

Teaching Portfolio Fall 2017

Last Final

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Student Teaching Portfolio Fall 2017 Last Final

I am *****, a perspective Early Childhood Education Pre-K through 4 teacher. I studied at the Pennsylvania State University majoring in Early Education with a minor in Special Education. In this web folio, I will demonstrate my developing knowledge, abilities and dispositions as they relate to the Penn State Teacher Education Performance Framework. I have committed myself to being a life long learner and I am looking forward to reaching my future goals in education.



Author:

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Domain A: Planning & Preparing for Student Learning

The Penn State teacher plans instruction and assessments based upon robust knowledge of subject matter, students and their learning and development, curriculum goals and standards, and the community.

A1. Demonstrating subject matter knowledge and PCK

The teacher demonstrates an understanding of subject matter and subject-specific pedagogy during planning.

Web Links:

1. 📎 **Five days, five senses standard A1**

When teaching my lesson on the five senses I decided to investigate the Internet in order to heighten my understanding on how to teach the five senses to kindergarteners. I found an online resource named, "Five days, five senses." This site enhanced my knowledge on the subject matter because I was not feeling totally comfortable with teaching the five senses and assuring the students understood my explanations on hearing, sight, smell, taste, and touch. I have noticed that as we get older we tend to forget how at one time we also had to learn about all the topics that now come so naturally to us. As a young teacher I will make an effort to constantly remind myself that certain topics are not self-explanatory and that at one point in time I had to learn this information. This website made me feel more content when teaching about the five senses because I knew that the lessons I was teaching were used by an experienced teacher who has taught about the five senses before.

File Attachments:

1. 📎 **animal needs lesson plan.docx**

For this standard I chose to use my lesson on Animal Needs. For this lesson, I researched videos about animals and their needs. I decided to use a YouTube video that was creative and really catchy so the students would remember the four animal needs of food, water, air, and shelter. The students really enjoyed this video because it was entertaining. The students continued to come up to me during the day singing the YouTube video about animal needs. I was very pleased by the way this lesson turned out; the students truly absorbed the information because of this video.

2. 📎 **five senses overview lesson plan.docx**

This is the lesson plan completed on the last day of the Five Senses science unit. This lesson plan shows the planning of a summation of all the five senses together.

A2. Using learning principles to understand children

Lesson Details:

- Gather the students to the carpet, sitting on their carpet square
- Introduce the topic of Science Tools
 - Pull on prior knowledge by reminding students we learned about science skill words last week
 - Ask the students, have we ever used hand lenses in this classroom?
 - Ask the students, what did we use to observe the leaves on the table?
 - What do our parents use to measure flour in the kitchen?
 - Ask the students if they can guess what a measuring cup does based on the word it has in it, "measure"
 - Sing the objective, "we will learn about science tools"


*Above is a screenshot from the Science Tools Day 1 lesson. This screenshotting is meant to show a lesson that used prior knowledge to gain students attention.

The teacher uses principles of learning and development, and understanding of learners and learner diversity during planning of instruction and assessment.


File Attachments:

1. 📎 **guided reading lesson plan.docx**

This lesson shows the planning for a Guided Reading lesson.

2.  **Science tools day 1.docx**

While teaching my lesson of Science Tools I noticed it would be a perfect opportunity to relate the concepts we will be learning in this lesson to our previously taught science lesson on science skill words. In the previous lesson on science skill words the students completed a center activity where they used hand lenses to observe things from the nature like leaves, acorns, sticks, and flowers. Before performing this investigation with the hand lenses I made sure I explained a hand lens to the students. Then, while planning for the science lesson on science tools I noticed a hand lens was brought up once again. This time the students were learning what a hand lens was. Therefore, I asked the students if we had ever used a hand lens in class before and if so, for what? The students were very excited to re-share their experience with the hand lens with the class. Some of the students were even able to explain what a hand lens is meant for before I defined it for them. In addition, during the previous lesson on science skill words we also learned about the word, "measure." Then, in the following lesson on science tools one of the tools was a measuring cup. The students were so excited to be able to see the word measure being used in a different way. Many of the students were able to tell stories of when they "measured" sugar/flour at home with a measuring cup. I was very pleased that the students retained this knowledge in science.

