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| **Campbellsville University**  **School of Education** |
| **Source of Evidence 6: Records and Communication** |
| **Name:** Abby Harnack **Date:** March 4, 2017 **CU Course:** ED 450 – Student Teaching |
| **1. Records (4B)**  Briefly describe and show evidence of   1. Routine classroom events (e. g. attendance, completion of assignments, etc.)  * Arrival in gym * Hang up backpacks and coats on individual student hooks * Place lunchboxes under table * Place take-home folders in blue recycling bin * Attendance * Lunch orders * Morning Message/Daily Fix-It * Calendar * Restroom breaks (x5) * Snack times (x2) * Math assignments * Journal writing/computer testing practice * Reading groups * Lunch * Activity (computer, physical education, art, music, library) * Science assignments * Spelling practice * Bible lesson * Recess * Chapter book read-aloud * Milk orders * Collect folders * Pack backpacks * Dismissal in gym  1. Individual student learning/progress  * Spelling tests * Bible memory verse recitations * Reading group popcorn reading * Grading worksheets * Subject assessments * Student responses to class questions  1. Non-instructional matters (e. g. permission slips, picture money, equipment inventories, etc.)  * ACSI speeches * Bulletin boards * Lunch and milk orders * Newsletters * Report cards * Reward days |
| **2. Communication (4C)**  Describe the ways that you communicate with students and families regarding:   1. The learning of their child  * Progress reports * Report cards * Graded papers * Parent-teacher conferences * Phone conversations and text messages  1. The instructional program in which their child is involved.  * Newsletter * Textbooks * Study guides  1. The ways that families could become involved in their child’s learning.  * Newsletters * Reading logs * Assigned homework assignments * Spelling word lists * Bible memory verse slips * ACSI speech copy * Study guides   Reflect on how your efforts to communicate with students and families had a positive impact on the environment in your classroom and how they could be improved.   * My communication efforts with students strongly impacted the classroom environment. My students knew they could come to me with any question or comment. I tried to make myself available to students as much as possible. The morning and closing activities were less structured compared to other times during the day. These two activity times allowed me to openly communicate with the students. Small groups were made for reading and math instruction. By lessening the student-to-teacher ratio, I was able to partake in more individual conversations with students. Students who had not completed their day’s work finished their assignments during snack time. I often worked with these students individually during this time. Such individual conversations helped provide a positive environment within the classroom. I communicated with student families mainly through take-home letters. These letters helped keep families informed about my role in the classroom. Such communication helped build a positive relationship. I was able to meet several student families throughout my placement. Some parents worked at the school. Others participated in my leadership project or would bring their child lunch. I would take these opportunities to speak with families. I believe I was able to create a positive classroom environment by openly communicating with both students and families during student teaching. I could improve my communication efforts by having individualized conferences with students. This would give me the opportunity to get to know the students on a personal level. We could also discuss their learning progress along with their weaknesses and strengths. Together, we could create specific student goals for the remaining school year. Once I become the main teacher within the classroom, my communication with parents will increase out of necessity. I have not been given an abundance of opportunities to talk with student families simply because of my role as a student teacher. I definitely plan on implementing a weekly family communication system within my future classroom. Communication is an important part of a successful classroom. |