

Katie Hemmingsen's Artifacts



4th Grade
Andover Elementary





Domain 1: Planning and Preparation

This section will include content that I use to apply knowledge for my students, how I build relationships, create expectations in the classroom, use resources to advance my instruction, and include assessments.



1A.

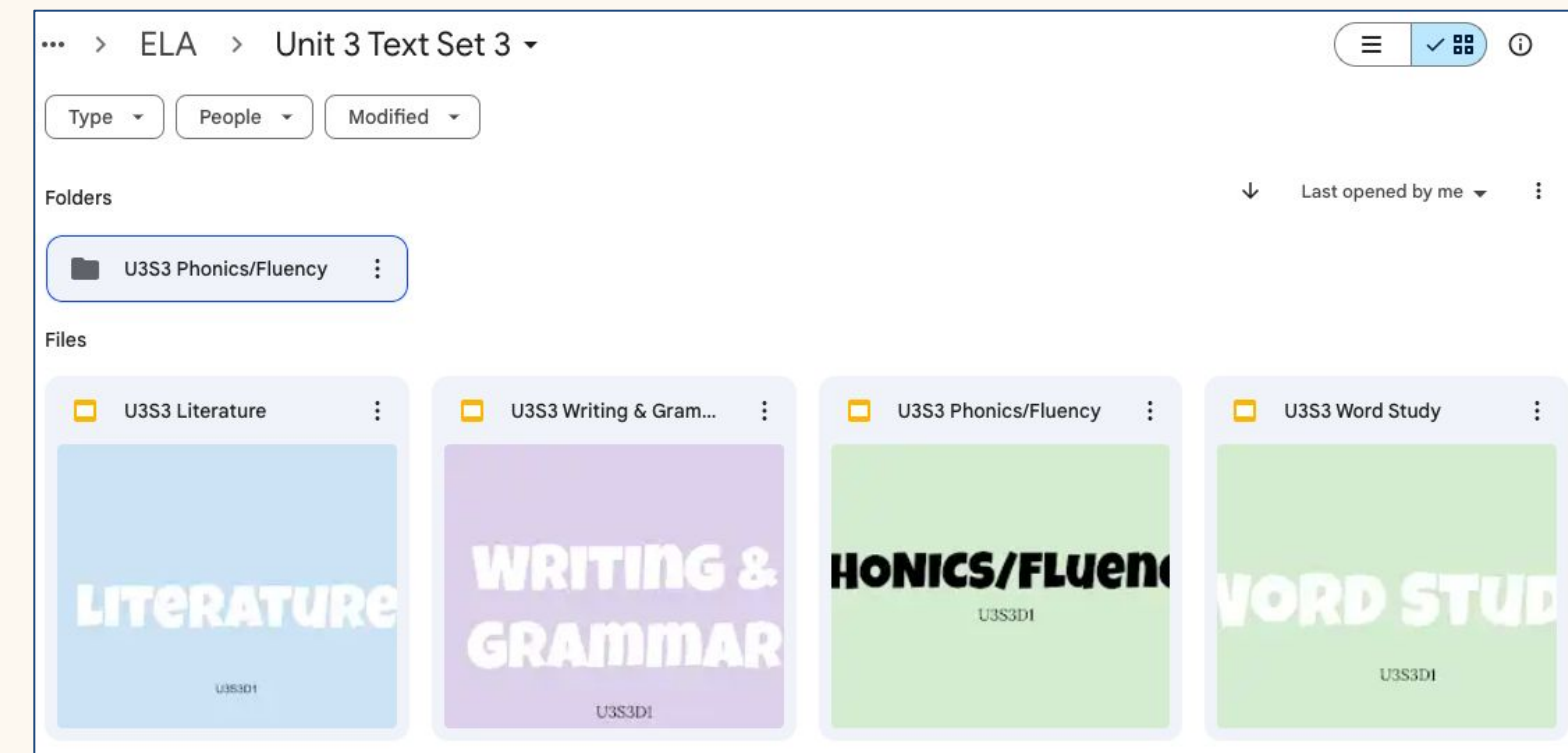
***Applying Knowledge of Content and
Pedagogy***



Shared Team Folder

This is the folder with all of our teams slides that contain our content that we teach each unit. We use these folders and slides to help teach the same content, ideas, and share suggestions.



Link: [ELA](#) Folder


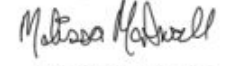


Transcript

This is a copy of my college transcript from the University of Mary. These were the courses that I took to complete my degree. I graduated from the University of Mary in December 2021.

Link: [Transcript.pdf](#)

University of Mary									
ID : 270041 Name : Katelyn Ann-Marie Hemmingsen Address : 817 Mary Ave N Fosston, MN 56542					 University of Mary Registrar 				
Undergraduate Division					Undergraduate Division				
Advisors : Jayla Rae Prussing					Advisors : Jayla Rae Prussing				
Course Number	Title	CR Type	Gra Rpt	Att	Ernd	HGpa	Q.Pts	GPA	
2015-2016 : TRANSFER COURSES									
Organization : Northland Comm & Tech Coll - TRF									
ENG 2242	American Literature II	LT	A	3.00	3.00	3.00	12.00		
ENG 2258	World Literature	LT	C	3.00	3.00	3.00	6.00		
Term Totals :				6.00	6.00	6.00	18.00	3.0000	
Career Totals :				6.00	6.00	6.00	18.00	3.0000	
2016-2017 : TRANSFER COURSES									
Organization : Northland Comm & Tech Coll - TRF									
BIO 1111	Biological Prin I	LT	B	4.00	4.00	4.00	12.00		
BIO 1112	Biological Prin II	LT	B	4.00	4.00	4.00	12.00		
Term Totals :				8.00	8.00	8.00	24.00	3.0000	
Career Totals :				14.00	14.00	14.00	42.00	3.0000	
2017-2018 : TRANSFER COURSES									
Organization : MN State University - Moorhead									
BIO 100	Issues In Human Biol	LT	A	3.00	3.00	3.00	12.00		
COM 101	Intro To Mass Media	LT	B	3.00	3.00	3.00	9.00		
HIS 104	World History I	LT	B	3.00	3.00	3.00	9.00		
HST 110	Pers Hlth/Wellness	LT	B	3.00	3.00	3.00	9.00		
PHI 101	Intro West Phil	LT	B-	3.00	3.00	3.00	8.10		
PSY 113	General Psychology	LT	B	3.00	3.00	3.00	9.00		
Term Totals :				18.00	18.00	18.00	56.10	3.1167	
Career Totals :				32.00	32.00	32.00	98.10	3.0656	
2018-2019 : Fall Term									
COM-110	Oral Communication-SA	LT	C	3.00	3.00	3.00	6.00		
EDU-200	Introduction to Education	LT	A-	3.00	3.00	3.00	11.10		
Term Totals :				6.00	6.00	6.00	17.10	3.4176	
Career Totals :				48.00	48.00	48.00	156.20	3.1878	
2018-2019 : Spring Term									
EDU-205	Developing Classroom Envir	LT	B-	2.00	2.00	2.00	5.40		
EDU-295	Learnners With Exceptional N	LT	C+	3.00	3.00	3.00	6.90		
ENG-121	Composition II	LT	B+	3.00	3.00	3.00	9.90		
MAT-102	Intermediate Algebra	LT	C	4.00	4.00	4.00	8.00		
SCI-201	Earth Science Lab	PF	P	0.00	0.00	0.00	0.00		
SCI-201	Earth Science	LT	C+	4.00	4.00	4.00	9.20		
Term Totals :				16.00	16.00	16.00	39.40	2.4625	
Career Totals :				65.00	65.00	65.00	195.60	3.0092	
2018-2019 : Summer Term									
ART-116	Intro to Film	LT	B-	3.00	3.00	3.00	8.10		
CIS-101	Intro to Computer Informatio	LT	B-	3.00	3.00	3.00	8.10		
EDU-412	Cognitive Behavior Strategie	LT	B-	2.00	2.00	2.00	5.40		
EDU-413	Community/Parent/Teacher	LT	B	2.00	2.00	2.00	6.00		
HIS-351	World Historical Era	LT	B	3.00	3.00	3.00	9.00		
PHI-308	Ethics	LT	W	3.00	0.00	0.00	0.00		
Term Totals :				16.00	13.00	13.00	36.60	2.8154	
Career Totals :				81.00	78.00	78.00	232.20	2.9799	

