Regis University
College for Professional Studies
School of Education and Counseling

Artifact Collection Handbook

In preparation for EDRS 698: Capstone in Reflective Teaching

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During student teaching you will follow the task assignments described in this handbook which will help you practice important self study skills that you will use in the capstone course to critically examine practice. The purpose of the artifact collection is to cast a wide net to ensure that you are able to provide evidence to support your reflection on each strand. These strands were carefully selected to represent essential areas of teaching and learning but are not the only strands that will be important throughout your career. It is our hope that you will further develop these other areas as you develop in your career as a teacher.

Artifact Inventory Checklist
NAME:_____

Student in Context

- ☐ School Information
- ☐ Classroom Demographics
- ☐ School and Community Programs and Events

Community Connection

- ☐ Community mapping
- ☐ Minority Community Investigation/Experience (5hrs)
- ☐ Majority Community Investigation/Experience (5hrs)

Technology

- ☐ Classroom Inventory
- ☐ School Inventory
- ☐ District inventory

Classroom Management

- ☐ Procedural Management
- ☐ Classroom Behavior Management
- ☐ Individualized Behavior Plan/Child Study

Instructional Strategies (to be leveraged from work sample)

- ☐ Differentiated Instruction
- ☐ Grouping
- ☐ Assessment Driven Instruction

I. Student in Context

Introduction

Using your *class, school, local district and community profiles,* you will learn about your students, families and your teaching environment. This experience will assist you in establishing rapport with your students and their parents/guardians and design instruction that is individualized to students' needs, strengths, interests and cultural background. Furthermore, this task will also provide information about your school's support personnel and how assistance may be obtained through the instructional resources available at your school site.

As you gather this information, begin looking through your teacher lens, asking yourself, "How can I use this information as I design instructional experiences for my students who are from diverse cultures and backgrounds?" This task will benefit you throughout your career as you are designing instructional goals for your students which assist them with both individual academic and behavioral goals.

Part 1: School Information

Gather information about your school using the <u>internet, CDE website, and school resources</u>.

- Populations
  - School
  - Special Needs students
  - Gifted and Talented Education (GATE)
  - Title 1
  - English Language Learners (ELLs)

- How are funds used for these populations?
  - School-wide Attendance Patterns
  - School Accountability Report Cards
  - School Performance Indicators
  - School Profiles
  - Standardized Testing Scores

Part 2: Classroom Demographics

Gather information about your students. Specify the number of students for each set of information. When the classroom level data is unavailable, estimate based on the school level data.

- Grade level(s)
- Range of ages
- Boys
- Girls
- Ethnicities
- Populations
  - Gifted and Talented
  - Title 1
  - English Language Learners
  - Free and Reduced lunch

- Average daily attendance percentage for the first four weeks of school: present, absences, tardies
- Identified special needs students:
  - Description of students with an RTI plan
  - Description of students with an Individual Education Program (IEP).
  - Description of students who are in the Gifted and Talented Programs.
- Students repeating grade level or courses

Part 3: School and Community Programs and Events

1. Describe all of the community outreach programs that your school offers. The following is a list of programs that may be offered at your school.
   - Before/After School Programs
   - Youth Services
   - Pre school/ECE programs
   - English as a Second Language Classes (for adults)
   - Student academic/social clubs
   - Athletic Events
   - Service Learning Programs

2. List all of the opportunities for community involvement at your school. The following is a list of events that may be offered at your school.
   - Family Math Night
   - Family Literacy Night
   - Back to School Night
   - Open House
   - Tutoring
   - School Site Council
   - English Language Learners' Advisory Committee
   - Classroom volunteers
   - Parent/Family Conference

3. List all of the community and business partnerships that are a part of your school and how they could benefit you as a classroom teacher.

Part 4: Data Analysis and Interpretation (First Night Assignment EDRS 698)

- Review, analyze, and interpret all artifacts collected.
- You first night assignment for EDRS 698 is to develop a short 8-10 minute presentation of your school including all aforementioned info and addressing the following questions:
  - ✓ Based upon the data what trends do you notice about your students? (Strengths/Challenges)
  - ✓ How will your accumulated knowledge of your students, school and district impact your teaching and your relationships with students and parents?