3.  **standard A2.png**

Throughout this semester I have become familiar with how Mr. Warrior separated his classroom into groups based on advancement levels. For instance, the lower advanced students are in one group for reading and math, the middle advancement level is in another group for reading and math, and finally the rest of the students are in the highest advancement level for reading and math. The students were separated pretty early on in the beginning of the school year. One way I have helped plan instruction and assessment based on these diverse learning needs is through Guided Reading Lessons. On Monday's through Thursday's the students are put in rotational groups with their advancement level groups. One of the stations in the rotations is Guided Reading (the chart above is used to show the different advancement level groups which teachers they are with for each rotation 1, 2, and 3). The lowest advancement group is on Level B reading books and the middle advancement group and the highest advancement group is on Level D reading books. There is an obvious difference between the three groups, even with two of the groups being in the same level of reading books. With Guided Reading I pick out about four to five key words from the story. These are the words I introduce before we even start reading the book. For the B level group I would choose simpler words like "frog" or "boat," but for the level D groups I would choose words like "elephant" or "grasshopper." This is one way we recognize the diverse learners in our classroom. Adding to this, for the level D groups since there is a difference between reading levels, even though they are on the same level book, I tend to slow down the groups reading so that everyone has time to catch up. Majority of the time the students are at the same pace, however there are times when one or two students get too far behind and simply end up listening to the other students read. This is when it is important to assure all readers are going at the same pace or if they wish to read faster to read quieter and wait till everyone is done the page before turning to the next pages. In addition, as a school they use a certain assessment sheet on how to gauge and monitor students reading skills. As the person leading Guided Reading you are responsible for marking off if the students have a signature from their parents/guardians meaning they read the assigned Guided Reading book at home that night. This assessment is not different for each student, but since the leveled books vary from groups the assessment fits the needs of each student already. With Guided Reading in particular, I try my hardest to assure each students' needs are being accounted for and met. The students enjoy Guided Reading time and put a lot of hard work and effort into this station in rotations.

A3. Using contextual factors in planning

The teacher uses relevant community, district, school, and classroom factors and characteristics in planning.

File Attachments:

1.  **Letter home to parents for first week introduction**

During my first week of student teaching I created a note home addressing the parents of the students in my classroom. I wanted to inform the parents that there was going to be a student teacher in the room along with the head teacher. By addressing the parents it helped keep them informed about what was going to be happening in their child's school lives. The letter tells the parents a little bit about myself as well as why I am so excited to work with their children. I found this letter to be very beneficial for the students and me. I received a great deal of positive feedback from the students telling me that their parents enjoyed reading the letter from me. In addition, once Back to School night came a handful of the parents already knew whom I was. In my future career as a teacher I will always be sure to write a note home to the parents and the students during the summer before the school year starts because of how helpful I found the letter to be.

2.  **Letter home to parents for float or sink lesson**

During my Pre-Student Teaching my co Pre-Student Teacher and I decided to do a Float or Sink Lesson for our science lesson. For this lesson, we asked the students to create and bring in a homemade boat that we would test in a bucket full of water to see if it float or sank. Before the students made the boat we went over all the properties and qualities of a boat and what makes objects sink and what makes objects float. The students really loved the idea of being able to make their own boat at home. However, we knew the students would need some of their parents help in making the boat. Therefore, we sent home a letter to the parents in the beginning of the three-day lesson. The letter explained that Mr. ****'s class would be completing a Float or Sink Lesson during our next few days of science. Then, we wrote to the parents that the students had the opportunity to make their own homemade boats and bring them into class. We would then test the student's boats to see if they float or sank. Majority of the students in the class participated in this and really enjoyed the whole assignment and even better, understood what it means for something to sink or float. All in all, I found it very helpful to have sent home a typed letter a couple days before the lesson began addressing the parents how we would need their help. I believe this also made the parents feel involved in their child's educational growth and development in kindergarten.

A4. Developing appropriate instructional goals

The teacher develops and selects appropriate instructional goals and objectives.

File Attachments:

1.  **Unit Planning documents**

For this standard I decided to use my Unit Planning. The Unit was compiled of ten or more lessons that needed to be thoroughly planned and then executed to your class. The planning of the Unit was particularly important because without time put into the planning of your Unit, the execution of the Unit could have fallen apart. For my Unit

topic I chose animals. My first thought was that I knew students love animals and we normally talk about animals everyday. Whether it is in children's books, math problems, writing sentences, or drawing pictures students love to talk about animals. Therefore, I thought this topic would be very interesting and engaging for the students. The Unit planning took over a week because I wanted to have a layout of the lessons I would do everyday during the weeks of my Unit as well as the assessments and materials we would use during each lesson. I found the Unit planning to be very helpful once I started putting together the individual lessons for my Unit. I was able to use the planning of my Unit as a template for the overall product I would eventually create.

A5. Designing coherent learning opportunities

The teacher designs coherent short range and long range opportunities for student learning and assessment.

File Attachments:

1.  **Science lesson plan.docx**

This lesson plan shows the planning of the Float or Sink lesson that was completed during the time set aside for science during class.