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Undergraduate Division					Undergraduate Division				
Advisors : Jayla Rae Prussing					Advisors : Jayla Rae Prussing				
Course Number	Title	CR Type	Gra Rpt	Att	Ernd	HGpa	Q.Pts	GPA	
2019-2020 : Fall Term									
EDU-320	Curriculum Instruction & Ass	LT	A-	3.00	3.00	3.00	11.10		
EDU-367	Cultural Diversity & Human I	LT	B-	3.00	3.00	3.00	8.10		
EDU-383	Intro Learners w/ Mild Disab	LT	B-	3.00	3.00	3.00	8.10		
EDU-390	Practicum: Diverse Learner	LT	A	1.00	1.00	1.00	4.00		
GEO-161	World Regional Geography	LT	A	3.00	3.00	3.00	12.00		
PSY-332	Child & Adolescent Psychol	LT	C	3.00	3.00	3.00	6.00		
Term Totals :				16.00	16.00	16.00	49.30	3.0813	
Career Totals :				97.00	94.00	94.00	281.50	2.9947	
2019-2020 : Spring Term									
EDU-301	Classroom Management	LT	B+	2.00	2.00	2.00	6.60		
EDU-311	Music in the Elementary Sch	LT	A	2.00	2.00	2.00	8.00		
EDU-339	EL & Language Developme	LT	B-	2.00	2.00	2.00	5.40		
MAT-201	Elem Math for Teachers I	LT	C	3.00	3.00	3.00	6.00		
PHI-308	Ethics	LT	C	3.00	3.00	3.00	6.00		
Term Totals :				12.00	12.00	12.00	32.00	2.6667	
Career Totals :				109.00	106.00	106.00	313.50	2.9575	
2020-2021 : Spring Term									
EDU-303	Elem & Middle School Scier	LT	B	2.00	2.00	2.00	6.00		
EDU-307	Elem & Middle School Math	LT	A-	2.00	2.00	2.00	7.40		
EDU-312	Arts in the Elementary Scho	LT	A-	2.00	2.00	2.00	7.40		
EDU-316	Elem & Middle Schl Lang Rv	LT	A	3.00	3.00	3.00	12.00		
EDU-318	Elem & Middle Schl Soc Stu	LT	A	2.00	2.00	2.00	8.00		
EDU-400	Practicum II: Elementary Ed	LT	A	3.00	3.00	3.00	12.00		
EDU-411	Student Teacher Assessmer	PF	P	0.00	0.00	0.00	0.00		
THE-234	Benedict:Yesterday & Today	LT	B	3.00	3.00	3.00	9.00		
Term Totals :				17.00	17.00	17.00	61.80	3.6353	
Career Totals :				140.00	137.00	137.00	425.30	3.1044	
2021-2022 : Fall Term									
EDU-418	Student Tchng: Elementary I	PF	P	12.00	12.00	0.00	0.00		
EDU-423	Student Teaching Seminar	PF	P	1.00	1.00	0.00	0.00		
EDU-499	Senior Comp Assessment	PF	P	0.00	0.00	0.00	0.00		
Term Totals :				13.00	13.00	0.00	0.00	0.0000	
Career Totals :				153.00	150.00	137.00	425.30	3.1044	
Division Career Totals :				153.00	150.00	137.00	425.30	3.1044	
2020-2021 : Fall Term									
EDU-300	Practicum I: Elementary Ed.	LT	A	2.00	2.00	2.00	8.00		
EDU-315	Elem & Middle Schl Lang Ar	LT	A	3.00	3.00	3.00	12.00		
EDU-351	Educational Technology	LT	A	1.00	1.00	1.00	4.00		
MAT-202	Elem Math for Teachers II	LT	C	3.00	3.00	3.00	6.00		
PEO-305	Elementary Physical Educat	LT	A	2.00	2.00	2.00	8.00		
PSY-406	Abnormal Psychology	LT	A	3.00	3.00	3.00	12.00		
Term Totals :				14.00	14.00	14.00	50.00	3.5714	
Career Totals :				123.00	120.00	120.00	363.50	3.0292	
Degree Information : (1) 'Bachelor of Science' Date Conferred : 12/22/2021 Major(s) Elementary Education Minor(s) Special Education									

Professional Development Document for Ideas & Learning

This is a snapshot of what a professional development document that I created at the beginning of the 2023-2024 school year to help collect my thoughts, ideas, and experiences in one spot.

Link: [PD Document 2023-2024](#)

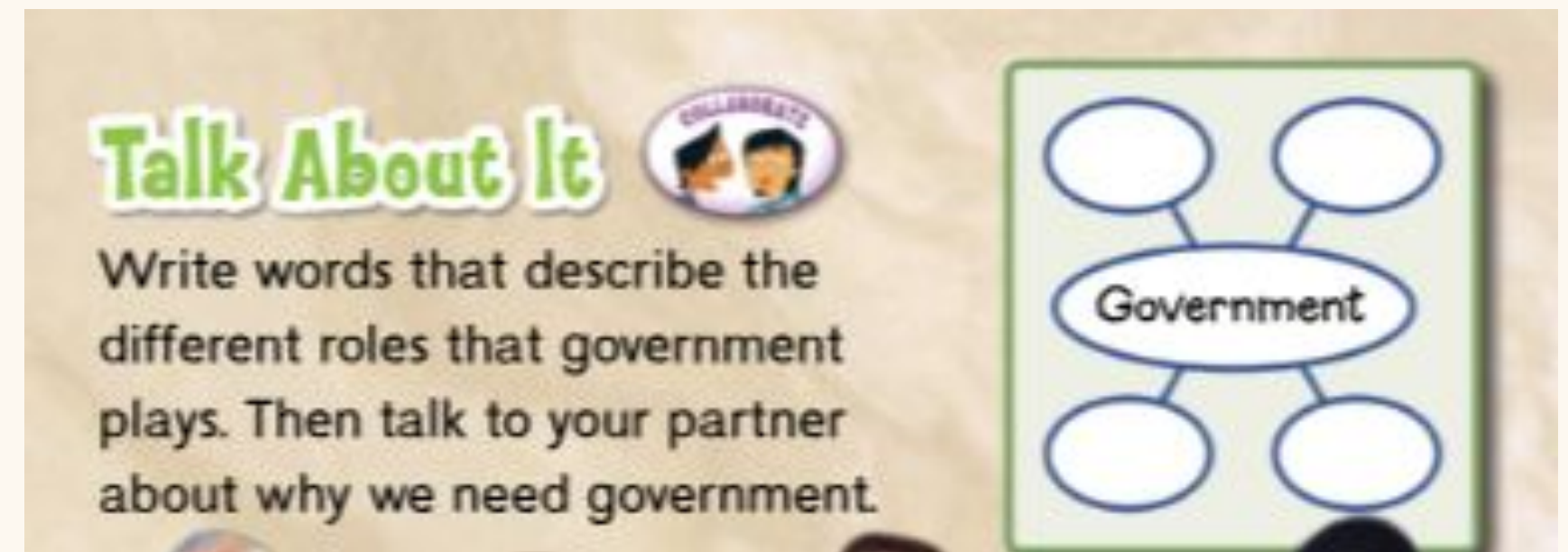
Oct 18, 2023 [PD Slides](#)

1. Phonics Ideas
 - a. Find the odd word out of a group of words
 - b. Group words together by word part (like a broader spelling sort)
 - c. Pick a word and change the vowel sounds to have students listen closely and write down the word they hear.
 - d. Manipulating multisyllabic words orally
 - e. Orthographic Meaning
 - f. [Six Syllable Types](#)
 - g. Phoneme-Grapheme Correspondence
 - h. Sheet protectors and Expo Markers to have students cut the words into syllables and read them out loud
 - i. Syllabication with vocabulary words: writing down and breaking them up on whiteboards
2. Writing Ideas
 - a. Advanced Phonics Discussion
 - i. List of "fun" prompts for start of class, writing fluency practice
 - ii. Explicitly teach Turn the Question Around (TTQA), create activities where students simply have to restate the question.
 - b. TWR Discussion
 - i. Student Names on the back of the paper when grading
 - ii. Assess sentences using TWR assessment
 - c. [Sentence Expansion](#)
3. THEME
 - a. [Theme Slides](#)
 - b. Theme SeeSaw
 - i. What is [Theme](#)?
 - ii. [Pip](#)
 - iii. [Dust Bunnies](#)
 - iv. [Carrot Crazy](#)
 - v. [Taking Flight](#)
 - vi. [A Bad Case of Stripes](#)
 - c. Theme Videos
 - i. [Howard's Drive in Theater](#)
 - ii. [Johnny Express](#)
 - d. POV Seesaw
 - i. ["Take Flight" Activity](#)
4. Text
 - a. More Text to Self and Text to World learning opportunities
 - b. More Scoot activities/movement activities

Opening Activity

This is a snapshot of what the Wonders has provided as a way to engage students before we discuss a topic.