Required Artifacts

- Data Collection
  - School Information and Analysis

- Classroom Demographics and Analysis
- School and Community Programs and Events Information
- District Information

Universal Proficiencies

Learning Theory:
The student will have knowledge of the complex process of how people learn and will be able to apply a variety of learning theories in an educational setting.

Assessment:
The student will understand and apply the principles of measurement, analysis, and decision making about what students know and are able to do.

Instruction:
The student will understand and use research-based strategies and techniques to facilitate student learning and to differentiate instruction based upon individual students' needs.

Communication:
The student will be able to communicate effectively through speaking, writing, listening, and observing. Students will understand effective ways of talking with students and demonstrate appropriate communication skills to their students.

II. The Community Connection

Introduction

Student learning is greatly enhanced by teachers who know and validate the cultures and communities of the students they serve. Awareness of the students' culture as well as one's own values/biases and knowledge about the local school community is key to establishing rapport and effective communication with families. The use of this awareness and knowledge is critical to maximizing student learning and achievement, and in creating and maintaining a classroom climate that promotes fairness.

For the purpose of this task, community is more than just the physical space surrounding a school. Community is anything that impacts the lives and identities of the students. The community can be the religious institutions, social, health, educational and language related services agencies.

The No Child Left Behind Act has mandated a commitment to raise the achievement of all students, with a particular focus on the under-achieving student populations. This task provides an opportunity for students to address this priority.

Task Overview

Students will research and participate in relevant aspects of K-12 students' cultural background and experiences outside of the school day, thereby gaining greater insight and understanding of various cultural groups at school. Ongoing personal reflection and revisiting belief systems are central to mastering these competencies.

This will be accomplished through various activities in the local school community (e.g., home visits, exploring community resource contacts, and parent contacts). These activities will help the students understand and incorporate the cultural identity of their students when planning curriculum for lesson delivery.

Task Breakdown

(Parts 1-4 will be submitted in professionalism)

Part 1: Community Mapping

- Begin becoming immersed in the school community by completing **the community mapping activity (at end of section).**

Part 2: Planning

- Select a culture of focus. Note: The **first** 5 hours must focus on the "**majority**" culture in your class. The **second** 5 hours must focus on the minority cultures (remember that culture is broadly defined—it is a group that is stable enough to transmit group norms and other forms of knowledge and may be centered on ethnicity; religion; nationality; ability/disability; military/civilian etc.)
- Create a proposed plan of activities. Each activity can account for no more than **2 hours** though you may be involved with the activity for a longer period.
    - The exploration of the school community should include a **variety** of events such as:
        - Home visits
        - Conferring with community members/leaders
        - Advisory councils
        - Talking with parents (aside from mandated parent conferences and meetings)

- Observing students outside of school to discern behavior pattern(s) that may relate to their cultural background
- Visits to social, health, educational and language-related service agencies and other community resources

*****Note: The basic determinant for evaluating whether or not an activity is appropriate for this task is how effectively the gained knowledge can be utilized within your classroom to impact student learning.**

Part 3: Pre-reflection

Answer the following pre-reflection questions for **each** majority and minority cultural focus.

- Which communities of students are you planning to focus? Why?
- What do you already know about these communities?
- What are you currently doing in your classroom that addresses the diverse needs of these students?
- What are you currently doing in your classroom that addresses obtaining parental/guardian support?
- What methods are you planning to use to clearly explain to families how to help their children achieve the curriculum?

Part 4: Develop some talking points about yourself and the purpose of your community investigation (to learn how to better instruct your students).

Part 5: Interact

- Interact with students, families, and community for a total of 10 hours—5 hours, majority culture and 5 hours, minority culture (You must do a minimum of two home visits **OR** other parent interaction outside the classroom).
- Document all time spent on cultural and community activities on the Majority Culture & Minority Culture Completed Log of Activities/Events.
- Collect artifacts for each activity and event from the visited venue (e.g. program sheet, admission stub, photographs, agendas, observation notes etc.)

Part 6: Activity-Reflection (Write in your student teaching journal)

After each activity, write a response in which you address:

- What was the activity in which you participated?
- What if anything changed in your beliefs, values, notions etc?
- How did this activity help you understand the cultural identity of your students?
- How will you use the knowledge gained/acquired from this activity to improve student achievement?
- How will you use this knowledge to foster parent participation?
- Is there something you need to investigate further?

