The teacher understands cognitive, linguistic, social, emotional, and physical areas of student development.
Professional Development Certificates
Website with classroom instruction
AP Statistics is an introductory college level statistics course that prepares students for the AP Statistics exam in May. Topics will include exploring and understanding data, exploring relationships between variables, gathering data, randomness and probability, analyzing statistics in the real world, and inference.

Students will receive regular exposure to AP level questions and will be expected to complete one project per semester.

Links
http://www.collegeboard.com/student/testing/ap/sub_stats.html

Blog: Video notes for each chapter. You may need to download the iTunes app if you want to view these on your phone or other device.
Character Education Lessons

ABC’s of Crayons to College & Careers
Weekly Class Winners

- Attitude: Gabe R.
- Behavior: Landon B.
- College & Training: Tiffin W.
- Determination: Ruby R.
- Flexibility: Heather W.
- Goals: Stephanie
- Honor
- Interests
- Knowledge
- Leadership
- Motivation
- Money Smarts
- Nutrition
- Organization
- Problem Solving
- Perseverance
- Quality
- Responsibility
- Study Skills
- Teamwork
- Volunteer
- Example
- Zeal

Crayons to College & Careers

- Show dignity and respect in all of your interactions.
- Be honest and fair so that everyone can trust you.
- Express appreciation and gratitude when good things happen.

- Honor
Character Education Lessons

Grammar - Proper Nouns (Disneyland, Mr. Bro)
Pathfinder Goal - We will be honest and do the right thing.
Permission slips

Dear Parents,

We as a class are going to start going to the Rocky Mt. Care Center. We will be helping the people there with lots of things. We will be reading to them, playing catch with yarn balls, making popcorn, etc. It will be a lot of fun. I will be needing about 5 kids on Tues, at 1:45-3:00 pm. This gives them the opportunity to go about once a month. They will be walking over with an adult. (Getting a hint to what I need next?). I need at least five more parents, dad, grandma, or grandpa to come and take them. You don’t need to “do” anything, but be in charge of the students. Lacey is the activity coordinator, and she will do “activities”.

Please send this back signed:

My child ______ can go to the Care Center on some Tues. I understand that he/she will not be asked to do anything that would make him/her uncomfortable.

Signed ______ Date ______

I could come some/a lot of Tuesdays about 1:45 to take them. My name ______ My phone ______

Mr. M.

Volunteers

Parent Volunteer Sign-up

| Literacy Centers | Reading aloud to students. 
|------------------|---------------------|
| Wednesday 10:00  | phone: 303-555-
| noon to 1:00     | 1234

| Story Telling Mom or Dad | Bring stories from home and read to the students for about 20 minutes.
|--------------------------|--------------------------------------------------|
| 1st Friday of the month  | 1st Friday of the month 
| Hollywood Booth          | Hollywood Booth

| Writers Workshop | Needs to be able to type stories or help at school
|------------------|--------------------------------------------------|
| Tuesday 10:00    | Monday 10:00

<table>
<thead>
<tr>
<th>Other</th>
</tr>
</thead>
</table>
| About once a month for kids | School Day: 9:00-3:00
| 10:00 to 1:00 at School | F:
| Phone: 303-555-1234 | 234

Newsletters

BROWN’S BULLETIN
OCTOBER 25, 2013

Upcoming Events

October 25th:
- Class Party @ 6 pm
- Field Day @ 9 am

November 2nd:
- Pajama Day
- Christmas Party

December 1st:
- Library Book Fair

Check the school calendar for more information.

Pumpkin Patch will be open from 9 am to 9 pm every Thursday. Come and vote for your favorite pumpkin for the contest.

Thank you for your support and participation in our school activities. We appreciate your involvement in making our school a special place for all students.
Parent Communication Logs

Student: [Redacted]

Date: 9/14/2012 Activity: Sent consent for intervention
Date: 9/17/2012 Activity: Received intervention consent
Date: 10/29/2012 Activity: Sent Data Review Consent Rights
Date: 11/9/2012 Activity: Called/texted to set up meeting
Date: 11/20/2012 Activity: Sent notice of meeting
Date: 11/24/2012 Activity: Sent reminder text. Dad texted back. 
Date: 11/28/2012 Activity: Held IEP - Classified S1
Differentiated Instruction
(What does this look like in your room?)
Differentiated instruction

Leveled spelling

Reteach and Enrich
Lesson Plans with Differentiation/ Accommodations

What Taught: Compare and Contrast (new lesson on how to compare and contrast.)
Reading: Literature Standard 5
Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events in (e.g., the quest, the quest, the quest, and traditional literature from different cultures.)