I enjoy including this when I introduce a new lesson/topic with my students. They first talk with a partner or table about the prompt. Then I have volunteers share their answer on the board. This creates a visual and gets their brains following about the topic before we begin.

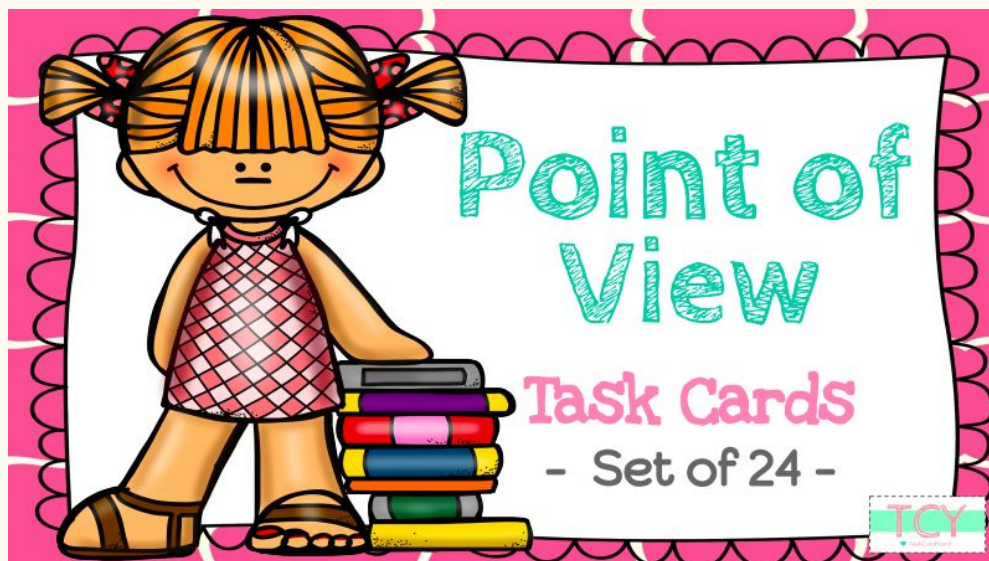


Planned Activity: Supports Learning a Concept

This is a SCOOT activity that I enjoy giving my students.

I print off stations that get put around the classroom. These stations have a question or prompt that the students and/or partner will answer on their answer sheet.

It is a great way to review a concept. I also have them turn their answer cards in, then I can use them as an exit ticket.



<p>1 "I can't believe we are going sing in front of the whole school!" Anna said excitedly as she led the group to the front of the auditorium.</p> <p>a. First Person b. Second Person c. Third Person</p>	<p>2 Xavier made sure to pack all of the equipment that he would need for practice. He packed his bat, glove, and baseball cap.</p> <p>a. First Person b. Second Person c. Third Person</p>
<p>3 Today is the day of the big exam. I am a little nervous, but I think that I will do pretty well since I studied every night for the past two weeks.</p> <p>a. First Person b. Second Person c. Third Person</p>	<p>4 Imagine that you are walking into the lunchroom. There are so many open seats, but you can't seem to decide where to sit. What do you do?</p> <p>a. First Person b. Second Person c. Third Person</p>

POV Task Card Answer Sheet					
1.	2.	3.	4.	5.	6.
7.	8.	9.	10.	11.	12.
13.	14.	15.	16.	17.	18.
19.	20.	21.	22.	23.	24.



1B.
**Knowing and Valuing
Students**



All About Me

This is a photo of a sheet that I give my students on the first day of school. I am able to learn more about them, their likes and dislikes, and they get a chance to showcase more about them. I use these for icebreakers and I have another one that I use to hang up in the classroom.

All about
ME

NAME		
PETS	HOBBIES	
favorite CANDY	favorite MOVIE/T.V. Show	
favorite PLACE	about my FAMILY	
	favorite COLOR	
favorite MUSIC	my BIRTHDAY	favorite BOOKS to read
favorite VACATION	favorite SUBJECT in school	favorite FOOD

ALL ABOUT ...
Full Name _____

THE FACTS
I am _____ years old, and I am in _____ grade.
My teacher is _____
The members of my family are _____
Some of my friends are _____
My birthday is _____
I was born in (city, state) _____

MY FAVORITE THINGS
Subject _____
Food _____
Sport _____
Song _____
Movie _____
Pet (or animal) _____

MY AWESOME ACTIVITY
One thing I love to do is _____

FAVORITE BOOK
My favorite book of all time is _____

MY HERO
One person who I look up to is _____

A SPECIAL DETAIL
Something you might not know about me is _____

MY FAVORITE RIDDLE OR JOKE

Parent Survey

This is a photo of the parent survey I gave out on Open House night for the 2023-2024 school year. I used this to hear from parents all about their child before school started, to understand their learning styles and more about their home lives. It was a great way to learn about my students and make them even more comfortable coming into the new school year.

Parent / Guardian **SURVEY**



Is there any medical issues I should know about?

Student name: _____

Nickname: _____

Siblings: _____

What are some of your child's strengths?

How does your child learn best?

What subject does your child enjoy learning about?

Is there anything your child struggles with at school?

Is there anything else I should know about your child?

Are there any holidays your family does not celebrate?


Write 5 words that describe your child.

**TURN IN BY:
September 8th**

Student Questionnaire

This is an example of what I have given my students the first week of school. After getting the information from their families, I am able to gain more from the students own words.

Name: _____

Student Questionnaire 

I read _____ books last year

If I could travel anyplace I would go to _____

I collect _____

One interesting thing about me is _____

My favorite part of the school day is _____

Some of my friends in this class are _____

I learn best when _____

I like when my teacher _____

The hardest subject for me is _____ because _____

This year I hope I _____

If I had three wishes I would wish for _____

Other things I want you to know about me are _____

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IEP & 504 Plans

These are two plans for a student on mine that were created by their case worker.

We reviewed this at the beginning of the year and again at the students IEP meeting.

These are the plans set in place for inside my classroom and in LAUNCH.

I keep all IEP & 504 plans on hand to make sure that the content, lessons, and classroom is fitting their needs.

Maxwell James Miller

Anoka-Hennepin School District
2727 N Ferry Street
Anoka MN 55303-1658
Tel: 763-506-1000

BEHAVIOR SUPPORT PLAN (BSP)

TARGET AND REPLACEMENT BEHAVIORS

What primary behaviors of concern does this plan address and what key skills will allow the student to function more successfully?

Target Behavior:
[redacted] engages in non-compliance verbal behaviors that look like: refusal to follow adult directives that do not fit his idea of what he wants to do (ex. saying "no" or "I don't want to"), whining or crying, arguing or talking back.
Examples:
-Pushing furniture over (occasionally), Kicking furniture and walls, break things, (bins, toys, fidgets)
-Throwing items out of the way, crumpling up his work.
-Whining, crying, arguing and talking back. Saying so, I don't want to

Non-examples:
-Keeping his hands and feet to self
-Putting his work in his mailbox, in his classroom
-Using his words to ask for a break.

Signs/events that typically occur before the behavior:
Events:
-given an assignment
-partner or group work
-given a reading task

Signs:
-Making a sighing or groaning noise
-putting his head down
-turning away from teacher or work
-making a frowning face
-rolling eyes

Signs of escalation and greatest intensity:
-kicking and throwing items
-yelling at staff
-tearing up work
-tipping over furniture
-breaking fidgets or bins

Signs of de-escalation/calming:
-taking breaths
-sitting quietly in one spot
-asking for water
-saying "I'm sorry"
-crying

Functions:
[redacted] engages in the target behavior to either gain attention or escape from non-preferred tasks. It is possible that [redacted] may also be trying to get adult attention and help on academic tasks that are difficult for him, such as reading.

Replacement behaviors:
-ask for help
-ask for a break
-use a calming tool

19/22

[redacted]

introductions:

Strengths for [redacted] - Very social, creative, caring, hard working, and has ability to reason, process, and talk through situations once calm most of the time.

Updates from home -

Things in place for [redacted]

- Visuals - Schedule
- Breaks as needed
- Sensory Room - once a day
- Fidget tools & calming binder
- Sensory choices - Breaks in L3 whenever asked for
- Ability to work in L3 when not able to handle class

Accommodations/Modifications

- Have been updated - with any additions discussed today



1C.
**Setting Instructional
Outcomes**



Expectations Slideshow

This is a slideshow that review our class expectations. I go through this slideshow at the beginning of the year. Every couple of months, we review it again.