Part 7: *Evidenced-based Reflection* *(To be completed in EDRS 698)*

You will present and reflect on gathered data during EDRS 698.

Required Artifacts

- Community Mapping artifacts
- Completed Log of Activities/Events for majority and minority cultures
- Written responses to activities/events (Activity Reflection Sheet)
- Evidence of each cultural and/or community event

Universal Proficiencies

Learning Theory:
The student will have knowledge of the complex process of how people learn and will be able to apply a variety of learning theories in an educational setting.

Assessment:
The student will understand and apply the principles of measurement, analysis, and decision making about what students know and are able to do.

Instruction:
The student will understand and use research-based strategies and techniques to facilitate student learning and to differentiate instruction based upon individual students' needs.

Communication:
The student will be able to communicate effectively through speaking, writing, listening, and observing. Students will understand effective ways of talking with students and demonstrate appropriate communication skills to their students.

Community Mapping (To be determined by school district boundaries or other knowledge of the school community boundaries)

Part 1. Library Scouting Mission and Maps.
The student does a scouting mission at the closest public library to the school community. The student contacts the branch librarians and asks for help locating the local resources on that community (maps, vertical files, community newspapers, etc) collecting historical and current information. The student selects and copies appropriate archival material for presentation (maps, articles and other documentary information).

Part 2. Draw your community map
Draw a map of the community/or obtain one from library or internet. Highlight places or people en route.

Part 3. Photograph it
Take 20 photos that show the characteristics of the community. Include building, historical places and others things of interest (if they will allow you). Limit yourself to 20 photos and log them on the attached sheet. Record where you go and what you see.

Part 4. Survey the area
Decide on a area in the school community that seems to represent the community in terms of its composition (i.e. if the community is mostly residential, then take a segment of a residential area around the school and note the defining lines of the area for your survey) tabulate housing, business, churches, recreation agencies, etc. using the attached graphic organizer.

Part 5. Collect them.
Collects objects, brochures, community newspapers etc. from the community.

Community Mapping
Photographing the Neighborhood

Take a maximum of twenty photos to best represent the characteristics of the neighborhood.

Photograph	Subject/Content	Location
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Community Mapping of Designated Community Area

Make a note of the perimeter you used to make these observations. Mark a slash mark for each item you observe:

Type of Building	**Mark A Slash (/) for every example**
Apartment Building	
Church	
Businesses	
Non-Profit Organization or Agency	
Duplex Housing	
Single Family Dwellings	
Schools	
Other	

Describe the types of housing you see in the neighborhood. What kind is most common?

List any issues that you observe (trash, graffiti, potholes, parks etc.) and location

List any evidence of construction/reconstruction/renovation/repair

Part 6: Community Mapping Questions

*Questions when mapping a predominantly **business** area.*

1. What do you notice about the retail center?
2. What can you find out about the history of this location?
3. Whom do you notice is hanging about at the retail center?
4. What do you notice about the mix of tenants in this area (in different parts of the area).
5. What services are provided in this neighborhood? (check out agencies "X" and "Y").
6. Are there any historic plaques in the area? Should there be?

*Questions when mapping a predominantly **residential** area*

- What services are available for youth and families in this area?
- What goods and services are *not* available in "the neighborhood?" Where do people go to buy these?
- Note the use of the park space? Consider use of open space in this district (safety issues for children & youth).
- What kinds of retail options are available?
- What is most common way for people from this neighborhood to "make it" economically?
- What is the racial mix of the 5 block area?
- Has this changed over time, if at all? In what ways?
- What is the economic mix of the 5 block area?
- Look for housing that has been improved and that which has not.
- What community groups are in the neighborhood

*Questions focused on **safe spaces for children** to play and get to school*

1. 1.What would you consider as safe ways to get these students to school?
2. What do you notice about the differences in housing stock?
3. What do you notice about the traffic patterns?
4. What kind of open spaces are there for physical recreation? Where do kids hang out?
5. What are the positive places kids go to? (Community centers? Recreation centers?)[1]

[1] Adapted from Treadway's (2000) guidelines on Community Mapping.

