



Missouri Teacher Standards Competency Journal

Student Example

Missouri Baptist University

Competency Journal

Student Name: Example Student School: Lakeview Elementary Grade/Subject: K-5 Y.E.S.S

University Supervisor Dr. Susan Hladky Date December 5, 2018

Becoming a professional teacher is a journey wherein each university classroom experience, each field experience (including those assigned by university instructors), and your culminating student teaching experience will initiate a “jump-start” in your ability to help children learn to become an active part of society. Your professional teacher journey will not end with your graduation and/or certification as a classroom teacher; instead, you will continue to grow in knowledge and skills in your profession through daily preparation, teaching, and modeling the life-long learner process through action research, advanced studies, research, and other personal learning opportunities.

Your Competency Journal is designed for you to:

1. Focus your observation on the nine (9) Missouri Teacher Standards competencies.
2. Understand the connection between these Missouri Teacher Standards competencies and classroom instruction.
3. Provide evidence that you understand the Standards and their corresponding Quality Indicator through artifacts (i.e. lesson and unit plans, case studies, action research, etc.)

Remember, this is a journey as you gain experience in the classroom through your course work and assignments, field experiences, action research, case studies, essays, class reflections, journals, micro-teaching experiences and finally culminating with student teaching.

STANDARD #1: Content Knowledge Aligned with Appropriate Instruction

The teacher candidate understands the central concepts, structures and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.

QUALITY INDICATORS

DOCUMENTATION

<p>1.1 I demonstrate knowledge of the academic language of the appropriate discipline applicable to the certification area(s) sought as defined by the Subject Competencies for Beginning Teachers in Missouri.</p>	<p>During my time at Lakeview, I have had the opportunity to observe teachers using academic language with students during reading, writing, science, math, and social studies instruction. I have also gotten many opportunities to practice this myself. There were many times in which I pulled small groups and was responsible for guiding them through content. While in a third-grade classroom, I was asked to work with a group of students on a math packet. This packet contained a lot of review and also served as an introduction to some new information. I was able to jump in and use terms such as array, factors, product, and expression. I was able to communicate effectively with students and use appropriate academic language that was at their level of comprehension. I have found that, when working with students, academic language needs to be used to push them, but I am also careful with making sure the language I am using is comprehensible for the level of students I am working with. It is important to keep in mind that there are a variety of ways to communicate a single point.</p>
<p>1.2 I demonstrate content knowledge and ability to use multiple subject specific methodologies for specific instructional purposes to engage students.</p>	<p>Lakeview has begun using a new science curriculum this year called MySci. I have enjoyed getting the opportunity to see the many methods of instruction this curriculum makes use of. This curriculum, created by people at Washington University, encourages discussion and leaves a significant amount of room for inquiry. From what I have observed, this has proven to be incredibly engaging and the students seem to be involved and actively learning. I have also seen teachers use a workshop approach during reading and writing. This approach begins with a brief segment of direct instruction and then students are sent off with a specific learning target to practice. The teacher is then able to circulate around the room to meet with each student. I have found this to be effective as it allows for much differentiation. Each child is able to work at their own level and the teacher is able to meet with each student to evaluate and provide feedback that is specific and helpful to every individual student. Different methods work best for different instructional purposes and I will keep this in mind as I move forward.</p>
<p>1.3 I demonstrate an understanding of how to engage students in the methods of inquiry/research in his/her respective discipline.</p>	<p>While inquiry and research based instructional methods may be used in a variety of areas, the area I have seen this used most in, during my time at Lakeview, is science. Students are essentially prompted to inquire. During one lesson I observed, the students were being introduced to the idea of energy transfer. They were given wind up cars and asked to identify the energy that made the car move. Many of the students began pulling the cars back and releasing them. They also began to ask questions about the inside of the car and about the wind-up action. These questions propelled the students into the lesson and gave the teacher something to refer to when speaking of potential and kinetic energy. The teacher used engaging materials to spark curiosity and involve students. I plan to begin much of my science units in a similar fashion because it does help guide students into taking ownership of their learning. I will also bring elements of this into all of the other areas I teach.</p>
<p>1.4 I can create and implement interdisciplinary lessons that are aligned with standards</p>	<p>The role interdisciplinary instruction plays in the fifth-grade classrooms at Lakeview is extraordinary. The teachers explained to me that they do not have enough time to get through curriculum as it is laid out. They often mesh together subjects and do a great job of tying interdisciplinary concepts together. While in one of the fifth-grade classrooms, I observed the teacher using the reading block to tie in social studies. The students were to read through a passage concerning the United States gaining freedom. While reading through this, they were given the goal of identifying main ideas and supporting details. The teacher did a nice job of tying social studies</p>