Having the opportunity to review helps make any changes that are necessary and fit the classes needs.

Link: [Classroom Expectations](#)



Writing Rubric

This is a writing rubric that I provide for students to help them during the writing process.

I show this to my students at the beginning of the writing process to explain what the objective is.

Students continue to view this until we review at the end.

This is a great opportunity for students to use a checklist and become better writers.

Link: [Opinion Essay Rubric](#)

Name _____ HR: _____

Fictional Narrative Rubric

Excellent	Good	Fair	Unsatisfactory
<input type="checkbox"/> gives a lively, interesting, and detailed description of a made-up story	<input type="checkbox"/> tells a made-up story with some details	<input type="checkbox"/> tries to tell an interesting story but lacks details	<input type="checkbox"/> does not tell a made-up story
<input type="checkbox"/> uses sequence words to tell events in the order they happened	<input type="checkbox"/> uses some sequence words and presents events in the correct order	<input type="checkbox"/> does not use sequence words and tells some events out of order	<input type="checkbox"/> tells events out of order and is confusing
<input type="checkbox"/> the beginning introduces the situation and characters	<input type="checkbox"/> the beginning gives some detail about the situation and characters	<input type="checkbox"/> the beginning does not provide enough detail about the situation and characters	<input type="checkbox"/> there is no beginning to introduce the situation and characters
<input type="checkbox"/> uses rich descriptive details	<input type="checkbox"/> a few descriptive details	<input type="checkbox"/> very few descriptive details	<input type="checkbox"/> no descriptive details
<input type="checkbox"/> realistic dialogue adds to the story	<input type="checkbox"/> includes some dialogue	<input type="checkbox"/> dialogue is distracting and doesn't seem real	<input type="checkbox"/> does not include dialogue
<input type="checkbox"/> has a clear beginning, middle, and end	<input type="checkbox"/> has a beginning, middle, and end, but they are not fully developed	<input type="checkbox"/> makes an effort to have a beginning, middle, and end	<input type="checkbox"/> does not have a story structure with a beginning, middle, and end
<input type="checkbox"/> has a variety of sentences that flow	<input type="checkbox"/> has a variety of sentences	<input type="checkbox"/> sentences are all the same	<input type="checkbox"/> does not use complete sentences
<input type="checkbox"/> is free or almost free of all errors	<input type="checkbox"/> has a few errors but is easy to read	<input type="checkbox"/> frequent errors make it hard to understand	<input type="checkbox"/> many errors make it hard to understand

Comments: _____

Score: 4 3 2 1

Learning Expectations and Outcomes

These are quick screenshots of an example of showing expectations and outcomes to my students. My students have a fluency goal and to reach a goal, they need to work hard with a partner to practice. We go through what this should look like, what they should be doing during, and after.

What does this look like?


1. What should partner 1 be doing?
2. What should partner 2 be doing?
3. How should I be reading the passage?




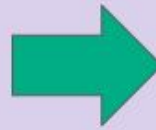

READER/COACH

DO:



1. Take turns reading the **second page** of the passage.
2. Reader/Coach Routine
3. Summarize what you read



PUT:



THEN: Read to Self




FLUENCY PRACTICE


DO:

Partner 1	Partner 2
1. Read passage, don't rush!	1. Follow along as Partner 1 reads.
2. When you are done, graph your number of words read.	2. Say "Stop!" when the time runs out.
3. Write the exact number of words under the bar.	3. Mark where Partner 1 ended.
4. Switch roles with your partner.	4. Switch roles with your partner.

PUT:



THEN: Silent Read





ID.

Using Resources Effectively



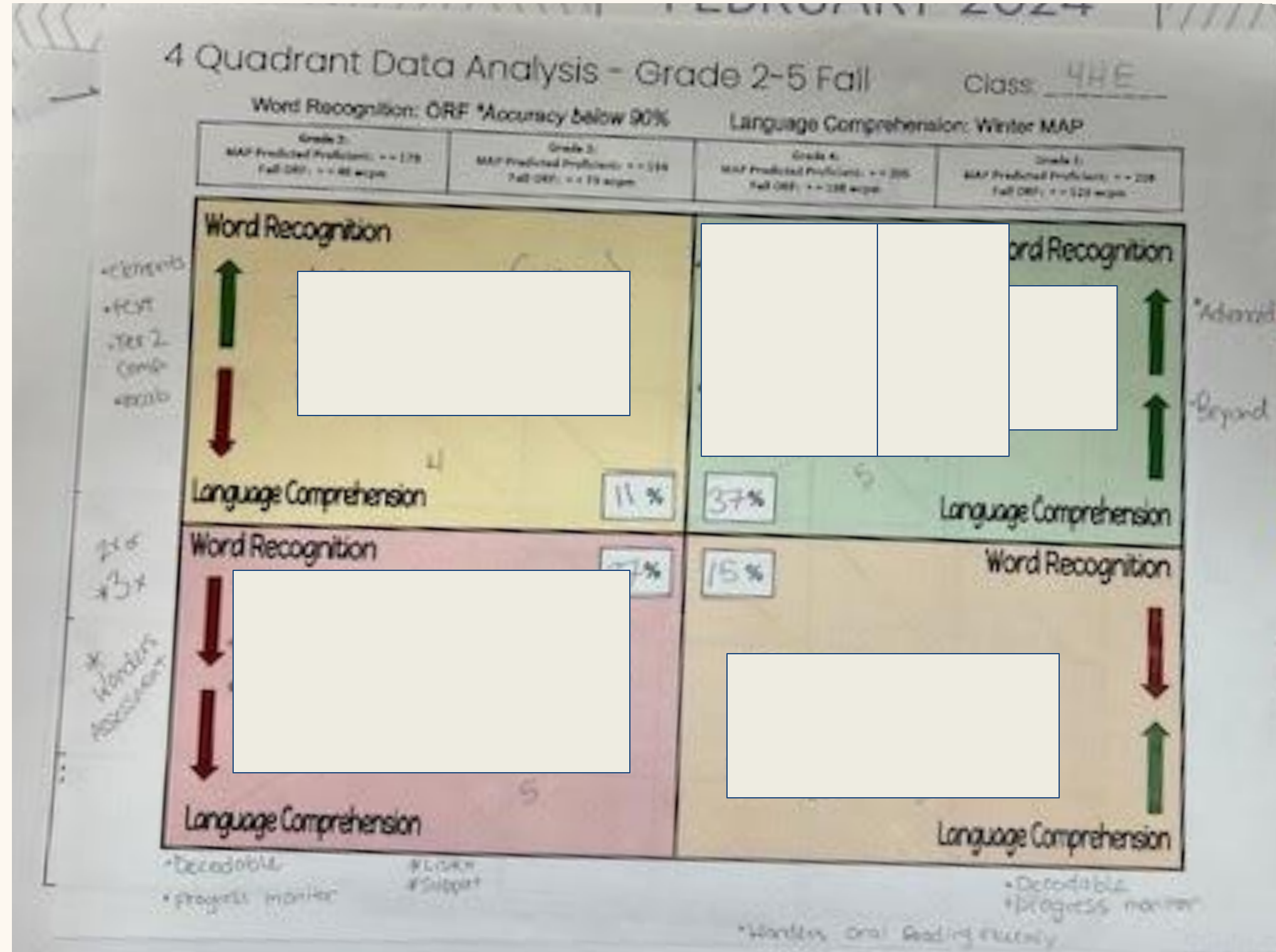
Map Squares

This is a photo of how I map out my students using their Fluency and MAP data.

I am able to see who is below, at, and above grade level.

I did this for the fall and after the winter MAP tests.

This has been very beneficial for greeting small groups and the best way I can implement resources for my students.