2.  **Standard A5.png**

For a science lesson in Mr. ****'s class I discussed and did activities with the students involving the phenomenon of sinking and floating. To start we had the students feel all the objects that we would be testing for sinking or floating. I passed around the objects to all the students and had them feel the weight of the object and look at the materials the object was made from. Then, I sent all the students' back to their seats and on a worksheet, had the students predict if the objects would sink or float. I did this by having all the students circle either "sink" or "float" on their worksheets. After this, as a class we traveled outside to test all the objects to see if they would sink or float. We then came inside and recorded again on our worksheets the result of either "sink" or "float" for each object we tested. The short-term goal I designed for this lesson is for the students to understand the definitions behind the words: sink, float, prediction, and result. To make the word "prediction" easier for the students to understand I related the word, "prediction" to the word, "guess." The students seem to quickly understand the term, "prediction" after I triggered the prior knowledge of the students for the word, "guess." With the predicting of each object sinking or floating and then actually recording the result of each object, the students were able to understand the concept of what it means to sink or to float as well as perform the first few steps of a science experiment. As for the long-term goal, after the students discovered the results of each object sinking or floating I had the students gather together to discuss why the objects sank or floated. All of the students understood that the result of sinking or floating was due to the materials the object was made from. From here, we had the students tell us what materials help objects sink or float. Therefore, our long-term goal for the students was for them to create a boat of their own and test if the boat would sink or float. The students brought their homemade boats into school a week later and we tested all the boats in a bucket of water to see if they would sink or float. Every students boat floated, showing the students accomplished our short-term goal of understanding what it means and looks like to sink or float and our long-term goal of making a boat that would successfully float.

3.  **Unit Planning 1 Lessons**

For this planning standard I chose to use my lesson planning for my Unit in Student Teaching. I created the plan for my unit weeks before I was physically going to begin teaching my unit. My unit is about animals, which can be a difficult topic for students to understand if they have too little information to grasp the idea of what an animal truly is and too much information that has the potential to overwhelm the students about what it means to be an animal. I wanted to be sure all of my lessons and assessments were laid out before completing the unit with my students. I found drawing out a plan for my unit was very helpful because I was able to see where I needed to add more depth or take lessons out before even starting my unit with the class. Adding to this, I was also able to see what assessments would work best for certain assignments and not for others. Reflecting on the planning of my unit I am happy with the amount of information I incorporated into the unit planning because it helped me later on in the process of forming my individual lessons within my unit.

4.  **Unit Planning 2 Assessments**

This picture shows the section where I planned my assessments for each of my individual lessons that made up my entire unit.

A6. Instructional resources

The teacher selects, adapts, and/or creates appropriate instructional resources and materials, including instructional technologies.

File Attachments:

1.  **Safety Signs powerpoint.pptx**

Younger generations are growing up with multiple accesses to all types of different technologies. Therefore, it is so important to incorporate these technologies into school curriculums because we are already aware of how interested children are in technology. Therefore, I try and use PowerPoint presentations, games on the computer, educational music videos, etc. whenever I see fit. For this teaching standard I used a PowerPoint Presentation I created for "Safety Signs." Since safety signs are a symbol and therefore, visual I thought it would be easiest for children to understand and grasp if they had a huge display of the sign in front of them. During this lesson the students were able to identify a stop sign and a walk/don't walk sign, but did have some trouble with the yield sign and railroad crossing sign. I found it to be very helpful to have the signs displayed throughout the entirety of the lesson because the students were able to look back at the Smart Board and reference the large pictures of the signs during the lesson. Also, the students really enjoy whenever the Smart Board is being used; it always seems to make the students that much more excited about the lesson.

2.  **social studies safety signs.docx**

This lesson shows the planning of the Safety Signs lesson completed during the time set aside for Social Studies in class.

Videos:

1.  **High frequency word dice activity (12.1 MB)**

For this standard I decided to use a video of a Smart Board activity I created. During reading every day the students practice their high frequency words. For practicing with the students I will either show the high frequency word cards to each student and the

individual student will say the word on the card or we will play a quick game of around the world with the students. However, during one lesson I wanted to incorporate the use of the Smart Board by using Smart Notebook. As you can see in the video, by using Smart Notebook I was able to create a dice that had the high frequency words written on each side. One at a time the students would come up to the board and click on the dice. The dice would flip and the students would be asked to say the word that the dice landed on. The students really enjoyed this activity; all the students wanted to play this for the rest of the day. The students were even guessing what the next high frequency word would be. I was very pleased how this activity turned out.


A7. Preparing an appropriate learning environment

Body Movement (different positions in room, pace, predictability)	You moved from table to table, assisting students, modeling and students on task.
-----------------------------------------------------------------------------	-----------------------------------------------------------------------------------

*Above is a screenshot from Mr. *****'s observation during my Math Centers lesson showing my accurate accomplishment of Planning Standard A7.

The teacher plans for an inclusive, nurturing, stimulating, and academically challenging learning environment.