	content into a lesson in which students were to be practicing a reading skill. In the future, I will find creative ways to do this as well.
1.5 I demonstrate understanding of diverse cultural perspectives by creating and implementing lessons to introduce those perspectives, while recognizing the potential for bias in his/her representation of the discipline.	As a person that has grown up in a family that has given me rich experiences, I am aware of differences between cultures and I am able to see the impact these differences have on learning. I am also aware of the fact that I see things through my own set of lenses that have been colored by my culture and make an effort to reflect and avoid bias. It is important to consider the backgrounds of all students in a classroom when planning and delivering a lesson. As I observed a lesson being taught about natural resources, I saw the teacher introduce resources that are valuable to a variety of locations and cultures. The class had a really great discussion on how gasoline impacts various cultures and variance in perspectives related to gas was also talked about. Diverse cultural perspectives must be considered when teaching nearly every lesson and every perspective deserves respect and will get it from the students in my classroom and myself.

Standard #2: Student Learning, Growth and Development

The teacher candidate understands how students learn, develop, and differ in their approaches to learning. The teacher candidate provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.

QUALITY INDICATORS

DOCUMENTATION

<p>2.1 I know and identify child/adolescent developmental stages and can apply them to students.</p>	<p>During my time at Lakeview, I have had the opportunity to work with students ages five to eleven. The developmental stages between these ages vary tremendously. Seeing the content and how it was presented at a kindergarten level was very different from the content and how it was presented at a fifth-grade level. Students in kindergarten were still learning to hold a pencil and write properly while students in upper elementary were spending their writing time crafting and publishing expository and narrative pieces. The way concepts spiral throughout the grades was also interesting to see. While some students were learning about two dimensional shapes, other students were developmentally capable of understanding how three-dimensional shapes were composed of multiple two-dimensional shapes. Being aware of the different developmental stage's students are at plays a large role in planning for and delivering instruction.</p>
<p>2.2 I demonstrate knowledge on how to assist students in setting short-term and long-term learning goals to organize their learning and self-reflect on their overall growth.</p>	<p>While in a third-grade class, I had the opportunity to teach a lesson on weather. During this lesson, the students created weather forecasts. Before they began, we went through a rubric together and I guided the students into setting goals based on the rubric. They were able to complete the assignment and reach the goal we had set. They were then given the opportunity to look back on the rubric and reflect on their work. They were guided as they assessed themselves and were to reflect on what they did well and what they could have done better. I was also able to sit in on some parent-teacher conferences and saw goals that the students had set presented to the parents. The students based these goals off of data that they had graphed concerning their grades and surveys they had filled out on things like organization, teamwork, and respect. As an educator, I will teach my students to self-reflect because I believe it is a very important life skill.</p>
<p>2.3 I have knowledge of the theory of learning in all aspects instructional design.</p>	<p>In my observations this semester, I was able to see the theory of learning playing out in many aspects of instructional design. I have seen teachers making learning a social process in which the students construct understanding. For example, many classes have turn and talk partners and are often prompted to converse with a peer about a concept before a whole class discussion takes place. I have also observed teachers allowing students to work in a small group to analyze structure and predict function of random items they were given. As a team, the students constructed knowledge and understanding of what structure and function are through a hands-on learning activity. I have also seen the role differentiation plays in lessons.</p>

