

Standard #2 Rationale

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Standard 2: Teachers know how children grow.

The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.

(K)The teacher understands that students 'physical, social, emotional, moral, and cognitive development influence learning and knows how to address these factors when making instructional decisions.

(D) The teacher is disposed to use students 'strengths as a basis for growth, and their errors as an opportunity for learning.

(S) The teacher accesses students 'thinking and experiences as a basis for instructional activities by, for example, encouraging discussion, listening and responding to group interaction, and eliciting samples of student thinking orally and in writing.

Artifact: Collection of Season of Life Reflections, 5 Video Reflection , Psychology 212, Spring 2009

Rationale Content

This artifact is a collection of 5 separate video reflections written about the Seasons of Life series. This video series includes 5 separate videos, each focusing in on both physical and mental development of humans at different ages through personal stories. For each video, a chart lists the character and then characteristics/development shown in the video. These charts show my understanding of the changes that are occurring all throughout a person, and I also discuss how I hope to plan my lessons around my students' developmental level. Following these charts are reflective questions which, especially for children and adolescents, discuss my plans as an art educator to use my knowledge of student development to specifically enhance learning within my art classroom.

Analysis

In this artifact, I demonstrate my knowledge of the physical and mental/emotional changes that can occur at different ages and stages in human development. Through my reflections within the document, I also discuss how I plan to use the knowledge of human development within my classroom to enhance students educational experience by creating unique social classroom arrangements/group discussions that will allow students to discuss with each other and realize that they are all encountering similar experiences. For example, students in high school might participate in projects to represent their emotions, as teenagers are generally filled with very different emotions and are looking for a safe outlet to express their feelings (i.e. their art) (K). After creating these projects, I plan to have students discuss their art as a group to gain feedback and also a better understanding of each other as individuals, and as artists. By having students create art that reflects their emotions, along with having students write artists statements about their art, so that they can reflect in writing about their artwork. I also plan to have numerous critiques in order for students to discuss their own work, and also

have discussions with other students and receive feedback (S). Through the use of these methods, I feel that I will be able to create an environment in which students feel that they can express themselves and feel safe and comfortable in years in which they may struggle with the numerous changes they are encountering.

Reflection

I feel that this artifact shows my knowledge and understanding of human growth and development and its implications within the classroom. I feel that it is important to keep students' development in mind when creating lessons and designing classroom structure, so that students can be in an environment that leads to optimal learning.

In the future, I will continue to refresh my knowledge of student development and stay up to date on the most recent studies in human development. I will continue to alter this structure/my lessons as I continue teaching, to attempt to find the most successful setup for each set of students, and especially for classrooms with students ranging in ages (such as classes that may have students from all class/age levels, which typically happens often in art classes). I will also alter the individual projects for students so that I can find projects that are continually of interest to students. Finally, I plan to continue to be in contact with other art educators to benefit from their knowledge and share my classroom discoveries with them.