

**JEUNÉ B. PROVOST**

**JULIUS SPRAUVE SCHOOL**

**PORTFOLIO 2014**



# DOMAIN 1



- **Component 1 B**
- Demonstrating Knowledge of Students

- **Component 1E**  
Designing Coherent Instruction





# COMPONENT 1B

## DEMONSTRATING KNOWLEDGE OF STUDENTS

Beginning of Year Interest Inventory

Student Goals

Multiple Project Options



# DOMAIN 1B



## DEMONSTRATING KNOWLEDGE OF STUDENTS INTEREST INVENTORY

Interest Inventory for \_\_\_\_\_ Date: \_\_\_\_\_

Please help me find out more about your likes and dislikes by taking some time to answer the following questions. Thank you.

1. How old are you? \_\_\_\_\_ What grade are you in? \_\_\_\_\_

2. Do you like school? \_\_\_\_\_ Why or Why not? \_\_\_\_\_

3. What subject(s) do you like best in school? \_\_\_\_\_

4. What books have you enjoyed reading? \_\_\_\_\_

5. What kind of books would you like to read in the future? \_\_\_\_\_

6. Do you like to play sports? \_\_\_\_\_

What sports do you like to play? \_\_\_\_\_

7. What do you like to do at recess? \_\_\_\_\_

8. Do you like to play games (Monopoly, Sorry, card games, etc.)? \_\_\_\_\_

What games do you like to play? \_\_\_\_\_

9. What do you do when you are at home? \_\_\_\_\_

10. What do you like best about your home? \_\_\_\_\_

11. Do you like to watch T. V.? \_\_\_\_\_

What is/are your favorite T. V. Show(s)? \_\_\_\_\_

12. Do you like to listen to music? \_\_\_\_\_ Do you like to sing? \_\_\_\_\_

What is your favorite song(s)? \_\_\_\_\_

13. What do you like to eat? \_\_\_\_\_

Where do you like to go eat (restaurant)? \_\_\_\_\_

Medical Concerns/Allergies/etc. (Please explain.):

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Academic Concerns:

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Social/Cultural Concern & Background:

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Other Concerns:

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# DOMAIN 1B

## DEMONSTRATING KNOWLEDGE OF STUDENTS

### STUDENT GOALS



#### Setting Goals

- gives insight on each student
- build confidence
- directs student effort



# DOMAIN 1B

## DEMONSTRATING KNOWLEDGE OF STUDENTS

### MULTIPLE PROJECT OPTIONS



#### Class Election Checklist



**Wednesday (May 7, 2014)** is Election Day in 2<sup>nd</sup> grade. The date had to be changed because of the school calendar. Be prepared to answer questions from voters about your campaign. Be dressed in professional attire for this presentation. Here is a check list to help you prepare. Presentations will be held at 1:00pm on **Wednesday (May 7, 2014).**

**Campaign:** Create your political campaign by creating a picture or chart that shows the major issues, you will focus on and solutions to these problems. Choose two (2) focus topic from the following: Education Environment, Military, Health Care, and Crime Prevention.

Example:

<u>Military</u> : There are not enough care for military people when they come back from war.	As president I will make all business hire a minimum of 1 military worker.
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**Speech:** Write a persuasive campaign speech with which to address students about what you will do if you were President.

**Advertising Campaign:** Create an advertising campaign (i.e., slogans, buttons, and poster, a press release to submit to the school newspaper; a radio or TV spot to be aired. Be creative

**Conversation with the Governor of the Virgin Islands:** Task 6: Imagine that when elected your first meeting will be with the Governor of the Virgin Islands to discuss the problems and solutions of the islands. Make a list of problems and solutions you will address with the Governor of the Virgin Islands.

## Dinner Menu

### My 2<sup>nd</sup> Grade Business Plan

#### **Appetizers (choose 1):** Descriptions of my business

- Record a speech
- Write a paragraph
- create a poster
- Slideshow
- Brochure

#### **Entrees (choose 2 or more):** Marketing

- Business cards
- Brochure
- Flyers
- TV commercial
- Radio Advertisement

#### **Desserts (choose 1):** Finances and Management

- Create a budget
- write a paragraph describing each
- create a diagram or poster

I have an Idea of my own. \_\_\_\_\_

Student Signature \_\_\_\_\_

Teacher Signature \_\_\_\_\_

Date \_\_\_\_\_

**Due:** All items in the main dish and the specified number of side dishes must be completed by the due date. On Friday, January 11, 2012. You may select among the side dishes, and you may decide to do some of the dessert items, as well.