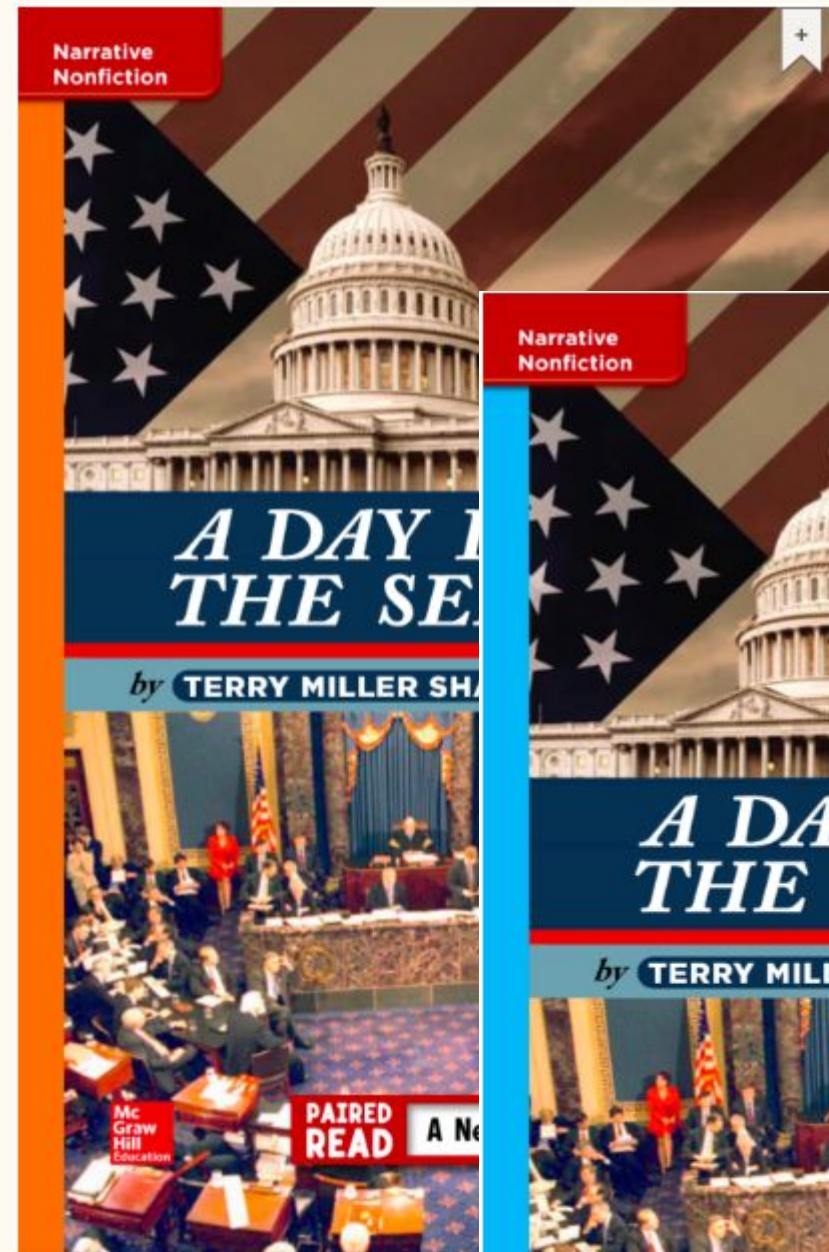


Small Group Books

These are the books that my students use during their small group and when I meet with students.

They are the Wonders Differentiated Readers. They connect with the stories that we read throughout the week.

Some small groups listen to the stories online, while others read with me in small group. This way, students who need to hear words decoded before they read with their group.



Tier 2 Resources

These are resources that I use during small groups for the students who need more practice.

Students in my approaching grade level and one of the on grade level groups use these.

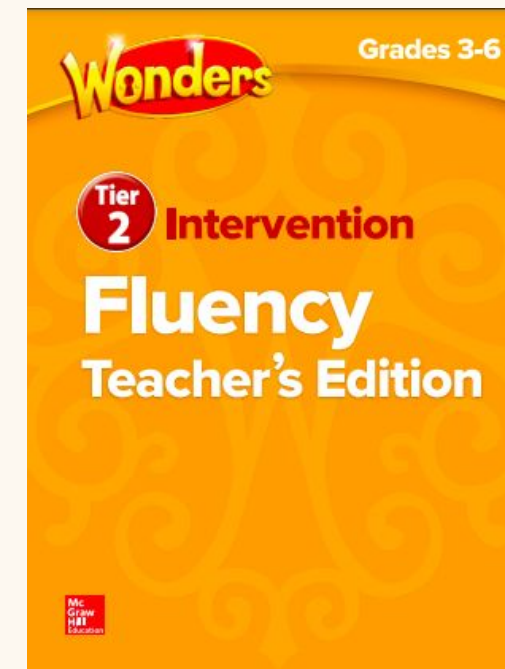
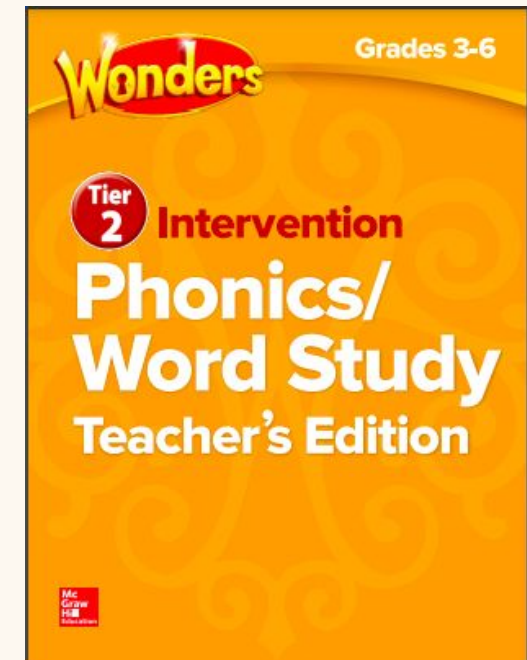
This has been very beneficial!

Link:

https://catalog.mcgraw-hill.com/repository/private_data/DOC/50000275/37/76.pdf

https://catalog.mcgraw-hill.com/repository/private_data/DOC/50000275/37/76.pdf

https://catalog.mcgraw-hill.com/repository/private_data/DOC/50000275/37/97.pdf




Decodable Passages

These are decodable passages. I use them with my class, but mainly with my approaching small group and a fluency small group. This has been beneficial for their fluency growth. Each student will get a packet and during the week we will meet and practice the passages together.

Certain passages follow topics, vocabulary, and phonics that we are working on in class.

Link: [G4 Wonders Decodable Text Booklets](#)



Grade 4

**Unit 3
Decodable Text**

Name: _____

Transfer to Text Process

With this process, summarized in the table below, the four steps below are used repeatedly over the course of the week. Students read three different passages containing the targeted sound-symbol relationship, with support gradually reduced between the first and second passage readings. At the end of the week, the process culminates with students reading only a clean copy of the third passage.

Materials: Three different decodable texts with two copies for each student; highlighters.

- 1 Guide students to highlight the targeted pattern words in the text.
- 2 Have students read only the highlighted words so that they practice the words before reading whole sentences.
- 3 Have students read the whole passage using the highlighted copy.
- 4 Give students a clean copy of the text (with no highlighting) and have them read the whole passage.

	Day 1	Day 2	Day 3	Day 4	Day 5
1. Highlight Skill Words	X		X		
2. Read Highlighted Words	X				
3. Read Passage with Highlighted Words	X	X	X		
4. Read Clean Copy of Passage		X		X	X

Name _____

G4U3W1
Controlled Vowels or, it, ur

Meeting Kids

Lily thought that the kids in school were not friendly. This was the third time she had changed schools. The other students had been friends for years. Lily was not happy and felt awkward. She ate her lunch alone. She was eating when a girl came up to her. "Hi, I am Nell," said the girl. Lily felt shy.

"Hi, I'm Lily," she whispered.

"Welcome to school!" said Nell. "It's your first day, right?" she asked. Lily nodded her head. "Come with me and meet my friends," grinned Nell.

Lily got up and followed Nell to a table with lots of kids. "This is Lily!" proclaimed Nell. All the kids waved hello. Lily had made a mistake. The kids were nice! Lily sat down at the table with Nell and her friends and met everyone.

Grade 4 Unit 3 | Decodable Passages

1



1E.
**Planning Coherent
Instruction**



Lesson Slides

This is a lesson from a regular day in my classroom. This example is Unit 3 Set 3 Day 1.

I follow the same lesson slides as my team and follow the Wonders pacing guide. I enjoy this layout and pace as I can dive deeper into vocabulary, grammar, and writing with my students.

I use my small group time for differentiated learning. It is also a time for independent learning and practice. Students do a great job getting their work done and doing their job.

Grammar is a great time to have students come to my table if they are stuck, then continue to let them go as they get the hang of it. Alison has helped plan this out and which small groups would benefit from this practice.

Link: [U3S3D1- Feb 6th](#)



Student Reflection Writing

This is a quick self reflection for students to know how they are feeling and what they believe they are struggling with in school.

I use this for conferences to create discussion about a child's behavior, what I see, their growth throughout the year, and ways families can help at home.

