

~~Standard Two: Student Learning~~

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Secondary Education 4101

Section I

During my four years at college, I have taken many courses which have discussed child and adolescent development. In order to obtain my emphasis in Psychology at the University of Minnesota, Morris, I took Foundations of Psychology I and II. Both of these classes contained a section about child and adolescent development where Freud's, Erikson's, and Piaget's theories of development were presented. In addition, I have taken Child and Adolescent Developmental Psychology and Secondary Education classes which have covered these theories. Thus, I believe that my educational experiences at the University of Minnesota, Morris have provided me with a wealth of knowledge about child and adolescent development.

I have had many experiences with children of all ages which have helped me understand how children develop cognitively, personally, and socially throughout their lifetimes. I have many young cousins between the ages of one and seven which I have observed at many family occasions. I have found it interesting to observe how my cousins interact socially, differences between cousins of the same age in cognitive and social development, and differences between siblings. My observations and reflections have helped me understand what is to be expected from children during the toddler and young childhood periods. I also worked with children in grades K-5 in a day care program through St. Michael-Albertville community education this past summer. During my job, I interacted with kids of many different ages, trying to provide them with activities that they would enjoy doing. Through this experience, I saw amazing differences between children who were only one year apart. The children who had not yet entered kindergarten had a very different routine than the rest of the children because of their need to have more guidance when performing activities. I also noticed some huge differences between children who were in the kindergarten through second grade and in third through fifth grade in the ways they acted towards each other, staff members, and the activities that they enjoyed. This experience helped me gain a greater understanding of how children's cognitive abilities and social roles begin to change as they begin making the transition between middle childhood and adolescence. I also have two sisters who are thirteen and fifteen that I continue to interact with frequently. My contact with them has taught me about the development of children during adolescence. As each year passes by, I witness how their abilities to perform cognitive tasks as they do their school work change and their attitudes towards school, family, and friends change. Through these observations, I have gained more of an understanding of how the process of going through adolescence can be different for different people by comparing their experiences with each other and with my own experiences. In addition, I have heard about the actions that my sisters' teachers have taken that have helped them in their development processes. *such as?*

Section II

yes

Nice examples & detail

I like your explicit application & link to standard

I have included two pieces of evidence to illustrate my competence in this standard. The first piece of evidence that I have included is a handout describing Piaget's and Erikson's theories of cognitive development. I have included this in my portfolio to demonstrate that I have learned about these theories in my psychology and education classes at the University of Minnesota, Morris. The ^{new} second piece of evidence that I included is a lesson plan that I created for my Methods of Teaching Social Science class for seniors about social psychology. This lesson plan demonstrates my ability to create lessons that are appropriate for the grade level that I am teaching. I felt that this lesson was appropriate for the age level because it pushes the students to think abstractly as they try to understand the concepts the simulation portion of the lesson demonstrates in accordance with the Piaget's formal operations stage. The lesson also allows for the students to experiment with the role of being a jury member or an observer of human interactions in accordance with Erikson's identity stage of development. Therefore, the lesson aides the students in developing the skill of analyzing and critically thinking about information which they should be developing according to Piaget's theory and also helps them with their struggle to develop their identities at this time in their life according to Erikson's theory by allowing them to experiment with roles in small groups.

What is one key understanding you gained?

good

Section III

My greatest weakness in this standard is being able to differentiate exactly what is appropriate cognitively and socially for students in grades 7-12. Although I have had some experiences with students who are in these grades, I think it will be difficult at first to know exactly what type of material and activities should be included in a lesson at each grade level. In order to overcome this weakness, I plan to keep my knowledge updated and to constantly assess and reflect on how my students are reacting to what I do in my classroom. I plan to keep my knowledge updated by reading parenting magazine articles about child development and checking the Internet for new research on child and adolescent development. I plan to assess how my students are reacting to what I do in the classroom by handing out student surveys often to get feedback about how students feel about the class, making an effort to pay attention to verbal and nonverbal cues that the students are frustrated or confused during class, writing myself notes after each class period about how much material was covered and how well the students understood the material, and paying attention to how students perform on assessments.

interesting ideas

very specific! (u)