File Attachments:

1.  **Animals Intro Lesson class picture**

This is a picture taken during my Animals Introduction lesson. The picture shows the students raising their hands quietly ready to participate. In addition, the picture shows the students all facing the poster board where we were completing a KWL chart as a whole class.

2.  **animals lesson 1 INTRO**

For this planning standard I decided to use a lesson from my unit. For this lesson on animals I gathered all the students to the carpet. However, instead of having the students face the Smart Board I had the students face an isle that I used to lean a poster board on. For this lesson the students were asked to create a whole group KWL chart. This lesson was used as an Introduction to the whole unit on animals. The students understood that they would first be providing me with information about what they already "know" about animals for the K section and then following this the students would be providing me with questions for what they "want" to know about animals for the W section. The students were so excited to raise their hand and tell me all about what they already knew about animals. Throughout the lesson, I reminded students to sit on their bottoms so everyone could see, have their eyes on me, and listen quietly unless the teacher called on them. I created the saying of, "time to be scientists!" with the students and whenever the students hear this they know immediately they should be sitting on their bottoms with their legs crisscrossed, eyes on the teachers, ears listening and mouths closed. The students really respond to this saying and will sometimes even say it to their peers if they notice they are talking and not listening during science time. All in all, this first lesson on animals went very smoothly and it made me feel very pleased because the students were so eager to learn about all different kinds of animals.

3.  **Teacher Enthusiasm Supervisor observation**

This lesson was completed while a substitute teacher was in the room. I was in charge of explaining Math Centers to the students. This was the first time students would be completing math centers in this classroom. Therefore, I wanted to assure I explained the lesson in great detail so the students would understand exactly what they were expected to be doing. Since centers are a time for students to work on their own with partners I wanted to be sure the students knew that they were responsible for their own behavior at this time. However, I also wanted the students to know that I would be walking around the room if they needed help with anything. Mr. ***** wrote in my observation that he felt a nice job walking around the room from table to table while also assuring the students stayed on task. Math Centers are suppose to be a fun, engaging while also great learning experience for the students. Since this was the first time the students were doing math centers in the classroom I wanted to engage the students as much as possible so in the future they are excited every time we complete math centers.

Domain A Reflection

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Domain B: Teaching

The Penn State teacher actively encourages students' development and learning by creating a positive classroom learning environment, appropriately using a variety of instructional and assessment strategies and resources, including instructional technologies.

B1. Engaging learners

The teacher actively and effectively engages all learners.

File Attachments:

1.  **science centers photo.pdf**

The science lesson we recently completed was on "science skill words." These words were compare, measure, observe, and sort. These are all very complex and challenging words for kindergarten students to understand. Therefore, I decided to pair a hand on activity with each word so a child had a tangible experience to relate to each of the words. For the word "sort" I had the students sort objects into two different groups: small and big. The students loved using objects from nature in order to complete this activity. The students had a handful of questions about the acorns that had smooth skin instead of rough. The students used all of their five senses very well during this lesson. Normally the students cannot wait to get to lunch right after science, however for this lesson the students were disappointed when they had to stop their science center times in order to go to lunch. The students really enjoyed this lesson and my mentor teacher praised me for how creative and hands on the entire lesson was; my mentor teacher thought this was a huge reason the students were so focused and engaged during the entirety of the lesson.

2.  **science centers whole class photo.pdf**

In this photo you will see a photograph of the entire classroom while completed the four science centers for the science skill words we were studied that day.

3.  **Taste lesson - hand signal**

For this standard I chose to use a picture of my students using hand signals. During this lesson on The Five Senses: Taste I brought in popcorn for the students to taste. The students voted on whether or not they liked the taste of popcorn by giving me thumbs up for liking the taste of popcorn and thumbs down for disliking the taste of popcorn. Majority of the students really enjoyed the taste and smell of the popcorn. I thought this was a fun activity for the students because they were not even aware of the learning happening during this activity. During the lesson, I pointed out to the students that they were using all of their senses to taste the popcorn and determine whether or not they liked the taste or disliked the taste. Therefore, the tasting of the popcorn turned into a summative assessment for the students by them having me tell me whether or not they enjoyed the popcorn and the senses they were using to try the popcorn.

B2. Monitoring and assessing student learning

The teacher assess student learning in multiple ways in order to monitor student learning, assist students in understanding their progress, and report student progress.

File Attachments:

1.  **Animals Real or Pretend lesson assessment**

To assess my students during my Unit I used a great deal of class checklists as my Formative Assessments. I found this assessment method to be a quick and beneficial strategy for seeing which of my students understood the material and which of my students did not understand the material. For this particular class checklist I was recording each individual students results on the Animals - Real or Pretend lesson. For this checklist I was giving the students a + if they were advanced in the subject, a / if the students understood the material, but could use a little more information and a - if the students did not understand the material at all. I found this checklist to work perfectly with the lesson we were completing. The lesson was a whole class activity where the students were coming up to the front of the room and putting the picture of the animal on the column of whether the animal was real or if the animal was pretend. I found majority of the students understood this lesson; however there were a few that needed extra help.

