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| **Campbellsville University**  **School of Education** | |
| **Source of Evidence 6: Records and Communication** | |
| **Your instructor will use this evidence to evaluate your performance on the following:** | |
| **Kentucky Framework for Teaching Components**  4B- Maintaining Accurate Records  4C- Communicating with Families | **Kentucky Teacher Standards**  5- Assesses and Communicates Learning Results  7- Reflects on and Evaluates Teaching and Learning |

**Guidelines for Developing the Source of Evidence: Records and Communication**

An essential responsibility of teachers is to keep accurate records of both instructional and non-instructional events. Accurate records are vital because they inform the teacher’s interactions with colleagues, students and families. The methods for keeping these records will vary depending on the type of information being recorded and the requirements of the school districts. Another responsibility of teachers is to establish relationships with families by communicating with them about the instructional program and their child’s progress and providing opportunities for them to be part of the educational process. A teacher’s effort to communicate with the students’ families conveys a message of caring on the part of the teacher.

You will complete parts 1 and 2 at the beginning of each student teaching placement in collaboration with your cooperating teacher. At the conclusion of each placement you will write a brief reflection on part 2.

There are no specific guidelines for developing this Source of Evidence since the prompts/questions are simple and straightforward.

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| **Campbellsville University**  **School of Education** |
| **Source of Evidence 6: Records and Communication** |
| **Name:** Abby Harnack **Date:** January 5, 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 * Science assignments * Spelling practice * Bible lesson * Recess * Junie B. Jones chapter 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 answers 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 |
| **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. |