# COMPONENT 1E

## DESIGNING COHERENT INSTRUCTION



Differentiation: Instructional Groups

Student Choice & Reflection

Engaging Learning Activities



# COMPONENT 1E

## DESIGNING COHERENT INSTRUCTION

### COMPOSING READING INSTRUCTIONAL GROUPS



DIBELS Assessment scores were used to classify students in three groups: at benchmark (green), some risk (yellow), at risk (red)

2

1

Active Students (13)	Logins						
[Link]	N	4	12	-	-	7	150
[Link]	E	3	15	4	3	3	640
[Link]	I	4	22	-	-	18	400
[Link]	I	2	13	2	-	1	120
[Link]	F	3	-	-	-	-	-

Running record results provided each students reading level.

3

Comprehension Skills			
Skill	Correct	Total	Accuracy
Author's Purpose	2	2	100%
Cause and Effect	9	15	60%
Compare and Contrast	3	13	23%
Fact or Opinion	3	3	100%
Main Idea and Details	4	12	33%
Make Inferences	10	18	56%
Problem and Solution	9	9	100%
Recall	15	29	52%
Sequence Events	1	8	13%
Story Elements	3	3	100%
Vocabulary	13	28	46%
<b>Total</b>	<b>72</b>	<b>140</b>	<b>51%</b>

Comprehension Assessment was given that identified target skills and percentage of accuracy.

Grade 2	BOY	MOY
Name	Comp. Score	Comp. Score
[Name]	Red	Red
[Name]	Red	Red
[Name]	Red	Red
[Name]	Red	Yellow
[Name]	Red	Yellow
[Name]	Yellow	Yellow
[Name]	Yellow	Green

# COMPONENT 1E

## DESIGNING COHERENT INSTRUCTION

### COMPOSING MATH INSTRUCTIONAL GROUPS



A	B	C	D	E	F	G	H	I	J	K	L
<b>Class Checklist:</b>											
Beginning-of-Year Assessment											
Mrs. Provost Class											
Class											
Sep-14											
Date											
Assess Progress: A = adequate progress N = not making adequate progress N/A = not assessed											
Names			[Number and Numeration Goal 2]	[Number and Numeration Goal 5]	[Operations and Computation Goal 1]	[Patterns, Functions, and Algebra Goal 3]	[Measurement and Reference Frames Goal 6]	[Patterns, Functions, and Algebra Goal 1]	[Data and Chance Goal 2]	[Operations and Computation Goal 2]	[Measurement and Reference Frames Goal 4]
			1	2	3a-f	3g-j	4	5	6	7	8
1. Addition, Subtraction			A	A	N	A	A	N	A	A	A
2. Multiplication, Division			A	A	A	A	A	A	A	A	A
3. Fractions, Decimals, Percents			N	N	N	A	A	A	N	N	N
4. Geometry, Measurement			A	A	N	N	N	N	N	N	N
5. Probability, Statistics			A	A	A	A	A	A	N	A	A

An Assessment Management Spreadsheet was created to determine if students met the key concepts and skills for the Beginning of the Year Assessment. According to their needs students were placed in Mixed ability groups and ability groups.



# COMPONENT 1E

## DESIGNING COHERENT INSTRUCTION

### STUDENT CHOICE & REFLECTION



- Daily Reading/ Language Arts & Math Work Stations
  - **A** Students choose from activities in a menu; the students choose the learning task that suit their approach to learning.



- **B** Students complete daily reflection on their participation in class and make suggestions to improve cooperative learning



# DOMAIN 1E

## DESIGNING COHERENT INSTRUCTION

### ENGAGING LEARNING ACTIVITIES



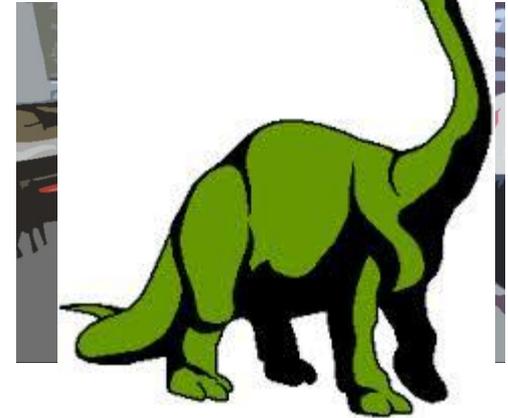
#### ○ Dinosaur Museum

Diorama

Archeological Dig

Oral presentation (3 Mesozoic periods)

Research and clay models





# DOMAIN4

- **Component 4C**

Communicating With Families

- **Component 4D**

Participating in Professional Community





# COMPONENT 4C

## COMMUNICATING WITH FAMILIES

Weekly Behavior Logs

Weekly Homework/ Curriculum Logs

Quarterly News Letters

Parent Conferences





# COMPONENT 4C

## COMMUNICATING WITH FAMILIES

### BEHAVIORAL & HOMEWORK/CURRICULUM LOGS

Teacher  
Parent  
Comment  
Section



April



Sun	Monday	Tuesday	Wednesday	Thursday	Friday	Sun
		1 	2 	3 	4 	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Notes  
4/4 Mary AJ struggled with being on task.