	<p>Because each child learns differently, instruction must be varied so that all students are able to acquire an understanding of any given content. During one lesson, I saw a teacher play a song, read a story, have students create a diagram, watch a video and have a class discussion on apples. This lesson was extremely differentiated as it presented information in a variety of way to accommodate the learning styles of all students.</p>
<p>2.4 I recognize diversity and the impact it has on education.</p>	<p>Diversity presents itself in an endless amount of forms. Some of the diversity I have experienced at Lakeview relates to race, gender, ability level, parental involvement, interests, language and culture. Many of these things are considered in the classrooms I have completed field experience in. All students come into the classroom with their own “profiles”. Each student will bring different background knowledge into a lesson and will respond differently to material as a result. While observing in a second-grade classroom, the students were reading the book <i>Amazing Grace</i>. Many students related to this story because of their backgrounds. The girls felt connected to the story because Grace was looked down upon because of her gender. The students of color felt a connection to the story because of the discrimination Grace faced related to her skin color. Everyone could relate because they were asked to think of a time when they felt they did not measure up to something or were told they could not do something. The lesson then went into how all students have differences and the students were able to conclude that diversity is a beautiful thing. The teacher shared with me that she often refers back to this lesson to make the point that everyone is different, and those differences are all accepted in the classroom. The teacher and I also spoke about how she responds to diversity in her classroom. She shared with me that she celebrates diversity in her classroom and focuses on implementing instruction that works for all students regardless of their background. She focuses on student interest and engaging students and provides them with a variety of ways to demonstrate understanding.</p>
<p>2.5 I am able to plan lessons and learning activities to address a students' prior experiences, multiple intelligences, strengths, and needs to positively impact learning.</p>	<p>In the lesson I taught about weather forecasting, I was able to tie in students prior experiences, learning styles, strengths, and needs to positively impact learning. When delivering instruction, I incorporated the students weather experiences at recess. I had opportunities for students to learn through listening as I presented information. I also had a video for students who learn visually. The lesson also provided time for students to engage in conversation with their peers in turn and talk partners and when working to create a forecast. Students were also given the opportunity to share their forecasts as if they were weathermen and women. All of the elements of this lesson were implemented to positively impact learning for all students in the classroom.</p>
<p>2.6 I demonstrate an understanding that instruction should be connected to students' prior</p>	<p>While observing a fifth-grade lesson on natural resources, the teacher connected information being presented to the students prior experiences, family, culture, and community. After reading about what a natural resource is and coming up with a common definition, the students were prompted to brainstorm natural resources that they or their parents use at home.</p>

<p>experiences and family, culture, and community.</p>	<p>I loved that this made natural resources personal to the students and helped them connect the definition to examples that they experience on a daily basis. Many of the students came up with answers such as water, gas, and air. One student shared that his family uses wood to build fires to heat their home in the winter. Another student shared that his grandparents use solar power to acquire electrical power at their house. The students loved having the opportunity to share things that were personal to them and said something about their backgrounds. This made the learning relevant to students and proved to be highly engaging.</p>
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Standard #3: Curriculum Implementation

The teacher candidate recognizes the importance of long-range planning and curriculum development. The teacher candidate implements curriculum based upon student, district and state standards.

