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ISM 3A

February 6, 2016

<div align="center">Final Product Proposal</div>

Introduction and Statement of Purpose

  After completing extensive research and reflecting on the knowledge that I have gained throughout my Independent Study and Mentorship experience thus far, as well as considering the pride and confidence that I felt following the completion of my original work, I have decided to create my final product as an extension of my original work guidelines, and create a product binder. The main work of this binder will be a modern re-creation of the stages of Piaget's Theory, based solely on elementary aged students. This re-creation will take into consideration the previous ideology of Piaget's Theory, which claims that development occurs in stages, as a child is able to encounter an increasingly larger amount of challenges and occurrences in their environment as they age. While Piaget's Theory focuses on children from birth through adolescence and into adulthood, I plan to further break down the two stages dealing only with elementary age children, called the pre-operational stage and the concrete operational stage. This will allow me to specifically analyze the age groups of children who I plan to work with in my career. My re-creation of these stages will include modern research, whereas Piaget's theory, completed in the 1900s, did not have the ability to take into consideration the ways that modern advancements and technologies have greatly impacted the ways in which children develop in modern present society. I will gather this research through my mentor visits, as I am planning to visit each elementary grade level many times, allowing me to evaluate the levels and methods of functioning with each grade. I will also utilize previous observations from credible research sources, based on the levels of functioning that children should have with each age or age group.

  Aside from this re-creation, I will also include worksheets that I plan to create based on both shame and worthiness, so that teachers will later be able to evaluate both themselves and

their students, in order to understand the ways in which they might either elicit shame, or utilize praise in their classroom. These worksheets, along with my previously completed guidelines and the modern re-creation based on Piaget's Theory, will allow elementary educators to gain a better understanding of the ways in which students of all young ages function in both a learning environment, as well as in their personal outside lives. This will also allow teachers to better understand the ways that shame can be avoided in classrooms, and the methods that praise can be delivered more effectively and appropriately. The creation of my final product will assist teachers in creating safe and productive relationships with their students, and will provide a simple and understandable methods in order to maintain these. To avoid confusion, these two ideas will be separate from each other. My re-creation of Piaget's Theory of Cognitive Development will not include any sections about shame and worthiness in a classroom, and will instead focus solely on the ways in which children develop through their elementary years.

Review of Skills and Research

For the creation of this product, I already have a strong understanding of most of the research needed. I have performed extensive research on the topic of both shame and worthiness, especially in a classroom setting, as well as the ideas behind Piaget's Theory. However, before I create this product, I want to gain an even stronger understanding of both. I plan to watch and/or listen to videos and interviews done with Brené Brown, whose work I have been studying throughout my ISM career thus far. Dr. Brown has created many helpful videos and worksheets that will greatly increase my understanding of the impact that both shame and worthiness have on not only children, but also adults. Along with this, I also plan to further extend my research on Piaget's theory, focusing on each stage individually, rather than on all stages as a whole at one time. With this, I will be able to better understand the ways that children were seen to develop in the earlier 1900s, and ultimately have the ability to compare this to what I experience in classrooms and outside environments today.

With the previous creation of my original work guidelines, as well as with composing assessments throughout the past semester in ISM, I have been able to grow as a writer, and the works that I create generally seem very professional. My organization and time management

skills have also improved greatly. These three factors will prove to be very beneficial when I complete my research and begin to draft my Final Product, as they will increase my productivity, and result in a professional work.

Methodology

In order to create my binder, I will begin by continuing to gather research on the topics of shame and worthiness, as well as each specific stage of Piaget's Theory. I expect this research to take 2 to 3 weeks. Once this is completed, I will then look into the ways in which Piaget's Theory was specifically created, and how I will need to structure and organize my new creation of it, so that it has a professional appearance, while at the same time being understandable and modern. This will most likely take another week to complete. I will then compile the research that I find at that point. I will have to continue my research through mentor visits, which continue to occur throughout the rest of the year. As of right now, I plan to use evaluations from about 2 months of mentor visits within my product. I will also incorporate ideas and research from what I observe of elementary age students in public. I plan to fill in gaps in my final product as I gather more information, rather than completing it all in one time, so that the information will be more accurate as I will have just recently learned about the specific topic. I expect the creation of my product to take approximately 3 to 4 months to create. While I am completing these tasks, I will also be working on background information including a more in depth look into shame and worthiness, as well as the ways in which children develop. I will also create worksheets and evaluations based on shame and worthiness. These will most likely be created 1 to 2 weeks at a time.

Materials

The materials that I will need in order to create this final product are very minimal. I will need a computer in order to do online research, as well as to type and create my modern version of Piaget's theory, background information, and worksheets. I will then need a printer in order to print out my papers and store them in my binder. I will use sheet protectors to keep my pages

neat and organized. The final aspect of my materials includes class time with my mentor, so I will have the ability to observe students and the ways that they interact with each other and their environment.

Conclusions

The intended outcome of my product is to benefit teachers and students alike, in order to create productive and appropriate student-teacher relationships. When shame is present in a classroom, relationships between students and teachers have a tendency to become strained or feel unsafe, ultimately creating an environment that is tense and unproductive. This could impact a student's education or a teacher's career, having negative effects on both parties. Because this has become a prevalent topic in society today, my product will directly address the ways in which it can be reversed and minimized.

Many adults have a difficult time understanding the challenges that students face on a daily basis, because technology, social media, peers, and many other outside factors have such a large amount of influence on children. With the re-creation of Piaget's theory focusing on young students, elementary educators will have the ability to increase their understanding of the ways in which children of each specific grade level should function, considering the potential experiences that they might have encountered, based on their age.

Depending on the overall outcome of my final product, I potentially intend to attempt to have my work published. I have not done any research on the act of publishing itself, and if I continue to consider this, I will need to perform further research, so that I can better understand the steps that one must take in order to publish either a small work, or a binder containing many separate works.

*Calendar created in separate document for easier access