COMPLETED LOG OF ACTIVITIES/EVENTS
Majority Culture

#	Date	**Event**	**Time Spent**
__1			
__2			
__3			
__4			
__5			
__6			
__7			
__8			
__9			
__10			

TOTAL HOURS: _____

Activity- Post Reflection Sheet
Majority Culture (Create 1 for each activity)

Event #

What was the activity you participated in? This needs to be typed
How did this activity help you understand the cultural identity of your students?
How will you use the knowledge gained/acquired from this activity to improve student achievement?

COMPLETED LOG OF ACTIVITIES/EVENTS
Minority Culture

#	Date	**Event**	**Time Spent**
__1			
__2			
__3			
__4			
__5			
__6			
__7			
__8			
__9			
__10			

TOTAL HOURS: _____

Activity- Post Reflection Sheet
Minority Culture (Create 1 for each activity)

Event #

What was the activity you participated in? This needs to be typed
How did this activity help you understand the cultural identity of your students?
How will you use the knowledge gained/acquired from this activity to improve student achievement?

III. Technology

Introduction

During student teaching students will gather data about the technology available in their classrooms, schools and districts. They will record what they used and supply artifacts that demonstrate this use. The class time will be used to reflect on how the students used technology in the classroom and how they will effectively incorporate it into their own classrooms.

Part 1: Classroom Data Collection (Use the attached recording document)

- List all the technology available in the classroom
- Identify if it was used and how?
- Provide artifacts that demonstrate use. Artifacts may include, but are not limited to pictures, student work, record keeping, lesson plans, newsletters, websites, and teacher productivity tools etc.

Part 2: School Wide Data Collection (Use the attached recording document)

- Record all the technology available in the school
- Identify if it was used and if so how?
- What kind of training is available?
- Provide artifacts that demonstrate use

Part 3: District Wide Data Collection (Use the attached recording document)

- List all the technology available in the district
- Record how you access it
- Identify if it was used and if so how?
- Provide artifacts that demonstrate use

Part 4: Data Analysis *(Include in your Student Teaching journal)*

- Review, Analyze, and interpret all data collected
- Discuss what technology you integrated into your lessons and why
- If available technology was not used, discuss how it could be used and the impact it could have on the classroom.
- Based upon the data, analyze how the technology was used, and how it impacted the classroom, students, and teaching.
- Use professional literature to support your findings

Part 5: Evidence-based Reflection *(To be completed in EDRS 698)*

You will present and reflect on gathered data during EDRS 698.

Required Artifacts

- Record of technology available in the classroom with analysis
- Record of technology available in the school with analysis
- Record of technology available in the district with analysis
- A written reflection on how you can use technology that is available in the classroom, school and district to impact your classroom.

Universal Proficiencies

Technology:
The student will demonstrate understanding and appropriate applications of technology as they relate to effective instruction and to specific endorsement areas.

Learning Theory:
The student will have knowledge of the complex process of how people learn and will be able to apply a variety of learning theories in an educational setting.

Instruction:
The student will understand and use research-based strategies and techniques to facilitate student learning and to differentiate instruction based upon individual students' needs.

Communication:
The student will be able to communicate effectively through speaking, writing, listening, and observing. Students will understand effective ways of talking with students and demonstrate appropriate communication skills to their students.

Classroom Data Collection

Directions: Students will record the available technology in their classroom. Use the second column to describe if it was used and how. (Classroom Management, Student Work, Teacher Productivity, Lesson Planning, Lesson Implementation, etc.) Provide evidence of use.

Available Technology	How It Was Used

School Wide Data Collection

Directions: Students will record the available technology in their School. Use the second column to describe if it was used and how. (Classroom Management, Student Work, Teacher Productivity, Lesson Planning, Lesson Implementation, etc.) Provide artifacts that demonstrate use.

Available Technology	How It Was Used
Training/Pro Dev available?	

District Wide Data Collection

Directions: Students will record the available technology in their district. Use the second column to describe how you would go about accessing the technology. Use the third column to describe if it was used and how. (Classroom Management, Student Work, Teacher Productivity, Lesson Planning, Lesson Implementation, etc.) Provide artifacts that demonstrate use.