QUALITY INDICATORS

DOCUMENTATION

<p>3.1 I understand the components and organization of an effective curriculum; is able to create aligned learning experiences; can locate national and state standards; and is able to align them to learning outcomes.</p>	<p>During my time at Lakeview, I have had the privilege to sit in on a few team meeting days. The Wentzville School District also has late-start days, a couple of times each month, that give teachers two hours to plan and prepare before students arrive. During my time observing these meetings, teachers were collaborating and planning. They would focus on one subject at a time and lay out up-coming units using the curriculum they were given. One of the most interesting plan meetings I observed covered a first-grade science unit on the patterns of the sun, moon, and stars. This was interesting to me because I was currently in the process of creating a unit using the same learning standards they were covering. I had actually planned lessons that were very similar to the lessons they were planning. I was also able to use some things from their curriculum as I was creating my own unit.</p>
<p>3.2 I understand how to select appropriate strategies for addressing individual student needs in meeting curriculum objectives.</p>	<p>While in a first-grade classroom, I was able to make note of how the teacher selected appropriate strategies for individual student needs to meet curriculum objectives. She used a workshop approach for reading and writing. During the independent work time, this teacher would confer with individual students or small groups and have them share with her what they were working on. While conferring, the teacher would provide the students with new strategies to help them with whatever they were struggling with. For example, one student was struggling with leaving an appropriate amount of space between words. The teacher drew a picture of a hand with the pointer finger up to remind the student to work on using the finger spaces strategy. The teacher did this for each child she worked with to meet their individual needs.</p>
<p>3.3 I understand the concept of differentiated instruction and short-term and long-term instructional goal planning to address student needs in meeting curriculum objectives</p>	<p>Every unit must involve differentiated instruction and I must set short-term and long-term goals as I plan instruction to meet curriculum goals. While working with the different teams of teachers, I was able to see how they set goals and plan to differentiate instruction accordingly. While in one of the team meetings I observed, the teachers outlined their goals for the upcoming math unit. They set short-term goals for each lesson and then set a long-term goal with the end in mind. During one of these lessons I observed, the teacher explained three digit by two-digit multiplication and then allowed students to solve problems and share how they solved them. Doing this allowed the teacher to see the thinking of multiple students and bring students to a deeper understanding. She also differentiated by allowing students to work alone, with partners, or in a small group with her if they were struggling. Her class met set goals as a result.</p>

Standard #4: Critical Thinking

The teacher candidate uses a variety of instructional strategies and resources to encourage students' critical thinking, problem solving, and performance skills.

QUALITY INDICATORS

DOCUMENTATION

<p>4.1 I can demonstrate knowledge of researched based models of critical thinking and problem-solving, including various types of instructional strategies, to support student engagement in higher level thinking skills.</p>	<p>While observing a second-grade science lesson, I saw students engaging in critical thinking. They were prompted to apply the knowledge they had gained from previous lessons to make observations and predict the functions of provided objects. The students discussed with their groups and took notes on their objects. They had to use critical thinking skills to decide what their objects purpose may be. I also observed a fifth-grade social studies lesson that was an introduction to explorers discovering America. The teacher had the students observe the cover page of the chapter they were beginning and make inferences about what was to come. She had students engage in higher level thinking skills by asking them how the Native Americans probably felt and by asking them if they would rather be the explorers or the Native Americans and she expected them to justify their answers.</p>
<p>4.2 I demonstrate knowledge of current instructional resources to support complex thinking and technological skills.</p>	<p>I have had the opportunity to observe a variety of instructional resources being used at Lakeview. Every classroom has a Smartboard and many teachers use it for nearly every lesson. The Smartboard may be used to access many online instructional resources. I saw teachers using the Smartboards to walk through slideshows, watch videos, view images, display directions, and complete whole class assignments. One of the most useful instructional resources I saw used in conjunction with the Smartboard was a document camera. I saw many of the teachers use the document camera to display assignments, making them easier to explain and also making it easier to model how the assignment should be completed. I plan to use many of the instructional tools I saw used during my time at Lakeview.</p>
<p>4.3 I demonstrate knowledge of strategies for facilitating multiple configurations for student learning including cooperative, small group and independent learning.</p>	<p>I was able to see many student configurations that promote learning during my field experience. I saw students working together in small groups with a common goal. This often occurred in science as students made observations, collected data, and built models. I also observed the workshop approach that involves a whole-group mini-lesson, independent work, small groups, and a time to share. I really liked how one of the fifth-grade teachers allowed students to choose from configurations. She had strategically assigned the students partners and almost always gave them the option to work with their partners. They were allowed to decide to work independently and if their partner wanted to work with someone then they could be “adopted” by another group. Working in a teacher led small group was also an option for students who felt they needed more support. I plan to incorporate many of these into my own classroom.</p>

Standard #5: Positive Classroom Environment

The teacher candidate uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.

