learning as a professional, must include authentic documentation)

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| **Standard 1: Candidates understand student learning and development and respect the diversity of the students they teach** | |
| Element | Reflection/Documentation |
| Candidates display knowledge of how students can learn and of the developmental characteristics of age groups | This is evident throughout many aspects of my student teaching practice. Throughout the experience, I allowed students to make choices about different items that they would like to learn about. The age range in the classroom was 6-11th grade and it encompassed many different developmental levels. Throughout the use of leveled reading assignments I was able to show the differentiation between varied levels of learning. |
| Candidates understand what students know and are able to do and use this knowledge to meet the needs of all students | The student’s daily routine allowed them to work with an instructor or an aide in a one on one setting throughout most of the day. However, at the end of the day we come together and work on a group activity either with the SLP, OT, or the instructor. I was able to determine what my students already know about a topic and enhance that information to turn it into a lesson to meet the needs of all focus learners. |
| Candidates expect that all the students will achieve their full potential | Each student in the classroom had a set of high expectations. They were expected to follow the classroom and school rules. However, my school was a different experience because all of the students at the school have some sort of differentiated developmental ability. The students were pushed to succeed in an appropriate amount. Due to the sensory needs of several focus learners, work was often moved from the center area to either the student’s desk or even a separate room. This was in order to keep the student calm and able to focus on the work that they were expected to complete throughout the week.  \*SENSORY BEANS |
| Candidates model respect for students’ diverse cultures, language skills and experiences | Many of my students had severe communication and language skill interventions. One of the focus learners had a difficult time with receptive language skills, especially from unfamiliar adults. For the first three weeks of working with this student the only form of communication was on a dry erase board. I would write simple yes or no questions or simple single step commands on the white board and this student would respond via the white board.  \*VIDEO MV SOCIAL SKILLS\* |
| Candidates recognize characteristics of gifted students, students with disabilities, and at-risk students in order to assist in appropriate identification, instruction and invention | Although all of the students in my classroom had obvious developmental disabilities, I also was observing the students for the specific abilities that they had. This helped me throughout the process of creating lessons for each student. This process was completed by taking notes throughout the first few weeks of my student teaching placement, and visual, in person observation of the students. |