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| **Campbellsville University**  **School of Education** |
| **Source of Evidence 6: Records and Communication** |
| **Name:** Abby Harnack **Date:** March 16, 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 * Place items in locker * Place chair at desk * Collect bus notes * Take attendance * Award dojos * Place numbered I-pads at each table * Homeroom - rotate classes * Enrichment (some students attend Cardinal Academy or various school clubs) * Classes 1-2 (bell ringer, Moby Max, units) * Activity * Lunch * Classes 3-4 (bell ringer, Moby Max, units) * Homeroom (prepare for dismissal – lockers, chapter reading, educational online games, stack chairs) * Send/supervise pick-up students * Send/supervise bus riders  1. Individual student learning/progress  * Assessment data sheet (used to mark both pre-assessment and summative assessment scores) * Student self-check using provided answer keys * Moby Max tracking * Drops (content coincides with daily bell ringer) * Unit pre-assessments and post-assessments * Worksheets/centers  1. Non-instructional matters (e. g. permission slips, picture money, equipment inventories, etc.)  * Picture money * Spirit day money * Testing permission slips * Transportation notes * Car pick-up duty * Bust duty |
| **2. Communication (4C)**  Describe the ways that you communicate with students and families regarding:   1. The learning of their child  * Progress reports * Report cards * Parent-teacher conferences * Online grading system * Moby Max messages * Personal notes  1. The instructional program in which their child is involved.  * Returned unit papers * Access to Google classroom videos * Parent-teacher conferences * Back-to-school open house * Literacy night  1. The ways that families could become involved in their child’s learning.  * Moby Max weekly minute sheet * Multiplication facts practice * Encouraging study habits * Assisting students with “drops” (weekly homework assignments)   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.   * I believe my efforts to communicate with students definitely had a positive impact on the classroom environment. Students learned early that I was always available to answer questions and address any concerns. Since my second student teaching placement was in a self-paced mathematics classroom, I had to be intentional about communicating with the students. Due to the self-paced instruction, I often was not directly teaching the students. Many times students were listening to videos using headphones or working individually to complete activities. I specifically took the time each day to walk throughout the classroom in order to encourage students and ask if they needed any assistance. Communicating with this group of students did not come as naturally as with my first group of students. I had to give more effort. I also had 90 students visit my classroom each day. Due to this large number of students, it was often overwhelming to create individual relationships. Therefore, I selected certain students each day to directly communicate with in order to make a positive impact. Unfortunately, I was not able to communicate much with student families at this placement. KCA focused more on parent communication than TCIS. However, I was able to interact with families at a literacy event. In addition, Mrs. Garrison allowed me to read parent notes brought in by students. This provided me with wonderful insight. I truly believe my communication with both students and families will improve when I become a lead teacher. I want student families to always feel that they can openly communicate with me. I plan to continue to research methods for effective communication with families. |