QUALITY INDICATORS

DOCUMENTATION

<p>5.1 I know how classroom management, motivation, and engagement relate to one another and have knowledge of strategies and techniques for using this to promote student interest and learning.</p>	<p>Without a managed environment, students will not be motivated and engaged in meaningful learning because the majority of time will be spent dealing with questions and disruptive behavior. Likewise, without motivation and engaging activities, the environment will produce little learning. None of these can happen without the other and they all must work together to maximize student learning. My favorite thing about the Y.E.S.S. program is that I had the opportunity to see the good and the bad and was able to evaluate and reflect of the effectiveness of different strategies. I saw teachers using things like Ron Clark’s model, clip charts, classroom contracts, individualized behavior management plans, Class Dojo, and classroom currency to manage and motivate students. I also saw proactive strategies such as strategic small groups or partnerships, white board responses, and Kahoot activities that increased motivation and engagement and therefore impacted management in a positive way.</p>
<p>5.2 I demonstrate competence in managing time, space, transitions, and activities to create an effective learning environment.</p>	<p>Experiencing the set up and structure of so many classrooms has helped me discover what works best for me. I discovered that it is a priority of mine to have easy access to each student’s workspace in my classroom. I want movement to be easy and I do not want to have obstacles present. I have also discovered that I will need to spread out high traffic areas such as trash cans, pencil sharpeners, backpacks, and coat hangers. While observing in a second-grade classroom, I saw very smooth transitions resulting from the teacher’s clear directives. She took the time to have students repeat directions and then gave them a signal to begin. While in this classroom, I also saw the teacher demonstrating time management skills. She had plenty for the students to do and made sure they had enough time to do it. She also had them keep an unfinished work folder that they knew to turn to when finished with the current assignment. This teacher also made a good use of the typical morning work time by assigning word work that would normally be part of reading. This allowed the teacher more time in the afternoon to focus on other things.</p>
<p>5.3 I recognize and identify the influence of classroom, school, and community culture on student relationships and the impact on the classroom environment and learning.</p>	<p>I believe that classroom, social, and community culture have a huge influence on student relationships and the learning environment. This is because learning is an extremely social process. While at Lakeview, I was able to attend a school wide assembly, experience “house meetings” related to the Ron Clark Academy, and join in school wide fundraising efforts for children with cancer. All of these things had an impact on the culture of the school. Students were developing a sense of belonging and teamwork through all of these. I also saw how classroom cultures impacted learning. Classroom cultures that were built on responsibility and</p>

	respect ran smoothly and more learning was taking place. In classroom environments that had a more negative culture teachers seemed to spend most of their time dealing with management issues than inspiring growth and learning. Cultures play a large role in what students get out of their education.
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Standard #6: Effective Communication

The teacher candidate models effective verbal, nonverbal, and media communication techniques with students, colleagues and families to foster active inquiry, collaboration, and supportive interaction in the classroom.

QUALITY INDICATORS

DOCUMENTATION

<p>6.1 I understand the importance of and develop the ability to use effective verbal, nonverbal communication techniques.</p>	<p>Most everyone is capable of some form of communication. As educators, it is our job to develop capable into able, skilled and effective. It is important for students to be able to effectively communicate with peers and adults in appropriate formats. While at Lakeview, I had the opportunity to observe a variety of morning meetings take place. After seeing a few, I took it upon myself to do a little research, and I came across <i>The Morning Meeting Book</i>, authored by Roxann Kriete. After reading through the book, I have developed an appreciation for morning meetings and can see the value in taking the time to hold one. I believe that holding morning meetings, in which the children are given the opportunity to greet one another and share and listen to each other's thoughts, promotes effective communication skill. I have also observed teachers having students write letters to communicate their thoughts, work in groups or partnerships, and deliver presentations. One of the most important non-verbal communication skills for students to acquire is an awareness of body language. I plan to role play and have class discussions about what body language is, how we can show respect with body language, and how we should respond to the body language of others.</p>
<p>6.2 I develop sensitivity to differences in culture, gender, intellectual and physical ability in classroom communication and in responses to student communications.</p>	<p>During my time at Lakeview, I have had the chance to interact with a diverse student population. I have experienced interacting with different cultures, genders, intellectual abilities, and physical abilities. I spent a day with the ELL teacher and saw how he incorporated his students' culture into lessons and communication about topics. I saw teachers working with students who needed a firm but caring interaction while other students responded to a more gentle interaction. Regardless of their classifications, all students respond better to certain things than others. I must be sensitive to this. I also feel it is important to make students aware of the differences in how people communicate and prepare them to encounter and respond to these differences.</p>
<p>6.3 I develop the ability to facilitate learner expression in speaking, writing, listening, and other media ensuring it adheres to district policy.</p>	<p>I have observed teachers facilitating learner expression in a variety of ways while in the field. One of the fifth-grade educators I observed had her students work together in groups to create poster about the atmosphere, geosphere, hydrosphere, and biosphere. Listening and speaking skills were involved as the students collaborated and as students presented or took notes. Written expression also played a role as the students were required to demonstrate their knowledge on a written poster. The poster had to effectively communicate the knowledge of the group so that others could understand and acquire knowledge from looking at the poster alone. While not all of these will always tie into one lesson, I believe it is important to provide</p>

