Families have given Miss Wright their permission to use pictures for professional use. All names have been omitted or changed for confidentiality.
PHILOSOPHY OF EDUCATION

◊ Students deserve a meaningful education that enables them to reach their fullest potential

◊ Students should learn in a safe, caring, and respectful environment

◊ A student’s family and community are vital to learning success

◊ Instruction should meet the needs of all learners

◊ Teaching should be consistent, engaging, and fun

◊ Teachers should inspire students to be lifelong learners

BEHAVIOR MANAGEMENT

◊ Teacher models appropriate behavior

◊ The teacher should know her students well and plan accordingly

◊ Positive reinforcement of desirable behavior

◊ Clear expectations with logical consequences

◊ The teacher should be consistent in behavior management where students know what is expected and can meet high expectations

◊ Examples of Past Behavior Management Plans:
  ◈ Post-It Note Writing to Miss Wright after a great day
  ◈ Table groups working together to win a prize
Families,

Hi! My name is Stella Wright and I am going to be student teaching with Mrs. Rich. I am so excited for all the fun things that are going to happen in Room 108!

So you know a little more about me, I am a senior at Grove City College. I am majoring in Elementary and Special Education; I have always known that I wanted to be a teacher. In school, I have had different experiences teaching and have learned a lot. The thing I have learned the most is that children’s joy is contagious! I love school because it’s the place for smiling, laughing, and learning- three of my favorite things!

I am looking forward to learning and teaching in Room 108. I am certain that these next seven weeks will be filled with lots of smiling, laughing, and learning. Thank you for the opportunity of learning with your student! If you have any questions, please email me at Stellastar@gmail.com.

Sincerely,

Stella Wright

Communication with Families:
- Positive rapport and relationships
- Weekly newsletters
- Sending pictures to families of learning
- Daily communication through journal
- Daily discussion with families at drop-off and pick-up
- Family involvement in classroom
- Family learning

This is a sample page of students’ journal that fostered communication between home and school. The teacher would write in the journal to explain the student’s day and parents would respond.
ASSESSMENT

Participation In:

◊ Administering diagnostic assessment
◊ New student to district meeting
  ◊ Parent concern meeting
    ◊ IEP Meetings
    ◊ Authoring an IEP
◊ Progress monitoring students’ IEP goals
◊ Creating assessments
◊ Administering whole group, small group, and one-on-one assessment
◊ Recording grades
◊ Conferencing with students about performance

Conferencing with a student

Progress Monitoring Examples:
ENGAGING TEACHING

I. Topic: All About Me

II. Objectives/Standards:
Given the necessary materials, prompts, and environment, the students will be able to discuss who lives in their home to 100% accuracy.

MIU IV Pl: A-4.1: The student will use the problem solving/decision making process in daily living situations, settings, and interactions.

III. Teaching Procedures:
   a. Anticipatory Set (2 minutes): Ask the students how their morning is going. Have students look at a picture of a home.
   b. Development (10 minutes): Ask students to chorally say what the picture of the house is. Ask students if they are at home or if they are at school right now. Review name of their school. Give students a picture of a house. Have them color it to look like theirs. Have students put their crayons back in their crayon box once they are finished.
   c. Guided and Independent Practice (5 minutes): Show pictures of student’s family. Show one picture at a time. Have the students raise their hand if that is their family member. Ask student to tell who that person is and ask questions about the family member. Hand the picture to the student. Once we have identified all the family members, have students glue them onto their house.
   d. Closure (3 minutes): Review each student’s house and talk about their family members that live with them. Have students put their drawings away. The teacher will tell them to have a great day at school and then she will send kids to the table to

IV. Materials:
   a. Pictures of houses
   b. Crayons
   c. Crayon boxes
   d. Pictures of families

V. Adaptations/Modifications/Accommodations:
Lesson was designed with student needs in mind. If time is running out, we can have students glue their pictures on at a later time, or the next day.

VI. Assessment:
The students’ performance will be used in progress monitoring towards their IEP goals. The teacher will mark this down on their individual checklists.

VII. Evaluation:
1. Have the students met the objective? How did the lesson go? What would you change for next time?

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Teaching Strengths:

- Enthusiastic
- Engaging
- Collaborative
- Hard working
- Teachable
- Lifelong learner

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Students building words in their personal sandboxes

I. Topic: Taking Turns

II. Objectives/Standards:
Given the necessary materials, prompts, and environment, the students will be able to successfully take turns and display appropriate wait time to teacher satisfaction.

MIU IV Pl: A-5.1: The student will participate in social interactions. (Participating in activities with others)

III. Teaching Procedures:
   a. Anticipatory Set (4 minutes): Ask students to make a duck noise. Ask students to stand in a straight line. Have students walk in a circle in their line and make duck noises.
   b. Development (3 minutes): Read book called “Five Little Ducks.” Ask questions as the teacher reads. Once book is finished, the teacher will explain directions for activity.
   c. Guided Practice (5 minutes): Have students stand in a line. Each student will get a turn to be the mother duck (and hold the duck). The other students will be the ducklings (and hold the duckling). The duck will lead the line around the school. The students will take turns being the duck (ducks).
   d. Closure (2 minutes): Students will return to the room and put away the ducks and the ducklings. Students will take turns handing their journals to the teacher and leaving the room or getting snack. Students will grab their journals for teacher to record their progress.

IV. Materials:
   a. iPad to take pictures
   b. “Five Little Ducks”
   c. Puppets
   d. Journals

V. Adaptations/Modifications/Accommodations:
Lesson was designed with student needs in mind.

If students become too noisy in the hallway, we will come in from the hallway and review how to appropriately behave in the hallway.

If a student tries to run away, we will come in from the hallway and review how to be safe when walking in the hallway.

VI. Assessment:
The students’ performance will be used in progress monitoring towards their IEP goals. The teacher will mark this down on their individual checklists.

VII. Evaluation:
1. Have the students met the objective? How can I improve?
Contact Miss Wright

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Online Teaching Portfolio:
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