

Conference Completed

TESS Rubric Component Connection

Domain 1: Planning and Preparation

1a: Know Content and Pedagogy (1c, 1d, 3b, 3c)

Literacy Teacherease Results

Standard: RL.K.3					Standard: RL.K.3					Standard: RL.K.3					Standard:				
Identify Characters					Identify setting					Identify major events									
Student	Results	Results	Results	Results	Student	Results	Results	Results	Results	Student	Results	Results	Results	Results	Student	Results	Results	Results	Results

At the beginning of each quarter I sit down and type the standards into my recording sheets. I look at what needs to be taught for math and I plan out what weeks I am going to teach it. I also look at the curriculum the week before and decide what I need to take a grade for and put it into my recording sheets, so I am prepared.

1b: Know Students (2a, 2b, 2c, 2d, 3c)

LITERACY SMALL GROUPS

GROUP: JETTIE HAYES DATE: 10/14/19 8:00-9:00

LEARN FOCUS	NEXT STEP
PHONIC AWARENESS- BLENDED AND DELETE READING BOARD- REVERSE FC- 6/2 BLENDING BOARD- 3 PART DRILL FLUENCY SHEET- UNIT 9	PHONIC AWARENESS- BLENDED FIVE READING BOARD- REVERSE FC- 6/2 BLENDING BOARD- 3 PART DRILL FLUENCY SHEET- UNIT 10

WEEK	DAY 1- NOTES	DAY 2- NOTES	DAY 3- NOTES

In my literacy small groups I know that some of my students still need hands-on materials to learn their letter names. I make sure that we are using the blending board and the fluency sheets. That way they get practice with the cards and flipping them but they also get practice reading in their fluency sheets.

1c: Set Instructional Outcomes (1d, 3a, 3b, 3c, 3d)

Math Group NOTES

GROUP: COLLINS TO BE DATE: 10/14/19

Session Focus	Next Steps
WARM UP WITH COUNTING BY 10'S TO 100 GET OUT IN AROUND CHART AND LET OUT IN AROUND CHART AND LET OUT TO 100.	WARM UP WITH COUNTING BY 10'S TO 100 GET OUT IN AROUND CHART AND COUNT TO 100 WRITING NUMBERS TO 100 ROUND.

Name	Observation	Teaching Point	Goal

This is my small group plan for math. I really love that I can set a goal and also have space to take

notes. I keep these in a binder so I can flip through them and see their growth, take grades and set goals for their next milestone.

1d: Know Resources (2b, 2c, 2e, 3c)

12.00-12.30	Number Sense	Composing teen numbers	Origo Lesson 7: Representing 14, 18 and 18	Origo Lesson 7: Step 4: Reflecting on work	Origo Lesson 7: Representing 19, 18, 10	Origo Lesson 7: Step 4: Reflecting on work	Counting collections lesson from curriculum guide Display a collection of items (teen number) under the bags bag. Ask them how you can break it into two groups. Have them draw the two groups on their white board and write an equation.
			K.PV.1c- I can compose teen numbers	K.PV.1c- I can compose teen numbers	K.PV.1c- I can compose teen numbers	K.PV.1c- I can compose teen numbers	

This is a snippet of my lesson plans for the week. For math Mrs. Elkins and I have made a schedule of what weeks we are teaching the skills. Then I go to origo and our math curriculum binder and figure out what we want to plug in. Origo is one of my favorite sites because of the way they break down the lessons and what to teach.

1e: Design Coherent Instruction (2a, 3b, 3c, 3d, 4a)

4

5

I make these every week for problem solving. They are broken down by day and then we unpack the problem on every slide. We start with a small chunk of the problem. We talk about what could happen in the problem and then compare our thoughts to what the problem is asking us to do.

1f: Design Student Assessments (3d, 4a, 4b)

Ditya had 10 pennies. Her mom gave her 8 more pennies. How many pennies does she have now?

On Friday's we use this assessment to gauge where our students are at with problem solving. We unpack it together and then I use the data from this for a grade and for small group assignments based on who needs help.

