

Standard 3

Diversity: Teachers understand that children learn differently.

The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.

Group Project: Thematic Unit and Inquiry Based Learning
March/April 2011

Description of artifact

One of the group projects included putting together multiple lessons and activities for a thematic unit. We were given the subject of science to dig deeper into and choose a specific area to focus our lessons on. My partner and I chose recycling. We chose this because we thought it would be of great knowledge not only for students to learn but then they would most likely go home and tell their parents what they learned about that day and you can never learn too much about recycling. Recycling is very important on our earth to keep it clean and throwing trash away in the designated spots to conserve room where it is needed. Another group project I was involved in was on Inquiry Based Learning. In this project we had to make a presentation (whether it was a poster, power point or another form of presenting), teach a lesson, and have question and answer activities. We had different types of learning involved and I say this because we taught by having students simply watch and listen and we also had students participate during part of the lesson as well. For some students they don't learn the best by only listening to the teacher talk, so to involve them in any way would be of great assistance to them with their learning style. We tried to accommodate for all types of learning styles, through listening, writing, and questioning.

Alignment Reflection

Wisconsin Teacher Standard Alignment

This artifact best addresses *Standard 3- Diversity: Teachers understand that children learn differently*. I think this artifact best aligns with standard 3 because as my group worked together we each gave our own opinions of how we thought we should put the presentation together and that to be is showing that we each learn a little bit differently. By adding each person's insight in the presentation we are including each different style of learning. During the thematic unit project we consolidated much of our thinking and learning styles as there were only two of us, but when our different styles arose we would use each of them. In the thematic unit there were multiple different reading activities, some include: shared reading, read aloud, and guided reading. We understand that not each and every student was going to completely understand how to perform each activity right away and that is why there are so many different categories.

The students can then learn from each other instead of only the teacher. I thought it was nice though that we had multiple different activities for students to learn from.

UW-Platteville School of Education Knowledge, Skill, Disposition Statement Alignment

This artifact best aligns with **KSD3.e. *Demonstrates Flexibility and Responsiveness.*** *The candidate has the ability to make appropriate adjustments to his/her instruction and accommodates students' questions and interests while being aware of student differences and difficulties, and can use a wide range of resources and strategies to meet all students' needs in the classroom.* I feel this KSD best aligns to this artifact because as I stated above, in our thematic unit project, there were many different types of reading lessons and activities which would be helpful to certain students who don't fully understand a certain lesson. By having different types of lessons will allow the student to still feel accomplished and not left behind because they didn't understand. Also, in the Inquiry Based Learning project, we have a specific part of our lesson designated to discussing what students know about the topic, what they want to know and then at the end, what they learned. This will fulfill the questioning aspect of the KSD.

Secondary Alignments:

KSD2.a. Creates an Environment of Respect and Rapport

Personal Reflection

What I learned about teaching/learning from this experience:

From working on two different projects with different people I have come to terms even more with how each individual learns in a different way. Even with getting the same outcome, students are still learning the process differently. From working in the Inquiry Based Learning group and how we divided up the tasks amongst us, was by talking about who was comfortable doing specific parts of the project. I enjoy working and learning by hands on and using the computer while another group-mate enjoys learning solely hands-on. I have learned to implement that into my classroom someday.

What I learned about myself as a prospective educator as a result of this experience/artifact:

From this experience, of course I will want all of my students to learn different ways of completing a task but it's not worth the frustration and anger it may cause some students because they don't learn in the specific way shown. I will want my students to achieve the set goal by the best way they have learned the material. If I am the kind of teacher that teaches to students in a fun and exhilarating manner that will eventually get out to other teacher, parents and community and will show everyone just how dedicated I am to watching my students succeed and not be left behind.