	students with opportunities to see effective communication modeled in all formats and practice them all on a regular basis.
6.4 I develop skills in using a variety of technology media communication tools.	I have seen teachers and students use a variety of technology media communication tools over the course of the semester. Every grade at Lakeview has a class set of Chromebooks. I have seen students using Google classroom deliver typed or spoken responses and communicate with teachers and peers. I have also been told about a site called Flipgrid. This technology is a discussion platform that allows students to give and receive video recorded responses to interact with others on a grid. I recently worked with a teacher who used Facebook to contact the mayor of Wentzville. One of her students wrote the mayor concerning issues with recycling changes. The teacher contacted the mayor, through Facebook, on the behalf of her student. The teacher had permission from all parties involved and kept the class involved in her communication with the mayor. The mayor wanted to come meet the girl who wrote the letter and came in to speak with her and her class a few days later. Technology is a tremendous resource when it comes to communication.

Standard #7: Student Assessment and Data Analysis

The teacher candidate understands and uses formative and summative assessment strategies to assess the learner's progress and uses both classroom and standardized assessment data to plan ongoing instruction.

QUALITY INDICATORS

DOCUMENTATION

<p>7.1 I have knowledge of the development, use and analysis of formal and informal assessments.</p>	<p>Assessment serves as the driving force behind all planning. I will first think of what I want students to walk away from a lesson with and then develop an assessment that will allow students to demonstrate their knowledge of the takeaways I want them to have. I will do these things before learning activities are even considered to ensure learning targets are in place and are accurately assessed. As I observed, I found that many teachers used and analyzed formal and informal assessment strategies and data to make instructional decisions. I saw teachers conferring with individuals, asking questions, and assigning projects to check for understanding. Many teachers organized small groups based upon assessment results. I also observed teachers responding to assessment results by meeting with students to remediate concepts or to give them extension assignments. As an educator, I must let assessment guide my instruction.</p>
<p>7.2 I have knowledge of how data can be accessed, analyzed and appropriately used to design instruction and improve learning activities.</p>	<p>As I observed, I found that many teachers used formal and informal assessment strategies to collect and analyze data and make instructional decisions. I saw teachers conferring with individuals, asking questions, and assigning projects to check for understanding. Many teachers organized small groups based upon assessment results. I also observed teachers responding to assessment results by meeting with students to remediate concepts or to give them extension assignments. I saw a fifth-grade teacher engage in reflection after looking at assessment data collected from a lesson on long division. She responded to her students' lack of success by having a review in which she analyzed some of the common errors made, with students, on the dry erase board and gave students the opportunity to correct their work and ask questions.</p>
<p>7.3 I describe, explain and analyze a variety of self and peer assessment strategies; understand the need to prepare students for the demands of particular assessment formats; can set their own learning goals; and is able to teach students to set learning goals.</p>	<p>I believe it is important for students to engage in productive self and peer assessment. As an educator, I will provide opportunities for my students to experience both. While at Lakeview, I saw a teacher engage students in self-assessment before conferences. She had the students look through data they had been collecting and reflect on their performance. The students then used this formal reflection to set goals for the upcoming quarter and for the rest of the year. Before having the students do this, the teacher modeled the self-reflection and goal setting process as it related to her. While not at Lakeview, I have seen a fourth-grade teacher use Socratic circles with his students. This provided students with a structure to give quality feedback to their peers. Students sit in an inner and outer circle. While the inner circle has a discussion, the outer circle fills out a formal evaluation of a peer within the inner circle. The</p>

