciplinary teaching we were able to respond to a parent, via email, that was worried that we weren't focused enough on reading as compared to science but since it was a cross-disciplinary lesson plan it covered multiple curricula. The research that was done for differentiated instruction was also used in a way that was similar to a cross-disciplinary lesson plan in the same way that we were responding to an email; we used the information so that we could formulate a plan to include different ways of teaching such as even reading with partners. The final bit of research that was done was over active learning strategies which were used to make an engaging PowerPoint so that we could show/present the PowerPoint at a PTO meeting to parents and colleagues alike. The PowerPoint could inform them about different ways that active learning strategies can be used inside and outside the classroom.

**Analysis of What I Learned:** Doing the research on these topics has taught me about different types of instructional strategies ranging from things such as implementing small groups to make students feel more comfortable with their peers as well as even trying to make the classroom quieter, so some students don't get overstimulated by the amount of sound in the classroom. One of the


biggest things it has taught me overall is that it is actually pretty easy to change your lesson plan/classroom around to accommodate students and their needs. For example I can make the lesson plan more hands-on so that kinesthetic learners can excel and/or make the lesson plan centered around visual aids so that the visual learners can excel.


### **How This Artifact Demonstrates my Competence on the InTASC Standard:**

These artifacts demonstrate my competence in the standard because it shows that I am able to research and build new skills on top of the one that I previously had. It has also allowed me to have a wide variety of different strategies for instruction such as being able to make lesson plans based around how different students learn. It also shows that I am able to adapt my classroom to accommodate students with any learning style and change the lesson plan so that it can do so, which shows that I can accommodate any student that would fall into Fleming's theory of the VARK model of learning (Boradbent, 2021). The VARK model of learning states that we are one of four types of learners. For example I can make a lesson plan that can accommodate the visual learners by using visual aids so that they can understand the lesson easier.

The artifacts are listed below

 Active Learning Strategies

 Communication Assessment - Cross-Disciplinary Teaching

 Communication Assessment - Differentiated Instruction

### Works Cited

"4 Different Learning Styles: The VARK Theory." *On,*

[www.melioeducation.com/blog/vark-different-learning-styles/#:~:text=One](http://www.melioeducation.com/blog/vark-different-learning-styles/#:~:text=One)

of the most prominent, reading/writing, and kinaesthetic.

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)
<b>Brief Description of Evidence &amp; Standard</b>	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.	<del>4/5</del> 5/5
<b>Reflection</b>	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.	<del>7.5/10</del> 10/10
<b>Rationale</b>	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.	7/10

<b>Theory</b> <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.	<b>2/10</b> <b>4/10</b>
<b>Writing Conventions: Artifact</b>	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.	<b>10/10</b>
<b>Writing Conventions: Rationale/ Reflection</b>	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.	<b>10/10</b>
<b>Citations</b>	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.	<b>3.75/5</b> <b>5/5</b>