How Taught:
Have students describe storylines, characters, storylines, etc. (Write it down)

Read students’ version of Cinderella (page 40, notes about 30 minutes to read)
Talk about similarities and differences between Cinderella and Ashbrukand (Write it down)

<table>
<thead>
<tr>
<th>Cinderella</th>
<th>Ashbrukand</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mother</td>
<td>Mother</td>
</tr>
<tr>
<td>Sisters</td>
<td>Sisters</td>
</tr>
<tr>
<td>Stepsisters/Stepsisters</td>
<td>Stepsisters/Stepsisters</td>
</tr>
<tr>
<td>Shot by stepmother</td>
<td>Shot by stepmother</td>
</tr>
<tr>
<td>From late night</td>
<td>From late night</td>
</tr>
<tr>
<td>Outside dance hall</td>
<td>Outside dance hall</td>
</tr>
<tr>
<td>Prince finds slipper</td>
<td>Prince finds slipper</td>
</tr>
</tbody>
</table>

As a class write one sentence that compares the two stories.
Write one sentence that contrasts the two stories.

How Evaluated: During independent work time, students should fill out the following form. (Print 5 copies of form 1)

Accommodations: Special Ed. and ELL students can choose to write one sentence of each comparing and contrasting by themselves (instead of 2 sentences), or they can choose to work with a partner and write 2 sentences of each comparing and contrasting. If they choose to write one by themselves, and example of each type of sentence is on their paper.

- Aaron
- Giovanni
- Danielle
- Brice
Interventions Logs

Intervention plans/goals
En la noche de las brujas

Yo me disfrazo de bruja y voy con mi familia a pedir dulces.
Nos divertimos mucho.
Displays of Student Work
Student Portfolios
Documentation of IEP, ESL plans, accommodations
## Progress Monitoring w/ lesson adaptations

### Wasatch School District, J R Smith Elementary School

<table>
<thead>
<tr>
<th>DIBELS Next Composite Score</th>
<th>Kindergarten</th>
<th>Grade 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ROY</td>
<td>MOY</td>
</tr>
<tr>
<td>FSF</td>
<td>Deaf</td>
<td>10</td>
</tr>
<tr>
<td>LNF</td>
<td>Deaf</td>
<td>41</td>
</tr>
<tr>
<td>PSF</td>
<td>Deaf</td>
<td>20</td>
</tr>
<tr>
<td>NWFS CLS</td>
<td>Deaf</td>
<td>36</td>
</tr>
<tr>
<td>NWF WWR</td>
<td>Deaf</td>
<td>2</td>
</tr>
<tr>
<td>DORF Fluency</td>
<td>Deaf</td>
<td>54</td>
</tr>
<tr>
<td>DORF Accuracy</td>
<td>Deaf</td>
<td>96</td>
</tr>
<tr>
<td>DORF Rate</td>
<td>Deaf</td>
<td>10</td>
</tr>
</tbody>
</table>
# SSPs, Conferences, Goals

## SEP Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00</td>
<td>Arrival</td>
</tr>
<tr>
<td>8:15</td>
<td>Morning Routines</td>
</tr>
<tr>
<td>8:30</td>
<td>1st Period</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00</td>
<td>2nd Period</td>
</tr>
<tr>
<td>10:00</td>
<td>3rd Period</td>
</tr>
<tr>
<td>10:45</td>
<td>Snack Break</td>
</tr>
<tr>
<td>11:00</td>
<td>4th Period</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:00</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:30</td>
<td>5th Period</td>
</tr>
<tr>
<td>1:00</td>
<td>Social Time</td>
</tr>
<tr>
<td>1:30</td>
<td>6th Period</td>
</tr>
</tbody>
</table>

### Areas for Improvement & Student Goal:

- Practice writing names and letters.
- Improve reading skills.
- Support for achieving student goal.
- Practice writing.

<table>
<thead>
<tr>
<th>Parent/Home:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read books, help practice.</td>
</tr>
</tbody>
</table>

**Student Signature:**

**Parent Signature:**

**Teacher Signature:**

**O SEP attempted:** Contacted.

---

**JR Smith Elementary Student Education Plan**

**Today's Date:**

**Review previous SEP Goals:**

**Current Assessment Results:**

**Reading Level:**

**Writing Skills:**

**Areas of Strength:**

**Support for Achieving Student Goal:**

**Practice:**

**Parent Signature:**

**Student Signature:**

**Teacher Signature:**

**O SEP attempted:** Contacted.
How do you use it in your classroom?
Other Evidences:

- Anecdotal notes, records, checklists
- Common/Formative assessments with notes on how you used the assessments to change instruction
- Reflection Journals