Available Technology	How You Access the Technology	How It Was Used

IV. Classroom Management

Introduction

Students will focus on procedural management strategies and behavior management strategies. It is important for a teacher to be able to have a well-orchestrated classroom in order to maximize the student learning. Strategically thinking ahead about how a classroom is run, what kind of rituals and routines will be implemented will affect the teaching and learning in the classroom. Using the provided organizational tool as a guide, students will record what procedural management strategies they intend to implement in their classroom. During the student teaching students will keep track of what procedural management strategies were used and collect evidence to support these findings. A well-managed classroom will limit behavioral management problems, but it will not eliminate them. Therefore it is essential to think ahead about how to deal with behavior problems before they occur. Using the provided organizational tool as a guide, students will record the behavior management strategies they intend to use in the classroom. Students will also develop and implement an individual behavior plan. Class time will be used to discuss the significance of using a behavior plan and how it impacts student learning.

Part 1: Planning: Procedural Management Strategies (To be turned in during professionalism)

- Before student teaching begins students will use the document, *Procedural Management Plan*, as a guide to plan how they are going to manage their classroom. Students should modify the handout in order for it to justly reflect the class they are teaching. Students may list any additional activities that require specific management procedures for their individual class.

Part 2: Implementing: Procedural Management Strategies

- Gather all school level information on management policies (i.e. PBS, Love and Logic etc.)
- While student teaching, students should keep track of the management strategies that are used. Students can use the sample- recording document, Procedural Management Strategies Recording Sheet, as a guide.
- Collect evidence that support procedural management strategies i.e., photographs, documents used, student work, observation notes . . .

Part 3*:* Data Analysis and Interpretation *(To be completed in EDRS 698)*

- Analyze the Procedural Management Plan
- Discuss how much freedom you had to implement procedures and rules (how much was just doing what the cooperating teacher does?)
- Revise and discuss any changes that were made during the student teaching and be prepared to use evidence to support these changes
- Discuss what changes students could have implemented to make the class run more smoothly
- Discuss how the student learning was impacted by the original plan OR the revised procedural management plan

- Discuss how the procedural management plan coincides with or deviates from best practices in the professional literature

Part 4: Classroom Behavior Management Strategies

Students will gather some general information that describes the classroom management plan. Students will include the classroom rules, positive incentive/motivational system, and the consequences they plan to implement in their classroom. Students may use the attached classroom management document, *Classroom Behavior Management Strategies Data Collection*, as a guide to collect their data. Students can modify the handout in order for it to justly reflect the class they are teaching.

Part 5: Long Term Child Study **(To be presented during professionalism)**

You need to select one student you will discuss in the following case study. You will need to access student records, teacher information, and keep a log on your data collection. The final report should be a compilation of all you learned about this student and his /her life in the classroom. The report will be four typed pages and include your responses to the questions below:

1. Identify who the student is and how they were chosen. List name (not real name), age, family background, grade in school, socio-economic status, race, etc. Are there basic needs that may not be fulfilled?
2. Note whether or not the student has any challenges at home that may be affecting behavior.
3. Discuss student as a student; how does he/she learn, does he/she do well in school, etc. When is the student most successful? What possible characteristics of the positive time can be replicated?
4. Identify and objectively describe the student's behavioral difficulty How frequently does it occur? When is the student at his/her worst? Does it interfere with the functioning of the class? What have you tried and how successful was it?
5. Identify and document the specific student behaviors and the impact they have on the student, the class and the teacher
6. Discuss make-up of the class, number of students, teachers, aides, and class arrangement.
7. Discuss student's social ability; does he/she make friends, etc?
8. Discuss peer interaction both socially and academically.
9. Discuss the student's intelligence and learning capabilities; how does he/she handle learning in the class.
10. Discuss the reasons that the classroom management plan was not working with this student
11. Discuss the student's favorite courses, likes, dislikes. How and by whom is the student reinforced? Are there patterns of reinforcement?
12. Track the student for several weeks and note any special considerations, changes in behavior in class, learning style, and adaptations that work. Then work with the cooperating teacher to design a specialized behavior plan—Note, what your intended outcome is as a result of the behavior plan. Describe the behavior plan being used (include all documents).
    - Describe the student's learning goal (long-term)

- Describe the student's short term goals
- Keep a record of the progress of the student and the impact that the behavior plan has on the student reaching the intended goal. You may use your schools' behavior plan or the one available in the capstone artifact collection handbook *Behavior Plan Progress Report,* to help document findings.

13. Discuss any activities or special work you did with this student and the results.
14. Finish your case observation report with a summary and suggestions for future work with this student. What advice would you pass on to the next teacher who will have this student?