Link: [Student Self-Reflection for Conferences](#)

Name: _____

Student Self-Reflection

My favorite part of the school day is: _____

My least favorite part of the school day is: _____

My best subject in school is: _____

I'm working to improve on: _____

	Always	Most of the Time	Sometimes	Never
I am respectful to all my teachers.				
I am respectful to my classmates.				
I keep my desk organized & neat.				
I work quietly in class so that I do not disturb others.				
I participate in class & answer questions.				
I follow classroom rules.				
I turn in my homework on time.				
I arrive to school on time & prepared to learn.				
I stay in my seat during instruction time.				
I raise my hand and wait to be called on when I have a question.				
I use my neatest handwriting.				
I do my personal best every day.				

Unit Plans

This is our Unit Plans that our 4th grade ELA team uses.

This was very beneficial to our learning process with the new Wonders pacing guide, new team, and how to break up lessons and duties.

I do not lean on this unit plan as much anymore, as the pacing guide is now by memory. But this was extremely helpful for the first two Units!

Link: [Wonders Lesson Plans Grade 4](#)

	A	B	C	D	E	F	G	H	I	J	K	L	M
Wonders Skills Doc													
Wonders Unit			Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	Day 10	Day 11
Text Set			DD	DD	DD	DD	DD	DD	DD	DD	DD	DD	DD
Tier 1: Whole Group 10:45-12:00 // 1:50-3:05			Phonics Skill: PA warm up, intro, new concept, guided practice/word mapping	Phonics Skill: PA warm up, review, guided practice/word mapping, read decodable text. Break Vocabulary up into syllables	Phonics Skill: PA warm up, review, guided practice/word mapping, connect word meanings, dictation	Phonics Skill: PA warm up, review, connect word meanings, extended practice, dictation, read decodable text	Phonics Skill: PA warm up, review, extended practice, decodable text, assess	Phonics Skill: PA warm up, intro, new concept, guided practice/word mapping	Phonics Skill: PA warm up, review, guided practice/word mapping, read decodable text	Phonics Skill: PA warm up, review, guided practice/word mapping, connect word meanings, dictation	Phonics Skill: PA warm up, review, connect word meanings, extended practice, dictation, read decodable text	Phonics Skill: PA warm up, review, extended practice, decodable text, assess	
Phonics													
Word Study (Spelling, Build Vocab)			Spelling Pretest		Vocabulary Strategy		Spelling Test	Spelling Pretest				Spelling Test	
Literature			Intro concept, video/background knowledge, interactive read aloud (I Do), introduce vocabulary	Genre, Revisit IRA story (I Do), Shared Reading RRW "insert story title", Red Read (intro to skill & strategy)	Shared Reading-Green Read & Integrate (graphic organizer-we do)	Lit. Anth. Story "insert title"	Lit. Anth. Story "insert title" & Graphic Organizer, Fluency passage (cold read)	Lit. Anth. Green Read + CRC, CRF passage warm oral read & comp. vs	Close Reading Paired Text + CRC	Integrate CRC Page & Research/Inquiry	Weekly Assessment & Research and Inquiry	Genre Writing	Genre Writing
Writing + Grammar			Grammar Day 1	Grammar Day 2	Grammar Day 3 + The Writing Revolution	Grammar Day 4	Grammar Day 5	Grammar Day 1	Grammar Day 2 + Write to 2 Sources	Grammar Day 3	Grammar Day 4	Grammar Day 5 + Genre Writing	Genre Writing
Tier 2: 12:00-12:15 & 1:20-1:50 // 3:05-3:50 PAWS/Small Groups													
			Big Idea:										
			Essential Q:										
			Comprehension Strategy:										
			Comprehension Skill:										



1E.

**Designing and Analysing
Assessments**



Testing Spreadsheet

These are quick snapshots on the MCA testing plan our team is working on.

We are mapping out when we will provide MCA mini lessons, practice tests, and other MCA test prep.

The calendar is a work in progress and is a great way to look at everything together with my team.

FEBRUARY 2024

SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14 Valentine's Day	15	16	17
18	19 President's Day	20	21	22	23	24
25	26 Instructional Time	27	28	29		

Download & Print Free Calendars From Wiki Calendar

MARCH 2024

SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4 Sing Elements	5	6	7 Poetry	8	9
10	11 Spring Break	12	13 Seg 1	14	15	16
17 St. Patrick's Day	18	19	20	21	22	23
24	25	26	27	28	29	30
31 Easter Sunday						

Download & Print Free Calendars From Wiki Calendar

APRIL 2024

SUN	MON	TUE	WED	THU	FRI	SAT
	1 Easter Monday Figurative lit Poetry →	2	3	4	5	6
7	8 extra grammar →	9	10 Seg 3	11	12	13
14 Tax Day	15	16 MCAs →	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Download & Print Free Calendars From Wiki Calendar

Fluency Data & MAP Score Spreadsheet

Here is the spreadsheet that our team uses to keep the collection of MAP and fluency data.

I use this spreadsheet for my small groups, fluency practice groups, interventions, and grades.

Link: [4th Grade Data & Intervention Resources 2023-2024](#)

4th Grade ELA Data and Intervention		MAP/MCA		Fall	Tri 1 - PM	Winter	Tri 2 - PM	Spring	ORF Year Goal & Statistics			
Teacher	Student Name	Placement Decision Flowchart	ORF Scale	Special Times Lexile: 750L	A Plan, His Son, and a Donkey Lexile: 789	Before and Now Lexile: 790L	Paul Bunyan and ... Lexile: 820	Moana Lexile: 840L				
		4th Grade Fall MAP Score	Winter MAP Score	4th Grade MCA	Fall ORF Score	Tri 1 ORF Score	Winter ORF Score	Accuracy %	Tri 2 ORF Score	Accuracy %	Spring ORF Score	Accuracy %
		193	204		77	143	112	100				
		200	200		109	125	96	99				
		210	207		107	143	124	100				
		189	212		89	118	98	99				
		192	204		108	119	128	98				
		173	187		37	41	73	82				
		203	216		86	132	114	96				
		213	222		107	120	107	98				
		208	219		133	143	143	100				
		186	194		64	118	73	100				
		202	207		142	179	143	100				
		195	181		72	81	69	95				
		214	206		148	167	137	100				
		180	191		121	143	130	99				
		204	209		108	178	137	100				
		215	212		185	191	227	100				
		208	212		140	180	140	96				
		213	221		128	179	129	100				
		164	172		32	76	68	83				
		190	195		73	121	85	96				
		197	200		119	164	124	96				
		206	211		140	187	133	99				
		187	202		62	91	54	95				
		212	207		185	180	179	99				
		192	201		63	125	102	84				
		196	193		107	148	110	95				
		221	225		185	192	201	100				
		196	208		114	116	87	95				
		197	205		120	108	87	98				
		219	218		162	170	145	100				
		216	214		122	144	139	97				
		198	208		146	158	106	97				

Student Tracking: Fluency Spreadsheet

Here is a fluency graph for student tracking.

Students do fluency practice 1-2x a week with a partner. They are in charge of tracking their score for their fluency. We use this in class so students are able to see their growth for fluency.

Link: [Fluency Graphs 23-24](#)

Name: _____ Class: _____

My Fluency Graph
2023-24 Trimester 2

190								
185								
180								
175								
170								
165								
160								
155								
150								
145								
140								
135								
130								
125								
120								
115								
110								
105								
100								
95								
90								
85								
80								
75								
70								
65								
60								
55								
50								
45								
40								
35								
30								
25								
20								
15								
10								
5								
	U3W1	U3W2	U3W3	U3W4	U3W5	U4W1	U4W2	U4W3

Trimester 2 benchmark: 120 wpm



Domain 4:

Professional Responsibilities

This section will include what I do to reflect on lessons, how I document student progress, my ways of engaging families and the communities, how I contribute to the school, and my professional development.



4A.

**Engaging in Reflective
Practice**



PLC Document

This is the PLC Document that our team uses for when we meet. It is helpful to go back and review what we discussed, what I can add to my own teaching, and sharing ideas with my team.

I come back to this document during the week as a reminder of what I need to complete or if there are things I have missed for the upcoming Unit, Trimester, or week.