	circles then switch, and the same process happens. At the end, inner and outer circle partners meet to discuss the evaluations and give one another appropriate feedback.
7.4 I develop a knowledge base of assessment strategies and tools, including how to collect information by observing classroom interactions, higher order questioning, and analysis, and the effect of class instruction on individual and whole-class learning.	In many of the first-grade and second-grade classrooms at Lakeview elementary, students were asked to answer math questions on their board. They were required to show their thinking, and if they did not, the answer was counted incorrect. I loved this strategy because it allowed the teacher to quickly assess and analyze misconceptions and address common struggles. I also had the opportunity to see higher order questioning done in a discussion format to assess. This was done in a fifth-grade classroom. The teacher asked the students to look at an image and use their background knowledge to make predictions and evaluate. She had the students give an opinion and justify the opinion with background knowledge and information learned in the prior unit. I saw many teachers who assigned turn and talk partners and then observed and listened in to conversations to check for understanding. Using these class instructional tools had an impact on whole-class learning and also provided the teacher with data from individuals to guide instruction.
7.5 I can explain ethical and legal implications of confidentiality of student records and can describe and analyze strategies to communicate student progress to students, families, colleagues, and administrators.	Student records are to be kept confidential and only shared with school personnel for the benefit of students. Families rights are protected by the Family Educational Rights and Privacy Act (FERPA). During my time at Lakeview, I had the opportunity to speak with educators about how they handle FERPA. I also became a substitute for the district and my training and preparation involved agreeing to comply with FERPA. I have had the opportunity to see how classroom teachers, special education teachers, administrators, counselors, and guardians communicate about student progress. I have been a part of problem-solving team meetings, IEP meetings, and parent-teacher conferences. In all of these meetings, I was able to see how school personnel work together and communicate with parents.
7.6 I can demonstrate a capacity to engage in a collaborative classroom/department/school data analysis process	While at Lakeview, I was able to be a part of a professional development day. On this day, teachers were given time to fill in spreadsheets with data about each of their students. The data was color coded and at-risk students were flagged. This data went to administration and a problem-solving team. This team is composed of a counselor, an instructional coach, a principal, and a specialist that meet with each classroom teacher individually. I had the privilege of sitting in on a problem-solving meeting. In this meeting, the teacher talked about issues she was facing in the classroom with two of her students that were flagged. The team then collaborated to come up with possible solutions to the problems. I also was present for many grade level team meetings (K-5) in which teachers collaborated to plan. I was also part of an IEP meeting and got to see the testing results being presented and the beginning stages of an IEP being written, as this was a special case. I feel these experiences have prepared me to take part in collaboration moving forward.

Standard #8: Professionalism

The teacher candidate is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.

QUALITY INDICATORS

DOCUMENTATION

<p>8.1 I understand strategies for reflecting on teaching practices to refine their own instructional process in order to promote the growth and learning of students.</p>	<p>I have had the opportunity to engage in a lot of reflection during my time at Lakeview. I have also spoken with teachers as they have reflected, and one teacher shared with me that she writes herself notes for the next year. I believe this is a great strategy that I will use to improve myself from lesson to lesson and from year to year. I was also able to show improvement between the first lesson and the second lesson I taught. I took the feedback I got and made more detailed plans for assessment and also worked on developing my presence in the classroom. Reflecting on my performance allowed me to make changes and exhibit growth.</p>
<p>8.2 I can identify and understand the use of an array of professional learning opportunities including those offered by educator preparation programs, school districts, professional associations, and/or other opportunities for improving student learning.</p>	<p>During my time in the school, I have attended trainings and observed classroom teachers. I take notes and often reflect on observations with my colleague, and I have joined societies that offer professional development opportunities. I have also spoken with teacher at Lakeview about some of the professional development opportunities they have taken advantage of. The opportunity I learned most about was the Ron Clark Academy conference. Lakeview is looking to model much of what they do after the Ron Clark Academy and has been sending a few teachers to conferences to learn more about the program. The goal is for these teachers to begin introducing the program to the school and do a trial in one classroom at each grade level. Other teachers had gone to professional development conferences surrounding motivation and technology. I have discovered an array of professional learning opportunities.</p>
<p>8.3 I am knowledgeable of and demonstrate professional, ethical behavior and is aware of the influence of district policies and school procedures on classroom structure.</p>	<p>I believe teachers must demonstrate professional, ethical behavior and be aware of the impact district policies and school procedures have on classroom structure. As part of the Y.E.S.S. program, I have had the opportunity to get to know district and school codes of conduct. The district has a handbook of procedures that everyone in the school must abide by. I am also a substitute for the district and as part of the training, I was required to watch videos on and read through policies and procedures. Becoming a part of the district has prepared me to engage in professional and ethical practices. Being an ethical teacher will benefit my students' growth and development because children learn from observation.</p>