2. 📎 **Animals Real or Pretend lesson poster**

This is a picture of the whole class activity poster that the students were working on with me for the Animals - Real or Pretend lesson.

3. 📎 **Standard B2.png**

Mr. ***** uses multiple ways to monitor students learning, assist students in understanding their progress, and then reporting student progress. For instance, during guided reading the students first gather their folders for guided reading and then all gather at the table together (in their learning groups based on advancement level). Then, all the students are assigned to read the same book out loud with one another all at the same time. During this, Mr. ***** chooses certain words that he will point out to them during the read. For example, words like "across" with the double "s" or "blow" that does not have an ending that sounds like "ow" even though it ends in the letter "o" and the letter "w." After the conclusion of the book, Mr. ***** uses the Guided Reading paper below to assess each student's progress and learning. All in all, Mr. ***** does a great job at assessing the students in multiple ways and reporting on these lessons by taking pictures or physically writing it down.

B3. Managing classroom procedures

The teacher appropriately manages classroom procedures.

File Attachments:

1. 📎 **Standard B3.png**

One of the classroom procedures in Mr. *****'s kindergarten classroom is that when a student has to go to the bathroom they need to show the teacher a thumbs up so that Mr. ***** knows where the student is running off to in a hurry (sometimes). I have witnessed the students walking up to Mr. ***** multiple times and holding thumbs up to him in order to get the message across. Recently, Mr. ***** told the students they are allowed to show ******, my co-pre student teacher, and me the thumbs up when they need to go to the bathroom and we are allowed to give them the students a go ahead for the bathroom. After Mr. ***** told the students this I had a few students walk up to me and give me the thumbs up, meaning "may I go to the bathroom?" I felt very appreciative that Mr. ***** trusts her and me enough to be responsible and include us in a classroom rule and procedure of his.

Videos:

1. 🎥 **Calendar Routine video (174.5 MB)**

For this standard I decided to use a video clip from my Calendar Routine. Each day I regularly do a Calendar activity with the class. The students have grown to know and love the calendar routine because of the songs, movements, and enthusiasm we incorporate in each day during calendar. The students really enjoy being called on during calendar to come up for weather as well as to start the beginning of counting the days in this month and the days in the school year thus far. This routine is important for the students because they get very excited when they know exactly what is expected of them during calendar time.

B4. Managing learning and behavior

The teacher appropriately manages student learning and behavior.

Videos:

1. 🎥 **Teaching Standard B4 (29.6 MB)**

For this teaching standard I have used a clip from one of the Calendar lessons I recorded. The students are expected to sit at their seats and pay attention for about 10 to 12 minutes during calendar. Therefore, the students do become fidgety and take breaks from listening by talking to their neighbor. While I am teaching I do not mind if a student whispers something to his or her neighbor as long as immediately after the thought it passed on they begin paying attention again. In addition, I enjoy a vibrant classroom that allows students to express their ideas. For this reason, I like activities where students are able to get their energy out by all answering a question at once or singing a song. Adding to this, I normally handle my behavior management with non-verbal cues, eye contact, or proximity. I find these three strategies to be very helpful, like you see in this video during second 00.015 where I alter a child's position in order

to refocus him. However, if I notice one student disrupting the proper learning environment for the other students this is when I will stop the lesson to talk to the child. Throughout the duration of this video clip one student continued to call out when I was not prompting him. This video was taken on the first day I completed the lesson of calendar in front of the class. Therefore, I wanted to assure I set my "rules" for calendar on the first day. I did not like how the one student continued to call out so during second 00:30 I calmly explained to the student that I did not appreciate his continuous interruptions and I needed it to stop. This method worked very well because after this one interaction with the student he began raising his hand and the whole class was able to enjoy and learn from calendar together.

File Attachments:

1.  **9. Clear Teacher Revisit (1).doc**

For this Teaching Standard I decided to use an observation report from my student teaching supervisor, Mr. *****. The lesson Mr. ***** observed was a math lesson on the numbers four and five. The students seemed to really understand and enjoy this lesson. My student teaching mentor teacher was absent this day so I taught the entire day. On occasion the students will get out of hand when my mentor teacher leaves the room. However, the students are becoming more aware that I am also a teacher in the room and they need to respect me equally to how they respect my mentor teacher. Mr. ***** commented on how he believed I had "excellent control" over the class. For my personal preference I do not mind if the group of students calls out the answer if I allow them to and if I am not calling on one specific person. In addition, I believe the more people involved the better in certain situations. However, I am realizing more every day how important classroom management truly is because without proper classroom management the students will not be able to learn.