Please share this assignment with your cooperating teacher, and realize that some records may not be available to you, but do the best you can. Remember that students are protected by FERPA, so please use pseudonyms for the students and families. If your student has an Individual Education Plan (IEP) and you are able to sit in on a staffing, please do that.

Part 6: Evidence-based Reflection *(To be completed in EDRS 698)*

You will present and reflect on gathered data during EDRS 698.

Required Artifacts

- Original Procedural/Organizational Document
- Revised Procedural/Organizational Document
- Classroom Behavior Management Strategies Data Collection Document
- Long Term Child study report and associated documents

Universal Proficiencies

Critical Thinking:
The student will be able to gather information from observation, experience, reasoning, and/or communication, analyze that information, generate alternatives, solve problems, and evaluate the process and solution. Critical thinking is based on intellectual values that go beyond subject matter to include clarity, accuracy, precision, evidence, fairness, and multiple perspectives.

Assessment:
The student will understand and apply the principles of measurement, analysis, and decision making about what students know and are able to do.

Instruction:
The student will understand and use research-based strategies and techniques to facilitate student learning and to differentiate instruction based upon individual students' needs.

Communication:
The student will be able to communicate effectively through speaking, writing, listening, and observing. Students will understand effective ways of talking with students and demonstrate appropriate communication skills to their students.

Procedural Management Strategies Recording Sheet

Classroom Activity	Procedural Management Strategy

Individual Behavior Plan Progress Report

Directions: Keep a record of the progress the student is making. Depending on your plan you may need to record notes daily or weekly. Use the following charts and questions as a guide to your data collection.

Part 4. 1 Problem Identification (take really good notes to support your reflection)

Student Pseudonym_____Grade:_____
Problem Description (Summary):

Student Behavior (s)	Impact of Each Behavior on: SELF, CLASS MEMBERS, AND TEACHER
1. 2. 3. 4.	
Vital Student Data: (Health, Test Scores, etc.)	

Part 4.2 Consultation and identification of long term goal

Staff Members to be consulted:

Name	Position	Purpose of Consultation
1. Cooperating Teacher		
2.		
3.		

Long Term Goal (s) (determined in consultation with 2-3 other school personnel)
Why Was This Goal Chosen For This Student?

Part 4.3 Objectives and Teacher Strategies to Support Goals:

Short Term Objectives (Stated in terms of what the student will do. An objective that is short range and specific. Objectives are designed as steps to be taken in the process of reaching the long range goals.)	**Initial Action Teacher Strategies** (Stated in terms of what the teacher (s) will do to help student reach the objectives.)
1.The Student Will	1.The Teacher Will…
2.	2.
3.	3.

Part 4.4 Regular Behavior Log

Date	**Objective (from pt 3)**	**Teacher Strategy**	**Student Behavior**	**Teacher Follow-Up and Evaluation**

Procedural Management Plan

Directions: Present the procedures you plan to implement for the following situations, add rows for activities particular to your classroom which would benefit from a standard procedure. **Address each bullet.**

*Also collect evidence to support plan**, i.e., photographs and classroom blueprint/diagram**. Including, but not limited to, seating chart, aide's station, cupboards, center locations, bulletin boards, equipment, cabinets, emergency exit route, desk arrangements, grouping arrangements, etc.

Classroom Activity	Procedural Management Strategy
Location for: • Date • Daily agenda • Homework • Assignments	
• Opening Procedures (e.g. dispatch/sponge)	
• Closing Procedures	
Attendance: • All students • Previously absent students • Tardy students	
• Student heading on papers	
Student behavior during teacher presentation: • Attention • Participation	

Student behavior during independent work: • Student talking • Obtaining help • Completed work • Out-of-seat	
Student behavior during group work: • Small group • Learning Center	
Student behavior during interruptions: • P.A. • Visitors • Other	
Distribution of Materials: • Textbooks • Family Correspondence • Classroom Materials	
Leaving the Room: • Student • Teacher	
Moving around in the room: • Sharpening pencils • Getting supplies • Using references	
• Use of special equipment or materials	
Seating arrangements: • Regular • Group (Attach classroom blueprint/diagram)	

Student work: • Collecting • Returning	
• Correcting papers in class	
• Transitions between activities	
• Clean up	
• Dismissal	
Emergency Procedures: • Earthquake drill • Fire drill • Lockdown	

Classroom Behavior Management Strategies Data Collection

Share the rules, positive incentive/motivational system, and consequences you plan to implement in your classroom.