Domain 2: Classroom Environment

2a: Respect and Rapport (1b, 2c, 2d, 3a, 3c, 3e, 4c)



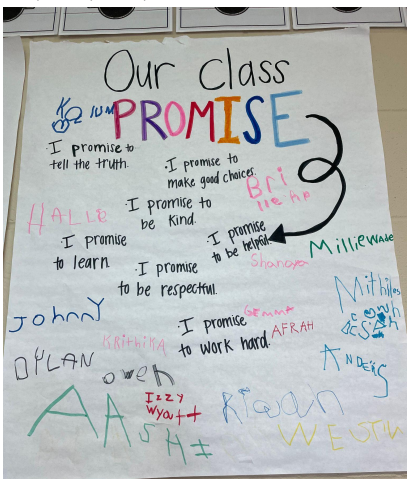
In our classroom they do not pick their partners because I want them to work with everyone. They have learned that in this classroom we are friends with everyone and we work with everyone. This is a picture from our unit on motion and these partners are having lots of fun testing the force of motion with cars and ramps.

2b: Culture for Learning
1a, 1b, 1c, 1e, 3a, 3c



We have had a lot of fun with room transformations this year, but this was my favorite. To go along with forces of motions we learned about the Macy's day parade and how they pull the balloons with strings. They were given the task to create their balloon float at home and then we used them for our parade.

2c: Class Procedures
1b, 1d, 3b, 3c



Our class procedures are based on our class promise. They know that in order to follow this class promise they have to be respectful of each other. That means that when they are on the carpet they look like a whole body listener. They know that

when someone is speaking they need to be respectful and listen to them.

2d: Student Behavior
1b, 2c, 3e, 4b



I am promoting positive behavior by having the kids brainstorm what they want to work for. Some of them have been hard to accommodate, like losing my desk for the day. It has been worth it because most of them work really hard for it and are proud when they earn the big items.



The way that I am holding students accountable for their behavior is different in every part of our day. In small groups I have lots of visual learners who do not understand level 1 or whispering. I found this amazing website that lets the balls bounce and if it is too loud it says shhh. If we do a small group time without the balls bouncing then they earn a letter to see foster.

When we are in whole group discussions I utilize the behavior chart and they understand what those expectations are and what puts them on the list. If they end up on their 3 times we fill out the reflection sheet and they have to walk part of their recess. I also utilize PBIS points and make sure I am giving them to the students who are following directions so they can earn things like this.



2e: Physical Space
1b, 3c

Domain 3: Instruction

3a: Communicate with Students
1c, 2b, 2c, 2d

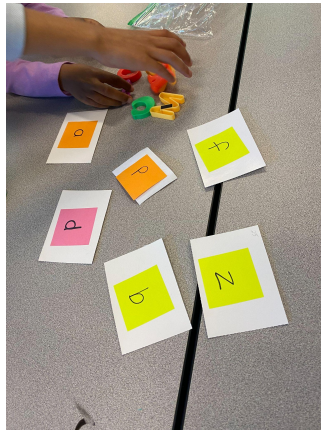
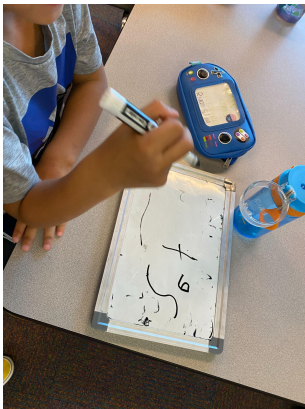
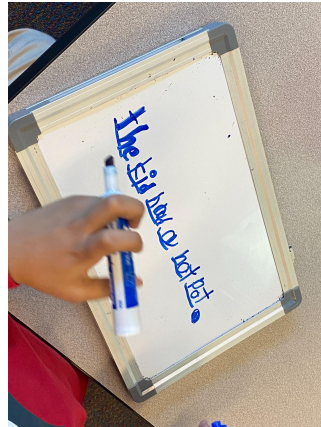
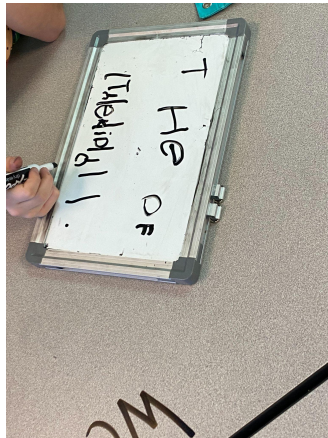
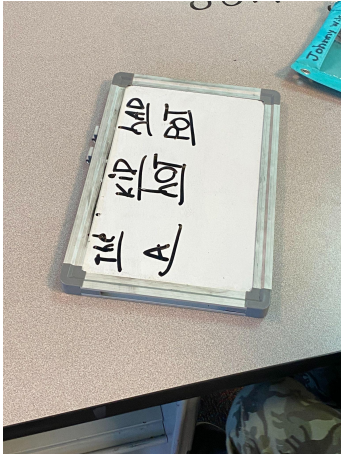
PGP Goal 3b: Use Questioning and Discussion
1b, 1c, 2c, 3c, 4a



On Fridays our curriculum has a little bit of flexibility for us to teach stem lessons. We started a candy scientist unit where we have experimented with candy. This was one of my favorite lessons because we talked about what they thought would happen when we dropped to pop rocks into the soda. We drew about which type of candy we thought would blow up the balloon the most. At the end of the experiment we talked about what happened, if their hypothesis was right, and what they needed to change. They had a blast and walked away with a lot of questions.