B5. Communicating effectively

The teacher communicates effectively using verbal, nonverbal, and media communication techniques while teaching.

File Attachments:

1.  **5 senses - SIGHT PowerPoint.pptx**

For this teaching standard I chose to use a PowerPoint slide I created for a Lesson on one of the five senses. This PowerPoint slide was used for the lesson on "sight." The slide was then projected on the Smart Board located in the front of the room with the children sitting on the carpet right in front of the Smart Board. As I was creating the lesson I wanted to make it as interactive for the students as possible. I decided to incorporate the game of "I Spy" into my lesson. I created the PowerPoint slide with many different images on it. Then, I asked the students to raise their hands and tell me one thing they saw on the slide and to describe it. For example, if the student saw a duck they would be asked to say "I spy a duck" and it is yellow. Therefore, all the other students would know exactly what the student was seeing with his or her eyes. I wanted to show the students how much we use our eyes everyday without even thinking about it. The students really seemed to enjoy this lesson and I thought it was very beneficial because by looking at the PowerPoint slide the students only used their eyes or "sight" and not any of their other senses. I assured to emphasize this idea to the students so they would better understand what our eyes are used for.

Domain B Reflection

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Domain C: Analyzing Student Learning & Inquiring into Teaching

The Penn State teacher continually and systematically inquires into the quality of their teaching and the conditions of schooling in order to enhance student learning and development.

C1. Monitoring and adjusting instruction

When calling on one student, it was clear that several students couldn't tell which sq cond. You stopped and pointed to each block having students say the ordinal with y

The above picture is a screenshot of the comment my Student Teaching Supervisor wrote in one of my observations supporting my proper completion of the C1 standard domain.

The teacher monitors and adjusts instructional and assessment strategies during teaching.

File Attachments:

1.  **6. Questioning by Gender Equally.doc**

The topic for one of my math lessons was Ordinal Numbers (first through fifth). This is a difficult topic for students to understand this early on in the year especially since a handful of students in my class struggle with writing their numbers one through five. In order to complete a quick formative assessment on my students during my lesson I asked the students to point to the colored block that was in second. From this very brief assessment I noticed that multiple students did not understand the concept. Therefore, I decided to go back a step and have all the students point to the blocks and say first through fifth along with me. This was disheartening because I did believe that most of the students understood the basics of ordinal numbers, however, I did notice great benefit from taking the time to pause, reflect, and alter my lesson in order to get all the students on the same pace and understanding of the lesson. My Student Teaching Supervisor was observing my lesson and noticed this. He recommended I take note of this and use the strategy and take the time of pausing, reflecting, and altering during my lessons because it is very beneficial for all the students involved.

2.  **Animals KWL chart**

For this standard I decided to show my KWL chart, which I completed for the first lesson of my Unit on animals. The students were gathered to the carpet and I explained to them what a KWL chart was and how we would use it today. The students were so excited to tell me all the things they already knew about animals. We filled the KWL chart as a whole class and I told the students that we would add new information to the chart as we completed each lesson. The students liked the idea that they would be learning new things to add to the chart. All of my lessons for my unit were extended based on this KWL chart. I referred back to the chart during lessons. For example, I would say to the students "you already knew that a bat can fly at night, it is so neat that we will get to learn so much more about a bat today!" The KWL chart helped to get the students excited about learning about animals and even more excited that we will be learning even more about animals with our future lessons.

3.  **Animals lesson overview**

This is the documents I used to plan my Unit Lessons. This shows how I extended my future lessons based on the KWL chart and therefore, what they students already knew about animals.

C2. Analyzing assessment data

The teacher systematically analyzes assessment data to characterize performance of whole class and relevant sub-groups of students.

File Attachments:

1.  **Standard C2.png**

Mr. ***** recognized what groups students should be in for reading and writing early on in the year. Mr. ***** told us that it was very obvious what students required the less advanced group strategies and what students belonged in the more advanced group. However, Mr. ***** told us that it was difficult deciding which students needed the middle advanced group because certain students could sway very easily from less advanced or more advanced. On the first day in the school Mr. ***** placed her and me in stations and had us teach a mini lesson to each group as we went through the rotations. I was assigned to teach word families. For example, the "ing" - word family, the "at" - word family, the "or" - word family, etc. After teaching this particular mini lesson it was simple for me to decipher which groups I was teaching the activity to at the time. For instance, I taught the high advanced group first. Therefore, I thought I

was doing a great job explaining myself to each and every student because they were quickly understanding the concept. However, the second group I had I noticed I needed to slow down and take my time more. The second group of students was not following along as smoothly and that was because I was not explaining it well enough for them to understand the concept. Therefore, I took a step back and analyzed my teaching method for this idea. I then realized I had to slow down and break the words up each time I was bringing out a new beginning to a word. For instance, with the "at" - word family I had to repeat myself a couple times when asking the students what the word "at" was. It seemed that the second group did not remember what the word "at" sounded like even though the first group actually told me that the word was "at." After teaching this mini lesson is when I realized how the groups were split up. I talked to Mr. Warrior after this and he explained how he divided the students and for what reasons. I felt like this whole procedure was definitely a learning experience for me.

