Reflective Analysis of Portfolio Artifact

Rationale/Reflection

InTASC Standard: Standard #5: Content Knowledge

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues (InTASC, 2011).

Brief Description of Evidence: In my EDUC 230 course, *The Exceptional Child*, which was completed in March of 2021, I made a lesson plan for a fourth-grade class using math and science as the main subjects for the lesson plan. In said lesson plan I decided to do an egg drop project with the class after we have been learning about gravity throughout the previous two weeks. I have also made accommodations for students with auditory processing difficulties because, during this class, the main exceptional need that I was researching was auditory processing disorder. I have also made sure that I will remind them almost every day about the egg drop project that is happening on the Friday of that second week just in case because some kids probably won't remember to tell their parents on the first day.

Analysis of What I Learned: I have learned how to make a well-rounded lesson plan along with the best ways to create accommodations for any student within projects and lesson plans. This lesson plan has helped me learn how to create lesson plans that will challenge students' problem-solving skills. It has also helped me realize that the best way to follow up on projects/experiments like this is to ask them engaging questions so that they can put what they just witnessed into words and store it in their minds.

How This Artifact Demonstrates my Competence in the InTASC Standard:

This artifact demonstrates my competence in the standard due to the fact that this lesson plan shows that I can create a lesson plan that will challenge students' problem-solving skills and creative thinking. It uses the fact that I will be teaching

them about gravity and inertia and then showing via the egg drop project how those forces can affect objects so that they can visualize it. This is discussed in Fleming's theory of visual learning represented in his VARK model because they can visualize what is happening from multiple perspectives so that they can put it in their own words and they can remember it in their own way (Broadbent, 2021). For example, they are able to see how their classmates thought differently about how to protect the egg from breaking along with being able to have a more of a kinesthetic learning experience via building the project.

The artifact is listed below

Lesson Plan .docx

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.

"4 Different Learning Styles: The VARK Theory." *On*, www.melioeducation.com/blog/vark-different-learning-styles/#:~:text=One of the most prominent, reading/writing, and kinaesthetic.