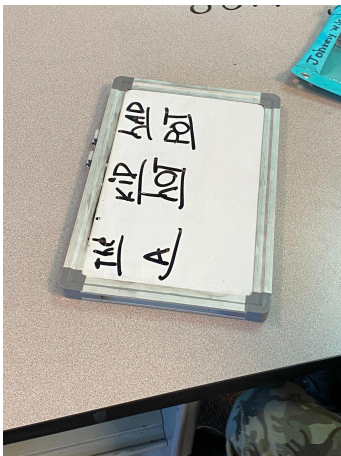
3c: Engage Students
1b, 1c, 1d, 1e, 2b, 2c, 2d, 2e, 3a, 3b, 3d, 4a, 4b, 4c

- [Video Lesson 1.12.22](#)



3d: Use Assessment
1c, 1e, 1f, 2b

3e: Flexibility and Responsiveness
1a, 1c, 3c, 3d, 4a



This shows flexibility because we have phonics journals we have been using and they

have not come in from print shop. Instead of panicking, we have been using white boards for our phonics lessons. I love it because it gives them practice using something other than a pencil.

Some of the other times I have shown flexibility is almost daily. This week we are learning about the weather and what it is. Our curriculum lays out the questions we should be asking but after asking them “what is weather” they were only giving me examples of weather. I took all of their answers and then we dug deeper. We talked about observations they could make about the weather. I asked them what they use to observe the weather. I asked them how they could use their eyes to observe the weather. We dug deep until they finally explained to me that weather is what is happening outside, not just the different types of weather.

The other example I have is during phonics. I have learned that most of my kids are very visual and sometimes the phonics lessons we are doing isn't helping my kids with letter sounds. I have added my own part to our phonics lesson which includes a poster with the letter, two pictures and then they come up with words that have the same beginning sound. I have had to ask lots of questions to guide this because at the beginning some of them would just say a word. I would have to question them and get them to think about that beginning sound in the word that they gave.



One other thing I do to show flexibility is by always looking for ideas to dig deeper in our content. I haven't done this yet, but will be holding a wedding for q and u so they understand that they are always married in words. I feel like this shows flexibility because it is different from the phonics lessons that we are planning together, but it digs deeper for my students. I know that they need this and that they learn a lot more when the lessons are memorable. With these lessons I plan out fun activities, then

they actual learning, and the questions that I will ask to guide their learning.

Domain 4: Professional Responsibilities

4a: Reflect on Teaching
1c, 1d, 1e, 3a, 3b, 3c, 3d

4b: Accurate Records
2d, 3d


Literacy Teacherease Results

		Standard: RF.K.1e				Standard: RF.K.2a				Standard: RF.K.2e			
percent and		Understands words are separated by space.				2 syllable deletion				3 syllable Deletion			
Results	Results	Results	Results	Results	Results	Results	Results	Results	Results	Results	Results	Results	Results
	Student	10/10	10/10	10/10	10/10	10/10	10/10	10/10	10/10	10/10	10/10	10/10	10/10
1	Aashi	3	3	3	3	3	3	3	3	3	3	3	3
2	Afrah	3	3	3	3	3	3	3	3	3	3	3	3
3	Aliyah	3	3	3	3	3	3	3	3	3	3	3	3
4	Anders	3	3	3	3	3	3	3	3	3	3	3	3
5	Briella	3	3	3	3	3	3	3	3	3	3	3	3
6	Dylan	1	1	1	1	3	3	3	3	3	3	3	3
7	Gemma	3	3	3	3	3	3	3	3	3	3	3	3
8	Hattie	3	3	3	3	3	3	3	3	3	3	3	3
9	Izzy	3	3	3	3	3	3	3	3	3	3	3	3
10	Johnny	3	3	3	3	3	3	3	3	3	3	3	3
11	Kalum	2	2	2	2	3	3	3	3	3	3	3	3
12	Krithika	3	3	3	3	3	3	3	3	3	3	3	3
13	Millie	3	3	3	3	3	3	3	3	3	3	3	3
14	Mithilesh	3	3	3	3	3	3	3	3	3	3	3	3
15	Owen	3	3	3	3	3	3	3	3	3	3	3	3
16	Riann	3	3	3	3	3	3	3	3	3	3	3	3
17	Scott	2	2	2	2	3	3	3	3	3	3	3	3
18	Shanaya	3	3	3	3	3	3	3	3	3	3	3	3
19	Westin	3	3	3	3	3	3	3	3	3	3	3	3