Link: [Gr4 ELA PLC Planning 2023-24 DD4](#)

2023 - 2024 PLC Planning DD4 - Grade 4 ELA Tr1 Tr2 Tr3	
Collaboration Focus ★ Where are we going? ★ Where are we now? ★ How do we move learning forward? ★ What did we learn today? ★ Who benefited and who did not benefit?	
Building Goal Document	Team Goal Document - ELA
- District Data Calendar - Curriculum Website - ELA Pacing Guide - ELA Data Document - ELA Standards ★ Coyote Connection IMS & LS Resources	
Grade 4 Andover Teachers Collab Values *All questions welcomed *Shared ownership/teamwork *Open communication *Goal driven *Honoring Commitments	
Trimester 1	
Focus:	
Week 1: DD4 Friday, Sept. 8th	Agenda: NO PLC Items to Bring: Notes:
Week 2: DD4 Friday, Sept. 15th	Agenda: MTSS , Norms for Collab, Slide Deck & Schedule- dividing up slides by content block (Katie), ORF/Small groups? (Liz) Items to Bring: Notes: *Updates for ELA
Week 3: DD4 Friday, Sept. 22nd	Agenda: ORF/Small groups/SAG (pick another passage to use to compare with Special Times?) (Liz), ELA updates, share slide deck from each person. Adaptive Learning: ★ Adaptive Learning Video ★ Adaptive Learning Directions ★ Adaptive Learning Slidedeck Items to Bring: Notes: Complete spelling inventory this week to bring to PLC next week.

Observation Self Reflection

This is a screenshot of my self reflection of my last observation. I often think about this reflection and keep the discussion topics on the top of my mind when teaching.

Things I wanted to work on from this past reflection:

- Deeper thinking questions
- Using my time wisely with instruction
- Creating a learning environment that is beneficial
- Focusing on how to implement reading and whole group strategies that keep students engaged and motivated

Link:

<https://ahepadmin.anoka.k12.mn.us/resources/pdf/form-1708976227209.pdf>

Anoka-Hennepin District #11 Q Comp.

CCR2. Component Cycle 2 Reflection (P)

This form is to be filled out by the staff member after the observation.

Licensed Staff Name: Katelyn Hemmingsen

District Administrator: Mark VanVoorhis

Building: Andover Elem

Position: Teacher Grade 4

School Year: 2023 - 2024

Initiated: 01/05/24 by Katelyn Hemmingsen

Signed Off: 01/09/24 by Mark VanVoorhis

Lesson Reflection

Reflect on how this experience will impact your professional growth.

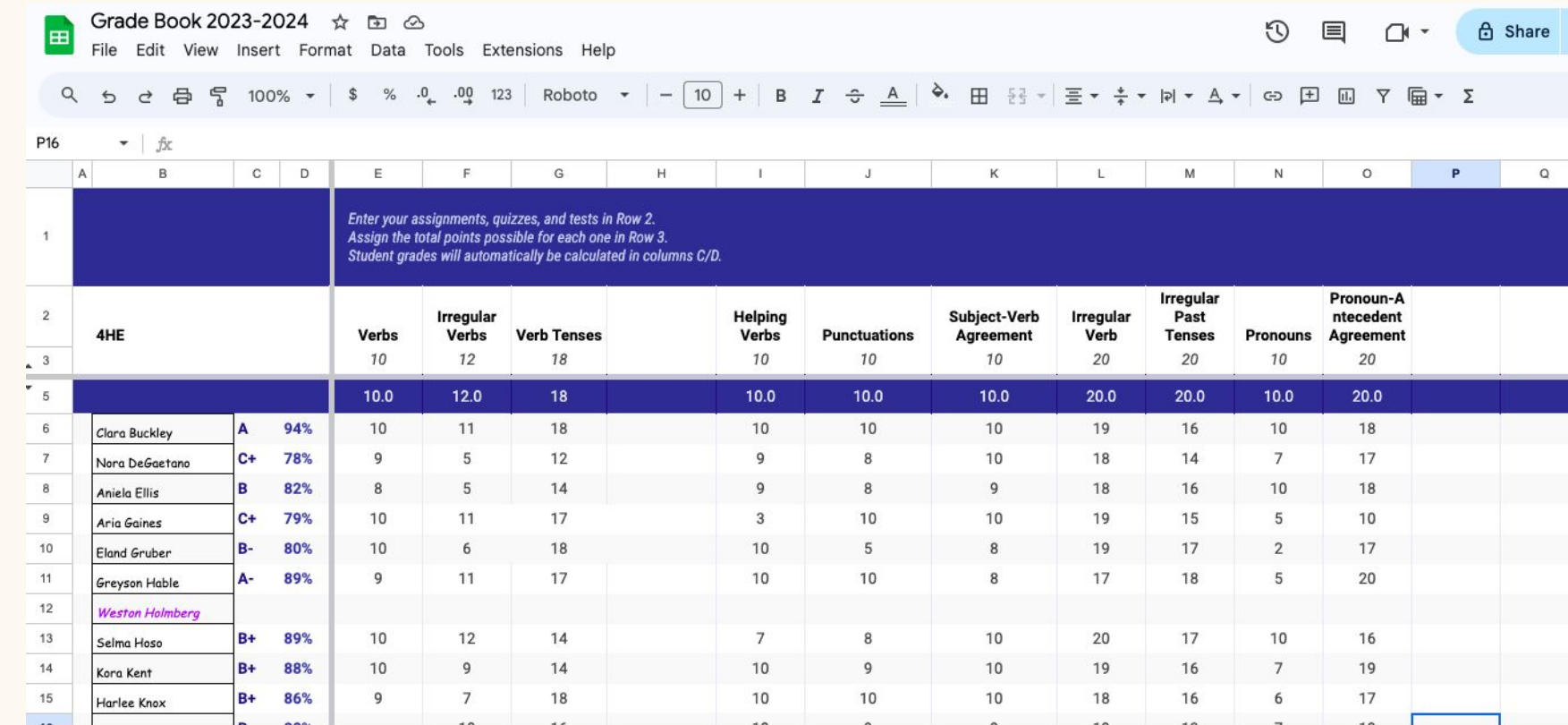
In the lesson that was observed, there was a heavy focus on the phonics lesson and I took the time to make sure that they understood the r-controlled vowel sounds. I also spent more time than I had planned on the vocabulary. Both of these items usually do not take as long as they did, but I enjoyed the discussion that was being had and seeing everyone's work as I walked around. I was able to use the whiteboards as a quick check to see if students were finding the r-controlled vowel sounds. The part of the lesson where we read the story was as usual; we read, discussed, and then completed a graphic organizer. Lastly, I did not get to have the grammar lesson observed as we ran out of time. But I did continue the grammar lesson after lunch and shortly after recess. This timing sometimes happens during the week, as my students are a talkative group and enjoy the discussion. We did get to small groups and I was able to meet with the groups that I planned on meeting with. One thing that I changed for the grammar lesson is that in my afternoon class, they were going to have a review lesson on verbs. Their exit tickets had shown that they did not fully understand what verbs are, so I wanted to reteach and give a new exit ticket to ensure they understood before moving on.

This lesson helps me reflect on my classroom management skills. I remember noticing how much I use the Catalyst skills in my teaching and how it guides me into different techniques. I can identify when students are ready to talk to groups, or simple enough to raise their hand. My students typically raise their hands to answer questions, but I have made a big effort to incorporate more ways to have them ask and answer. It has helped me identify their needs in the moment and make the lesson move smoothly. Using these Catalyst skills has helped me become a stronger teacher and I use them to make more goals for myself throughout the year. I continue to be observed and enjoy working with my Catalyst coach as she can point out things I may not notice or push me to try something else. I am whole group certified and my goal for the end of the year is to be small group certified too. I can also reflect on my lesson and look back to see that my students can understand the objectives at hand. We practice "I do, We do, You do" in class every day and I can see the impact that it has. I change up how students will interact with the lesson, like their whiteboard or a notebook. This has helped with quick checks and if there needs to be more explanation. There is always more room for growth, and I think that having two sets of classes helps me fine-tune any mistakes or things I have missed to make the lessons better. I continue to want to grow in my Catalyst training, my relationships with my students, working with our LS, and making my lessons the best they can be to benefit my students and their needs.

Gradebook for Grammar & Spelling

Here is my personal gradebook. I use this to track students spelling tests and grammar worksheet scores. This has been extremely helpful for seeing which students are completing their work, who needs extra help, and who is going above and beyond.


The students whose scores are lower in grammar, I typically ask them if they need extra help during our practice time. I have a small group of students come to my table and we go through a couple of questions together before I let them try it alone.