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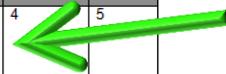
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Daily  
behavior  
score



Behavior  
Management  
Scale



More than 3 bands	3 bands	2 bands	1 band	0 bands
Excellent	Good	Fair	Needs Improvement	Unsatisfactory



# COMPONENT 4C

## COMMUNICATING WITH FAMILIES

### BEHAVIORAL & HOMEWORK/CURRICULUM LOGS



Homework for the Week of February 10, 2014

Reading Words for "Mr. Tanen's Tie Trouble"

Read each reading word to a parent

Wednesday words are always high frequency words.

Monday	Tuesday	Wednesday	Thursday
1. After	1. About	1. Also	1. Against
2. Book	2. Everything	2. Fly	2. Song
3. Carte	3. First	3. Gone	3. Bird
4. Ever	4. Her	4. Have	4. Difference
5. Live	5. Of	5. Horse	5. Girl
6. New	6. Slowly	6. Look	6. Hold
7. Off	7. Store	7. River	7. Morning
8. Over	8. Story	8. Said	8. Night part
9. Small	9. Two	9. Saw	9. Someone
10. Thought	10. World	10. Something	10. Something

\*\*\*\*This week in 2<sup>nd</sup> G\*\*\*\*

#### ❖ Reading

*Students will also be tested on*

*Grammar: Pronouns.*

*Students will learn the correct way to use the pronouns I, he, she, it, we and they.*

*Phonics: base words and ending (-ed, -ing)*

*Listened, listening*

*Comprehension- Students will identify setting, characters and plot. They will organize story elements in a story map.*

*Vocabulary Strategies- Homographs- words that are spelled the same way but have different meanings*

*Example ball*

*The princess attended her first ball. (ball; a fancy dance)*

*I could play with a ball if I am bored. (ball; a small round toy)*

#### Science

*Key vocabulary*

*Fossil, extinct, paleontologist, dinosaur*

*Students will know that fossils provide evidence about plants and animals that lived long ago.*

*Student can describe how fossils are formed.*

*Students recognize that scientist such as paleontologist use technology in science research.*

*Students can describe the characteristics of different dinosaurs*

#### ❖ Math

*Students will*

*Define, name, and draw line segments*

*Learn paper and pencil addition strategies for addition of 2 and 3 digit numbers.*

*Review time*

*Explore shapes to prepare for division and multiplication*

*Observe similarities and differences among 3-dimensional shapes and explore symmetry*

#### Daily Homework:

Monday	Tuesday	Wednesday	Thursday	Friday
<b>Science:</b> Fossil Lesson Review	<b>Reading:</b> Practice <b>Math:</b> Homelinks	<b>Reading :</b> Practice Page	<b>Math:</b> Homelinks  <b>Study for SPELLING and VOCABULARY TESTS on Friday.</b>	<b>Reading:</b> <b>Reading Response</b>

Spelling Words for the Week. Study for your test on Friday. Words with base endings -ing, -ed

Running	Selling	Missed	Review	Challenge
Clapped	Pinned	Grabbed	Mixed	Wrapped
Stopped	cutting		Going	Swelling
Hopping	Sitting			
Batted	rubbed			

# COMPONENT 4C

## COMMUNICATING WITH FAMILIES

### QUARTERLY NEWS LETTERS



**Mrs. Provost**  
**2nd Grade**  
**Class**

**Highlights: Your Student**

*Successes*

*Concerns-*

**J.E.S.S**

Handletter Date: \_\_\_\_\_  
Volume 1, Issue 2

Inside  
Letter from T  
Great News  
Projects  
Parent Confe  
Learning The  
Testing  
Your Student

Special poin

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-Benj

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# COMPONENT 4C COMMUNICATING WITH FAMILIES PARENT CONFERENCES



Students Name:

\_\_\_\_\_



Parent conference held on: March 5, 2014

Subject of conference: First Marking Period Reports (Report Cards)

Present at Conference:

1. Mrs. J. Provost (teacher)
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Academic Concerns or Successes:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



1<sup>st</sup> Request

March 5, 2014

Dear Parent/ Guardian,

In sight of \_\_\_\_\_ current progress and 2<sup>nd</sup> marking period grades. I am requesting a scheduled Parent-Teacher Conference. This meeting will focus primarily on helping your child become successful. Other major concerns affecting your child's academic future will also be discussed. We know that you are very busy but a half hour of your time can make the world of difference in your child's academic progress.