2. 📎 **video analysis 1.docx**

I found my Video Analysis paper to be a perfect fit for this teaching standard. I previously recorded my calendar lesson, and then analyzed my teaching in the video and finally, I gathered all of my thoughts together to write a paper reflecting on my teaching strategies and how the students responded to my methods. I found the video and paper analysis of the video to be very helpful in my future teaching. The lesson I chose to record was my first calendar lesson performed to the students. Calendar is an entertaining time for the students to sing songs, answer questions all at once, talk about how the weather at recess, and overall learn! I found the video and paper to be very beneficial to my teaching because I was able to physically see the strategies of teaching that the students were positively responding to as well as negatively or not responding to at all. After reflecting on this lesson I was able to alter certain components of the lesson in order for the students to become excited and engaged throughout the entirety of the lesson. Adding to this, while watching the video I noticed students not focusing, which I was not aware of while I was teaching the lesson. This knowledge helped me in my future teaching because I made sure I kept a closer eye on those certain students and also assured they felt included during the most entertaining parts of the lesson.

C3. Using data to evaluate teaching

The teacher uses data from his/her own classroom teaching to evaluate his/her own strengths and areas for improvement.

File Attachments:

1. 📎 **Mid Term Self-Evaluation Sheet**

For this standard I chose to use my Mid Term Self-Evaluation Goals Sheet. I found this sheet to be very helpful. It allowed me to put my ideas in writing on how I wanted to improve as a teacher. I enjoyed writing down my goals because it helped me see where I could use improvement, but it also forced me to reflect on what I thought I was doing well with during my student teaching. I believe it is always very important to have goals in any stage of your life. Goals are what make you want to work harder and improve yourself as an overall professional. All in all, I enjoyed filling out this goal sheet because it caused me to take a step back and reflect on my current teaching and also how and in what ways I want to improve in the future as a teacher.

2. 📎 **Reflection of lesson.jpg**

I thought my reflections of each lesson fit perfectly with this standard. I have found my reflections to be extremely beneficial to my teaching. While performing the lesson it is very challenging to see what it is you should consider changing. However, when I sit down after my lesson and truly take it all in I realize how each lesson I do could be improved in some way. For this particular lesson on "Hand writing" I had a very positive reflection. I found I needed to change certain details, but I did not believe I needed to alter the entire lesson completely. Although, with some of my lessons I do realize in the reflection that the lesson could have been done in a much more productive and entertaining way for the students. To be honest, it is heartbreaking when a lesson does not go as planned and it is even harder to have to sit down and think deeply about how bad it went. However, as a teacher it is your job to assure your students are getting the most they can out of every day in school. Therefore, if a lesson does not go well but a teacher continues to do the same thing every year despite this fact you are truly only hurting the student, not yourself. For this reason, I will continue to write down reflections after every lesson because I have found it is the best way for me to learn and I want to be a positive example for my future students.

Domain C Reflection

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Domain D: Fulfilling Professional Responsibilities

The Penn State teacher exhibits the highest standards of professionalism in all that he/she does.

D1. Meeting expectations and fulfilling responsibilities

The teacher consistently meets expectations and fulfills responsibilities.

File Attachments:

1. 📎 **Meeting Notes.pdf**

For this standard I decided to include the meeting notes I have taken throughout the semester. The school I am student teaching at has a great deal of meetings that all the teachers or just one floor of teacher attend. I made sure to take notes at every one of these meetings since all the meetings were very important. The school I am student teaching at is only four years old and therefore, likes to gather a great deal to bring together new ideas that the whole school could benefit from. In my future, I will reference these notes for ideas I could bring to a school I am working at. I feel that schools can benefit from one another by sharing ideas because what works at one school has a likely to work at another school as well.

2. 📎 **Pre-Student teaching Letter of Recommendation**

For this standard I am using the Letter of Recommendation I received from my Pre-Student teaching mentor. In this lesson my Pre-Student teaching mentor speaks upon my responsibility, professionalism, and enthusiasm. I was very flattered by how my mentor spoke about me in this Letter of Recommendation. It was very nice to be reassured by a professional how I regular meet expectations and fulfill responsibilities.