These are the recording sheets I built after the standards were rearranged. I carry around and keep records during whole group lessons.

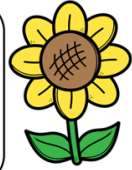
4c: Communicate with Families
1b, 2c, 2d, 3c, 3d

Mrs. Jackman's Class - January, 2022



Grow
 [] is such a sweet boy! He is working so hard and is doing a great job. He completes his work on time and asks for help when he needs it. He knows all of his letters and the sounds we are learned so far. He can count to 100 by 1s and 10's!

Grow
 [] is working on writing words and sentences. He is also working on counting to 100 by 5's. He is working on sharing his thoughts whole group and I can tell he is eager to share his thoughts after we have come back from this break.



I love having [] in class and I can't wait to see how much he grows before the end of the school year! Please let me know if you have any questions.

For the second quarter I created these and used them in addition to the report cards to let my families know how their child was doing.

JANUARY

Mrs. Jackman's Newsletter

literacy

- phonics- we are continuing to learn about letter sounds. we have learned 11 so far and they are rocking it.
- reading comprehension- we are starting a new unit on geography.
- writing- we are learning about different types of writing and when to use them. the types we are learning about are narrative, opinion, informational.

math

- counting- we are learning how to count to 100 by 5's and 10's.
- problem solving- we are learning different techniques to add and subtract within 10.
- number talks- we are learning all about teen numbers and how to create them.


notes

I hope that everyone had a fantastic break. I am so excited to be back and to start a new year with you. we will be maps testing this month, please look for more information to come. please let me know if you have any needs or concerns.

PLEASE DRINK WATER BOTTLE EVERYDAY

MARCH

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
PLSBC	1 ART	2 PE	3 COMPUTER LAB	4 LIBRARY
7 PLSBC 2	8 PE	9 GLOBAL CONNECTIONS	10 PLSBC	11 ART
14 PE (PEEL LIKE A BANANA OR PATH PARTICIPATION FOR PLSD)	15 COMPUTER LAB	16 LIBRARY	17 PLSBC VIEW GREEN	18 PE
21	22 SPRING BREAK- NO SCHOOL			25
28 GLOBAL CONNECTIONS	29 PLSBC CLASS PICTURE DAY (REGISTRATION CAR AND GOWN PICTURES)	30 ART	31 PE	COMPUTER LAB

 SEPTEMBER HOMEWORK			
Monday	Tuesday	Wednesday	Thursday
MATH Grab a handful of cereal, LEGOS, or anything small. Count how many you grabbed.	TEXT (Reading) Pick a book. Find the name of the author. Tell what the author does.	WRITING Practice writing the names of all the people in your family.	THINKING Ask a grown up why we celebrate Labor Day.
Count by 10s to 20 while hopping on one foot.	Listen to a story read a loud. Draw a picture about your favorite part.	Finish the sentence and draw a picture to match it: I can...	Draw a picture of you as a scientist.
Practice writing your numbers from 1-10.	Have a grown-up tell you a sentence. Tell how many words are in their sentence.	Draw a picture of your bedroom and label your bed and dresser.	Tell why we have rules at home and in school.
Find something in your house that is a circle shape.	Listen to a book read aloud. Did you like the book? Why or why not?	Draw an apple. Write the word apple under it in your BEST handwriting.	Find two rocks. Tell about their size, shape, color and texture.

I also send out this monthly newsletter, specials calendar with dress up days, and homework. On top of this, I also communicate important announcements through remind, which is where most of my family members communicate. I also use email to communicate important dates and answer any questions they have. I respond to remind messages and emails within 24 hours. I have also had google meet meetings with parents, in person meetings and phone calls when parents have asked for them.

4d: Professional Community
 1b, 1e, 3d, 4d, 4f

4e: Grow Professionally
 1b, 3d, 4d, 4f

4f: Show Professionalism
 1b, 4d, 4e