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Student Teaching Portfolio

Standard Ten: *The teacher fosters relationships with school colleagues, parents, and agencies, in the larger community to support students' learning and well-being and who acts in integrity and fairness.*

Building relationships within the education system is essential. Teachers continually interact with school colleagues, parents, and agencies within the community as an aspect of learning for their students. These relationships are fundamental and are interwoven into a student's life and must be taken seriously to aid in educating the student.

Teachers must foster relationships with school colleagues. These relationships are essential to the education of their students. Teacher relationships with school colleagues help the teacher to strengthen educational practices and lesson plans. For example, if a teacher is unsure how to effectively teach a historical concept, they should be asking for help from a colleague to get their opinion on ideas for effective lesson ideas. Many teachers want to try new lessons and new educational practices and by having relationships with school colleagues, teachers can work together and create effective learning segments for their students.

Support from colleagues is also vital when there are common students between teachers. In every school, teachers share the same students on a daily basis. While a student may behave well and be successful in one class, that does not mean that student will be successful and behave well in all classes. By having positive relationships with colleagues, teachers can collaborate effectively and exchange educational practices and ideas to help that student. Within these

relationships teachers work together to become better teachers and better team players, essentially creating a positive work environment for everyone involved.

Teachers are also responsible for fostering relationships with parents. Parents are a crucial piece to the education of students. Parents are our best resources when it comes to learning about our students. They are able to tell us about the student as a whole, and not just how they are as a student. This allows teachers to see how the student operates outside of the classroom; it tells us if the student has a behavior problem all around or if it is just within the classroom.

Since parents understand the depths of their children, they can help teachers with ways to control behavioral issues or any other problems that may occur within the classroom.

With this being said, teachers must be willing to contact and communicate with parents in any way possible when concerns or problems arise.

Teachers are also responsible for fostering relationships with agencies in the larger community. This is necessary for many reasons such as modeling proper civic behavior and educating students on the importance of communities and community bonding. Teachers can model this relationship by participating in local trash cleanups, volunteering at local charity events, and even bringing local businesses into the classroom.

By building relationships with agencies within the community, the teacher not only provides a positive name for the school they work for, but they also allow their students to learn about local businesses and community events. Many students will not leave the community that they are from, so it is important for those students to be exposed to multiple local businesses as potential career choices for after high school. In order to open these doors of opportunity, the

teachers are the middleman and must create positive relationships with the community in order for community members to interact with the school district.

All of the relationships listed above are developed to have the best interest of the students' lives and education in mind. Each relationship is built in hopes that the future education of students and the value they will have on society will all be positive. Overall, the students' well-being is in the best interest of everyone involved.

Disposition:

In order to successfully meet Standard Ten, there are many dispositions in which teachers must display. The first being teachers must be open to positive and friendly relationships. A teacher is a public figure within a community and their actions and behavior reflects on the school they work for as well as their personal character. Being a positive and friendly person is necessary to build long lasting relationships with colleagues, parents, the community, and of course, students. If a teacher is noted as being disrespectful or rude they are more likely to damage any relationships from being built.

The second disposition is that a teacher must be willing to participate within the local community in which they work. By participating in local charity events or working with local business owners will not only benefit the teacher, but will essentially benefit the students. If a teacher is willing to volunteer at a local blood drive or help clean up a local park, this will strengthen the teacher's community ties. Parents and community members greatly appreciate a teacher devotion and effort to participate in the local community and build positive relationships.

Another important disposition of course is teachers sacrificing personal time. Building these relationships with colleagues, parents, and agencies within the community takes time and

effort outside of the classroom. For example, taking the time to call parents about a student who is having problems within the classroom, more likely than not will need to be made during after school hours. The teacher is also going to need to sacrifice their free time in order to build relationships in the community, such as working at a blood drive or volunteering for a park cleanup. Self-sacrificing time is a must to be a successful teacher.

Performance:

During my student teaching, I have incorporated Standard Ten. Fostering relationships with colleagues happens on a daily basis, as I meet daily with a special education coach. We work as a team with my cooperating teacher to make alternative assessments and alternative ways to deliver lessons. In addition, I work collaboratively with my cooperating teachers on helping grade assignments and assisting with taking daily attendance. I have worked hard to demonstrate to other teachers, administration, and support staff that I am a friendly, confident, and kind professional. Based upon my efforts and the reception I received from the staff at Plymouth High School, I feel I have successfully accomplished building positive and lasting relationships with fellow colleagues.