3. 📎 **Professionalism Standard D1.png**

One way I represent my professionalism in the classroom is by my handwriting on the board in front of the class. Every morning our students and the teachers participate in "Morning Message." This is when the students come up one-by-one and circle rules for spelling and letters they have discussed previously in the class. For instance, for the word "ship" the sound of "sh" is called an "h brother" in Mr. **** class. The students are aware that this means whenever they see both the "s" and the "h" together to make "sh" they should automatically make the "sh" sound. The students really enjoy coming up to the front of the room and explaining to the class why they are circling certain aspects of the sentences based on the rules they have been discussing throughout the year.

D2. Establishing and maintaining collaborative relationships

The teacher establishes and maintains productive, collaborative relationships with colleagues and families.

File Attachments:

1. 📎 **letter home to parents 100 days.pdf**

In my opinion, it is very important to remain positive relationships with all colleagues, students, and family members. The way a school builds a safe, happy community is when everyone feels comfortable with everyone. So far for our Lesson # 2 this year she and I planned a day to do activities with all the kindergarten classes for he

100th day of school celebration at West Branch Elementary School. This lesson was very creative and all the students seemed to enjoy it very much. For this lesson since it was the 100th day of school we asked all the students to dress up as if they were 100 days old. In order to assure all the students to dress up as if they were 100 years old we needed to tell the parents/guardians of the students so that the parents/guardians knew to dress up as an elder. The letter we sent home to the parents is shown above. We consulted with our Teacher Mentor, Mr. ***** to see if the letter was everything he wanted to include in the letter home. This was my first time writing a letter home to parents. It was a very good practice exercise of writing a letter home before having to writing letters home later in my career.

2.  **Note to parents homework directions**

For this standard I decided to use the directions I attached to a homework assignment. For this mini lesson I was helping three students learn how to write their name. For this the students would be sent home with different assignments in order to help the students have practice with writing their names. I attached directions to the homework on the first night the homework was being sent home. The directions informed the parents how homework was going to be sent home every night this week. The homework would be surrounding around the idea of having the students practice writing their names. The directions also asked the parents to sign the homework every night; this was in order for me to know the parents were aware of their students expectations every night this week as well as to ensure the parents were helping their children to complete their homework. I was very please when I received a note back from the parents on one student's homework assignment.

D3. Valuing and seeking professional growth

The teacher values and seeks professional growth.

File Attachments:

1.  **Classroom Management seminar notes**

For this standard I chose to use the notes I took during one of Mr. Krombach's seminars. During this seminar we were discussing ways to improve our Classroom Management skills. I found this seminar to be very helpful because I believe Classroom Managements is one of the hardest things to develop and learn as a teacher. I feel routine especially for young students is one of the best ways to have good classroom management skills. After this seminar I attempted to implement some of the strategies we talked about with my students. I found the strategies to be very useful. The students responded to the methods; these methods did not make the children scared or timid, but they simply showed the students we all need to listen and follow instructions so we can learn and grow as individuals and as a class.

2.  **Classroom Management seminar notes continued**

This is a picture of the Classroom Management Notes continued onto another page.

3.  **School meeting notes.JPG**

For this teaching standard I decided to use the notes I have taken during school meetings. I have found all of the meetings to be very helpful in my learning process. There are numerous components the school talks about that I know will be beneficial for me to have knowledge on before beginning my future career as a teacher. The notes I have taken will be a great reference for me to use while I am a teacher in a different school. I believe it is always helpful to have multiple ideas and perspectives on certain topics. Therefore, in the future I can use the notes I have taken and provide input or even apply some of the other school's ideas to a new school.

D4. Demonstrating professionalism

The teacher continuously demonstrates integrity, ethical behaviors, and appropriate professional conduct.

File Attachments:

1.  **child abuse certificate psu 2016-17.pdf**

Being a Penn State College of Education student I am aware clearances are strictly required and need to be updated frequently based on the state laws. I constantly assure my clearances are up to date and that I have all the necessary clearances needed for the particular educational circumstance. During my Pre-student and Student teaching I realized how important clearances are for all members in the community who wish to interact with children. I am please schools require all faculty and staff members, parent helpers and anyone who wishes to volunteer at the school to have up-to-date clearances. It is one of my responsibilities as a Child Mandated Reporter to maintain the safety of all children. Clearances better assure for every child's safety. Therefore, I decided to use my Certificate for Reporting Child Abuse as my Professional Standard D4.

2.  **Thank You note**

For this standard I decided to use an example of a Thank You note I wrote to certain members of the faculty at Musselman Learning Center. All of the teachers and staff made a huge impact on my student teaching at Musselman. I chose to write thank you notes to the group of individuals who truly made a huge impact on my student teaching experience. The note in the picture is for the secretary at Musselman. I found her to be so helpful. Every morning she would always greet everyone with a kind smile. She was

Domain D Reflection

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