School-wide Discipline Plan • • • • •
Classroom Rules (up to 5) • • • • •
Positive Incentive/Motivational System • • • •
Individual consequences • 1st time • 2nd time • 3rd time • Severe clause

Class consequences • 1st time • 2nd time • 3rd time • Severe clause

V. Instructional Strategies

Introduction

Teachers need to be able to access many instructional strategies to impact the learning in their classroom. One strategy will not work on its' own. Students will collect data on a few essential instructional strategies. These instructional strategies are representative of important components in the teaching and learning cycle. Students will examine what strategies they used, how these strategies impacted their instruction and the student learning. Class time will also be used to reflect on how it will impact their future classrooms. Students can use their work sample in collecting data in order to highlight the different instructional strategies—It is **highly recommended that students keep scans, copies or originals of student work** as evidential support. Keep a sample from a high performing, average and low performing student.

Part 1: Differentiated Instruction (including Special Needs)

Collect data showing differentiated instruction; Data should include:

- Lesson Plans with activities that meet various learning styles, multiple intelligences and/or activities of choice for differentiation
- Lesson plans that include modifications for Special Needs/or other exceptionalities
- Student work produced by the differentiated instruction

Part 2: Data Analysis and Interpretation (Include in your student teaching journal)

- Analyze and discuss the different activities used for differentiation
- Discuss what you would do the same/differently
- Discuss how the students were impacted through differentiated instruction
- Reflect on how incorporating differentiated instruction affected your lesson planning
- Examine individual lesson plans and think about revisions you could make to impact the student learning
- How might this impact your teaching in the future?

Part 3: Grouping Strategies (use attached document and leverage in your work sample)

- List grouping strategies and reasons for each of the groupings
- Describe when you used it and how
- Provide evidence and artifacts of use

Part 4: Data Analysis and Interpretation (Include in your student teaching journal)

- Analyze and discuss the different Grouping Strategies
- Discuss why you used different grouping strategies in different situations
- Explain what you would do the same /different and why?
- How did the different grouping strategies impact the student learning
- How will you use grouping strategies in your own classroom

Part 5: Assessment Driven Instruction (leverage from your work sample)

- List all assessments used to drive your instruction and provide artifacts.
- Be prepared to discuss how the assessments affected your lesson plans
- Assessments can include, but are not limited to:
  - Pre and post assessments
  - Student work
  - Conference notes
  - Observations

Part 6: Data Analysis and Interpretation (Include in your student teaching journal)

- Discuss how using assessments and student work affect your instruction?
- Look at your pre-assessment findings
- Examine what student work you used during the course of the unit to drive your instruction?
- Discuss how your unit results would have turned out differently if you had not used assessments to drive your instruction
- Discuss other times you would have included assessments during your student teaching and how that could impact your teaching
- Discuss what the literature suggests regarding your findings (you may use sources from your prior Regis coursework and/or new sources).
- How does this instructional strategy connect to other instructional strategies

Part 7: Evidence-based Reflection *(To be completed in EDRS 698)*

You will present and reflect on gathered data during EDRS 698.

Required Artifacts

- Lesson Plans with evidence of differentiated instruction
- Grouping Strategies Record Sheet and supporting artifacts
- List of assessments used during student teaching including evidence

Universal Proficiencies

Learning Theory:
The student will have knowledge of the complex process of how people learn and will be able to apply a variety of learning theories in an educational setting.

Assessment:
The student will understand and apply the principles of measurement, analysis, and decision making about what students know and are able to do.

Instruction:
The student will understand and use research-based strategies and techniques to facilitate student learning and to differentiate instruction based upon individual students' needs.

Communication:
The student will be able to communicate effectively through speaking, writing, listening, and observing. Students will understand effective ways of talking with students and demonstrate appropriate communication skills to their students.

Grouping Strategies Record Sheet

Directions: Students will record grouping strategies used during their student teaching. Some examples include, but are not limited to ability grouping, skill-based grouping and cooperative grouping. Use the second column to describe when it was used and how. (Classroom Management, Student Work, Peer Learning, whole group, small group, etc.) Provide artifacts that demonstrate use.

Grouping Strategy	When and How It Was Used