Standard #9: Professional Collaboration

The teacher candidate has effective working relationships with students, families, school colleagues, and community members.

QUALITY INDICATORS

DOCUMENTATION

<p>9.1 I understand the importance of collegial activities in building a shared mission, vision, values and goals, participates in collaborative curriculum and staff development meetings at their school site, and demonstrate the ability to collaborate with his/her cooperating teacher and supervisor/or instructor to establish relationships in the school, district, and community.</p>	<p>As a participant in the Year-long Experience for Spartan Students, I have had the opportunity to become part of a Professional Learning Community. These communities are comprised of many parts working together within a school or district. I have participated in pre-service trainings, orientations, team collaboration meetings, and professional development days. Being a part of these has shown me the importance of having everyone participate in creating the best possible environment for student learning. When everyone shares a mission and vision, it becomes much more easy for people to work together, support each other, and meet the needs of all students. I have interacted with many teachers as I have spent a full day with nearly every teacher in the building. I have collaborated with each teacher and each grade-level team of teachers. I have worked closely with the principal and assistant principal to coordinate a schedule and placements. I have also collaborated with cooperating teachers to plan lessons and set up observation times. Working with all of these people has assisted me in developing effective collaborative skills.</p>
<p>9.2 I understand school-based systems designed to address the individual needs of students by working with the cooperating teacher/supervisor to engage with the larger professional community and others across the system to identify and provide needed services to support individual learners.</p>	<p>I believe teachers must work with the larger professional community to meet the needs of all students. As a Y.E.S.S. student, I have observed and experienced a large amount of collaboration. I have been in classrooms when the principal or assistant principal has been called in to help the classroom teacher with a particular student. I have also observed a classroom teacher using services provided by the school librarian to better meet the needs of students. The librarian helped the teacher pull books and provided students with technology to complete a project they were working on. The district I am in has a program called Horizons that is designed to meet the needs of advanced students needing a further enriched curriculum. Most recently, I had the opportunity to sit in on a first-grade collaboration meeting. At the end of the meeting, someone who works for Crider came in to meet with the teachers. This person had been assessing at-risk first-grade students and had selected students, from each class, to meet with once a week. These students were selected to participate in a program called Pinocchio. In this program, students work on developing social skills with a specialist from Crider. With the help of the classroom teachers, the Crider employee had also selected a student or two, from each class, to meet with one-on-one and provide trauma therapy once a week. All of these school-based systems serve to meet the needs of students, but they are only effective when classroom teachers collaborate and utilize them.</p>

<p>9.3 I recognize the importance of developing relationships and cooperative partnerships with students, families and community members to support student's learning and well-being.</p>	<p>As an educator, it will be my job to partner with existing and bring new influential people into the lives of my students, so that I may set up healthy sociocultural learning opportunities for my students. One way I have seen teachers involve families in the classroom is by inviting them in to participate with class parties and fieldtrips. I have also seen teachers set up volunteer opportunities for parents to come in and decorate bulletin boards, organize the classroom, and read to students. I also believe that inviting members of the community in to the classroom to share and participate benefits students and makes learning more exciting. The mayor came in to speak with the fifth-grade classes and I found that inviting him in inspired learning. The students were in awe and had lots of curiosity sparked by his presence. Through developing relationships and cooperative partnerships with people that can serve as positive influences and learning facilitators, I will be able to create learning opportunities that exceed any curriculum.</p>