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| **Standard 2: Candidates know and understand the content area for which they have instructional responsibility** |
| Element  | Reflection/Documentation |
| Candidates know the content they teach and use their knowledge of content-specific concepts, assumptions and skills to plan instruction | The curriculum currently used at the school is News-2-You and Unique Learning Systems. These are both programs designed for students with special needs. The N2Y story that the students learn changes weekly. However, they post the materials for the next week on Wednesday. I would take that time to read over the materials and determine which level story is appropriate for each student. This helps me to plan instruction and inform each student’s aide how to work with the specific student on each lesson.  |
| Candidates understand and use content-specific instructional strategies to effectively teach the central concepts and skills of discipline Candidates understand school and district curriculum priorities and the Ohio academic content standards | The curriculum that the school uses incorporates every content area that we teach the children. Science experiments were completed and everything contained visual representations to the story, the instructions and the follow up questions. These were extremely helpful for my focus learners because several of them are unable to read. The pictures allowed them to answer the questions independently. The school’s curriculum priorities were made clear to me when I first arrived for my student teaching placement. The school used the Ohio Extended Standards and the online curriculums: News 2 You and Unique Curriculum. My cooperating teacher served as a guide for me when I began navigating the online curriculums. Throughout the semester in the classroom the online curriculum options were used as well as materials that were created by me to meet the Ohio Extended Standards for the appropriate grade band. \*NEWS 2 YOU LESSON\* |
| Candidates understand the relationship of knowledge within the discipline to other content areas | The students that I worked with were taught every subject area in my classroom. However, this made it easier to relate the materials to one common topic. For example, one week we were learning about Hot and Cold. In our language arts center we read a story about a girl who has a fever and was feeling hot sometimes and cold sometimes. In the math center we added and subtracted different temperatures. In our science center we did an experiment involving ice cubes and warm water. I found that this was very helpful to my students because it helped them understand how all of the information and the topics they were learning about were connected.  |
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| Candidates connect content to relevant life experiences and career opportunities | Several of my students were old enough to begin working on transition pieces in their IEP goals. For one of the focus learners in the classroom, I decided that it is important that he starts to become responsible for writing his blood sugar numbers on a chart. This student has diabetes and is receiving the maximum amount of adult assistance in order to properly care for himself. It is an important skill that he will need for the rest of his life. We decided as a team to recreate the book that he writes his numbers in and make it bigger and include less writing. Many students also learn functional skills and one student is currently working on a pill swallowing protocol and oral motor skills. \*PICTURE OF IS ORAL MOTOR SKILLS\* |