Thank you for your cooperation and understanding. I am looking forward to meeting with you.

Yours sincerely,

Mrs. Provost, 2<sup>nd</sup> Grade



Appointment requested

Date: Friday March 7, 2014





# COMPONENT 4D

## PARTICIPATING IN PROFESSIONAL COMMUNITY

Leadership in Core Educational Groups:  
Technology Training (Ipad), Classroom  
Management Core Group, School Improvement,  
Elementary V.I Social Studies Textbook  
Development

Teacher Mentorship (1<sup>st</sup> year teacher)

Professional Development (PD 360 & PBS  
Multiple Intelligences Course)



COMPONENT 4D  
PARTICIPATING IN PROFESSIONAL COMMUNITY  
**LEADERSHIP ROLE IN CORE SUPPORT GROUPS &  
TASK FORCES**



**Leadership in Core Educational Groups:**

Technology Training (Ipad)

Classroom Management Core Group

School Improvement Plan : Reading Core Group

Elementary V.I Social Studies Textbook  
Development



# COMPONENT 4D

## PARTICIPATING IN PROFESSIONAL COMMUNITY

### TEACHER MENTORSHIP



**Mentor:** Jeuné B. Provost

**Teacher:** [REDACTED]

#### Interaction Report

#### School Year 2013-2014

#### January 2014

Date of Interaction	Duration (mins)	Interaction Type	Comment
1/13/2014	30	Conference : Planning Instruction	Focused on planning cooperative learning activity in reading/language arts
1/15/2014	45	Conference: Planning Instruction, understanding and organizing student workstations	Worked on a leveled learning menu for reading workstations. Prepared learning tasks for 6 workstations.
1/23/2014	45	Assessing Student Learning: Dibels Testing	Assisted in administering Dibels Testing
1/23/2014	30	Classroom visit: observation	Observed Ms. Johnson as she instructed students to go to workstations. Offered suggestions that would minimize difficulties.
1/24/2014	30	Conference: Post-observation discussion	Addressed concerns Ms. Johnson had about transitioning and classroom management.
1/28/2014	30	Assessing Student Learning	Focused on concerns with student P. Charles. Ms. Johnson was concerned that her informal observations did not match formative assessments. Focused on assessing formally.



# COMPONENT 4D

## PARTICIPATING IN PROFESSIONAL COMMUNITY PROFESSIONAL DEVELOPMENT



- Enrollment in online course
- Professional Development
- PBS Online course
  - PD360
  - Ipad Training



Summary

Individual

Social

**Video**

Community

Complete List



**Viewing Points Trophy**

Earn 100 Viewing achievement points



# ARTIFACT LIBRARY



## Domain 1

- **Component 1 B**

Demonstrating Knowledge of Students

[Data Binder](#)

[Interest survey](#)

[Interest Survey Student Sample](#)

[Parent Packet](#)

[Sample: Multiple Option Projects](#)

[Sample 2: Multiple Project Objects](#)

[Student Goals](#)

[Menu Options in Centers](#)

- **Component 1E**

Designing Coherent Instruction

[Dibles Class Summary](#)

[Raz-Kids Report Sample](#)

[Dinosaur Museum Lesson Plan](#)

[Ability Grouping Chart](#)

[Leveled Reading Chart](#)

## Domain 4

- **Component 4C**

Communicating With Families

[Behavior Logs](#)

[Homework Curriculum Logs](#)

[News Letter](#)

[Student Reading News Letter](#)

[Parent Conference Notes](#)

- **Component 4D**

Participating in Professional Community

[ESIP core group presentation](#)

[PBS On-line Course Syllabus](#)

[PBS Course Enrollment Email](#)

[Teacher Mentorship Interaction Log](#)

[Teacher Mentor Letter](#)

[Virgin Islands History Core Team](#)

[IPad Certificate](#)

[Ipad Training Picture](#)

[PD 360 Certificate](#)

[School Calendar for ESIP Meeting and Behavior Management Team](#)