During my time at Plymouth High School, I also participated in parent-teacher conferences, where my coordinating teacher and I spoke with individual parents who came to see us. This conference was a devotion of four hours of our free time, but was greatly appreciated and valued by the parents who attended. This experience expanded my knowledge of the students and ability to foster relationships with parents. Having this experience was beneficial to my understanding how important a parent-teacher relationship is to the success of the students.

In addition to participating in parent-teacher conferences, I also chose to write introduction letters to the parents when I began my student teaching. I felt it was important to inform the parents who I was, my background, and my goal of being in their children's classroom. I also wanted parents to be aware of who was teaching their children and acknowledge the fact that my cooperating teacher oversaw everything I taught.

I have also interacted within the community as well. One experience I had during my student teaching was a field trip made to Lakeland College. I helped coordinate the trip as well as spoke with the community members and organizations that put on the workshop the students attended.

Artifact:

The artifact that I have chosen for this standard is helping to organize a field trip while at Riverview Middle School. This experience exposed me to how important it is to have professional relationships with local community agencies as well as parents. To begin planning the field trip, our 7th grade collaboration team had to obtain the permission from the principal. In order to be approved for the field trip, the teachers had to submit a proposal as to where the field trip would be, a schedule for the day, as well as a purpose for the field trip. Since the 7th grade students study animal life, our team of teachers found it appropriate to go to a wild life sanctuary. We found an educational program through the Green Bay wildlife sanctuary that included an educational presentation about different types of animals. After finding out about this sanctuary, we decided to call and find out about rates and what they all offered for field trip accommodations. This of course needed to be a professional conversation; if it was not planned out to sound professional and engaging the sanctuary could have very well have said they would

not make accommodations for our school. The same goes for making a well planned proposal to submit to the principal. If this was presented in an educational manner or the principal thought we were unprofessional about the planning she again could have said no to this field trip.

After the accommodations were made and the field trip was approved by the principal, the next part came to contacting parents and getting permission slips out to the students. The field trip permission slip forms had to explain to the parents as well what the purpose of the field trip was going to be. It needed to come across as an educational experience. With that being said, we also needed to provide accommodations for families that were of low-income. We provided information about providing a bag lunch for student with free and reduced lunch and as well as financial accommodations for families that could not afford the cost of the field trip. Any time, you can reach out to struggling families and make opportunities available to their children they are very happy to hear the school cares about their child and are willing to do what it takes for their child to be able to participate in fun activities.

With all the pre-planning completed, it is our duty to prepare ourselves for the day of. This includes having attendance sheets, chaperone assignments, and knowing who is suppose to be on what bus. All of this needs to be pre-planned or the day of can be very messy.

This was an excellent experience to have while student teaching because I got to see first hand how important it is to have relationships with parents, administrators, and outside community organizations to make field trips a possibility.

Reflection:

During my student teaching experiences I was able to gain a lot of knowledge on how beneficial relationships are when you are an educator. I enjoyed collaborating with colleagues; it

was by far one of the greatest learning opportunities I experienced. It is an amazing experience to sit with someone with either the same content area or of a different content area and create lesson plans together. More minds are always better than just one, and it is crucial for collaboration to happen in order to make the best learning experiences for our students. This experience helped me grow in terms of how I organize and create learning units.

Parent teacher conferences were also a great learning experience for me as well. I got to see how to handle parents that have concern for their children and create alternative learning plans for them to be successful in the classroom. I also got to see many parents who have students who are successful, but are still engaged in the school and what the students are doing within the classroom. A lot of parents came because of the close connection they have with Mr.Lamb and that was amazing. I learned from him ways to get in touch with families and provide positive experiences for families.

I also learned while student teaching the importance of creating positive with outside organizations in order to do things like field trips. A lot of work and time goes into planning field trips and if we aren't professional and cooperating, the outside community or organizations will not cooperate with the schools. If we do not make positive connections, we potentially can ruin opportunities for other students in the future to have opportunities like field trips.

Overall, I believe that Standard Ten is one of the most crucial standards we complete as teachers, as it teaches us to be well rounded individuals who are committed and connected to parents and the outside community.