Grade Book 2023-2024												
Enter your assignments, quizzes, and tests in Row 2. Assign the total points possible for each one in Row 3. Student grades will automatically be calculated in columns C/D.												
4HE	Verbs	Irregular Verbs	Verb Tenses	Helping Verbs	Punctuations	Subject-Verb Agreement	Irregular Verb	Irregular Past Tenses	Pronouns	Pronoun-Antecedent Agreement		
	10	12	18	10	10	10	20	20	10	20		
Clara Buckley	A	94%	10	11	18	10	10	19	16	10	18	
Nora DeGaetano	C+	78%	9	5	12	9	8	10	18	14	7	17
Aniela Ellis	B	82%	8	5	14	9	8	9	18	16	10	18
Aria Gaines	C+	79%	10	11	17	3	10	10	19	15	5	10
Eland Gruber	B-	80%	10	6	18	10	5	8	19	17	2	17
Greyson Hable	A-	89%	9	11	17	10	10	8	17	18	5	20
Weston Holmberg												
Selma Hoso	B+	89%	10	12	14	7	8	10	20	17	10	16
Kara Kent	B+	88%	10	9	14	10	9	10	19	16	7	19
Harlee Knox	B+	86%	9	7	18	10	10	10	18	16	6	17


*It is not perfectly accurate. If a student is gone or missed the homework, then the gradebook gives them an automatic zero and their score is skewed. *

Link: [Grade Book 2023-2024](#)



4B.

**Documenting Student
Progress**



Classroom Website

This is my classroom website! I have used this for the past two years and it has been a great addition to family communications.

I have multiple pages on my website for families to use. I have a schedule, weekly newsletters, spelling words, reading practice options, and math practice options. I keep the weekly newsletters and spelling words updated each week.

Link:

<https://sites.google.com/ahschools.us/hemmingsen/home>






Conference Forms

These are the conference forms that I use for my Winter conferences, the Fall forms are very similar.

I include students progress, their scores, what I see in ELA, and things to work on.

I also include practice options at home and links to our classroom websites.

Link: [Winter Conference Forms](#)

_____’s Winter Conference 4th Grade-Ms. Hemmingsen	
Language Arts Strengths: _____ _____ _____ _____ Keep working on... _____ _____ _____	Scores: <ul style="list-style-type: none">• Tri 2- Spelling Test Average: _____• Friendly Letter Score _____• Explanatory Essay Score _____<ul style="list-style-type: none">○ 1- does not meet○ 2- approaching grade level○ 3- at grade level○ 4- beyond grade level• Oral Reading Fluency-<ul style="list-style-type: none">○ Baseline: _____wcpm (Goal 112)○ Trimester 1: _____wcpm (Goal 118)○ Winter: _____wcpm (Goal 120)Trimester 2 Goal is 126 wcpmEnd of Year Goal is 133 wcpm
Check out my classroom website for a weekly classroom newsletter, spelling words, and ELA Games!	
Practicing at Home: <ul style="list-style-type: none">• Reading out loud at least two times a week outside of school.• Reading for 15+ minutes every night.• Online games are a great resource for practice. (Class Website)• Want practice pages? Email me and I will send them home with your child!	
4HE: Join Seesaw! See the work your child does at school. Up to 10 family members can be added to see your child's work. 	Ms. Hemmingsen's Class Website:  Mrs. Brevik's Class Website: 

Conference Time Spreadsheet

This is the document my partner and I use for our conference times and keeping track of which families are coming.

It is helpful to use a document like this to see which families signed up, which families we need to reach out to, and prepare any necessary discussion.

Link: [Conference Times](#)

Winter Conference Times:

Feb 20, 2024

Time:	4HE	4JB
7:30 - 7:50	Albert	
7:50 - 8:10		
8:10 - 8:30		
2:10 - 2:30	Lillian	
2:30 - 2:50	Scarlet	
2:50 - 3:10	Ben	
3:10 - 3:30	Luke	Hailey
3:30 - 3:50		Kruz
3:50 - 4:10	Aleah	Tate
4:10 - 4:30	Aniela	Mia
4:30 - 4:50	Charlie	Nora
4:50 - 5:10	Alex	Ava
5:10 - 5:30	Dinner	
5:30 - 5:50	Sam	Brody
5:50 - 6:10		Claire
6:10 - 6:30	Landen	Ryker

6:30 - 6:50	Greyson	Fiona
6:50 - 7:10	Lucy	Ellie F.
7:10 - 7:30		Kinsley
7:30 - 7:50		Olivia
7:50 - 8:10		Griffin

Feb 22, 2024

Time:	4HE	4JB
7:30 - 7:50	Elise	
7:50 - 8:10	Kora	
8:10 - 8:30	Eland	
4:10 - 4:30	Ryan	Emma
4:30 - 4:50	Clara	Mason
4:50 - 5:10	Noah	Philip
5:10 - 5:30	Dinner	
5:30 - 5:50		Layton
5:50 - 6:10	Nora D.	Roman
6:10 - 6:30	Roman?	Gage
6:30 - 6:50	Weston	Jaime
6:50 - 7:10	Nora R.	Indigo
7:10 - 7:30		



4C.

**Engaging Families and
Communities**



Example of Email Communication to Families

Here is a screenshot of an email I sent in January to all families about bringing proper recess gear to school and the Coyote Carnival .

Hello Families,

I hope you are all doing well and are staying warm!

With the cold weather that we are having, please make sure your child is prepared for recess everyday. They should be bringing coats, hats, mittens, boots, and snowpants (if they like to play in the snow). Many students are not coming prepared, so I just wanted to remind everyone.

Lastly, this is a message from our Volunteer Services Coordinator, Kelli Anderson:

Andover Elementary Coyote Carnival Volunteer Update/Need

This message is being sent on behalf of Kelli Anderson, our school volunteer coordinator

As you may or may not know, the Andover Elementary Coyote Carnival needs over 100 adult volunteers in order to operate. As of today, we are severely short of this need. To be sure we can continue to plan for a carnival next Thursday, 85 positions must be filled. While high school and middle school students are helpful, we NEED more adult volunteers. Please consider giving some of your time to our school community on Thursday, January 25th. To view the sign up, please visit [Andover Elementary Coyote Carnival ADULT Sign up](#).

Contact Kelli Anderson, Volunteer Services Coordinator, with any questions:

email: kelli.anderson@ahschools.us

phone: 763-506-1723

Have a wonderful weekend and stay warm!

Katelyn Hemmingsen

Fourth Grade Teacher

Andover Elementary School

katelyn.hemmingsen@ahschools.us

Emails to Parents

This was an email that I sent to a parent about their child's behavior in class. I wanted the child's parent to be able to discuss proper behavior in class and what is appropriate. This parent has been very helpful and we are working together ever since the beginning of the year.

Hi [redacted]

I hope you are doing well! I am emailing you today to discuss [redacted]'s behavior in class. While I enjoy having [redacted] in my class and appreciate their funny and fun personality, I have noticed some disruptive behavior that is impacting their academic performance, as well as that of their peers. [redacted] has been showing off-task behavior and not completing their work, which is concerning.

I have spoken to [redacted] about his behavior on several occasions, but unfortunately, these talks do not seem to be helping as much as I had hoped. Therefore, I am reaching out to you to request your assistance in addressing this issue at home. I believe that a refresher on how to act in class would be beneficial for [redacted] and help him improve their behavior in the classroom.

I am confident that with your help, we can work together to help [redacted] improve his behavior in class and achieve his full potential.

Thank you for your attention to this matter and I hope you have a great weekend!

--

Katelyn Hemmingsen

Fourth Grade Teacher

Andover Elementary School

katelyn.hemmingsen@ahschools.us

Class Newsletter

Here is an example of my weekly newsletter.

It includes what we have been working on in ELA and what is to come.

I also include three questions that families can ask their child from the past week.

Lastly, I have important dates and weekly updates for each day of the week.

Link:

<https://sites.google.com/ahschools.us/hemmingen/home>

Ms. Hemmingsen's

Newsletter!

Week of:

Feb 19 - 23

Mon.

- No School

Tues.

- No School
- Conferences

Wed.

- DD3: Art

Thurs.

- DD4: Phy-Ed & Core
- Conferences
- Wear MN t-shirts!

Fri.

- DD5: Music & Media
- Wear favorite reading outfit

What have we been up to?

Last week in ELA, we finished Unit 3 in Wonders! We also started to type/write our final draft of our opinion essays. Students have been working hard on their essays, we cannot wait to share them with you! Lastly, we had our field trip and Valentine's Day party, what a fun day!

This upcoming week we will be starting Unit 4 in Wonders. We will be working on pronouns in grammar and inflectional endings in spelling.

Have a great week!

Things to ask your child:

- What is your opinion essay topic?
- What is a noun?
- What does the word *agriculture* mean?

Important Dates & Information:

- **Feb 19:** No School
- **Feb 20:** No School & Conferences
- **Feb 22:** Conferences
- **March 5:** No School
- **March 6:** Picture Day
- **March 8:** End of Tri 2



4D.

**Contributing to School
Community and Culture**

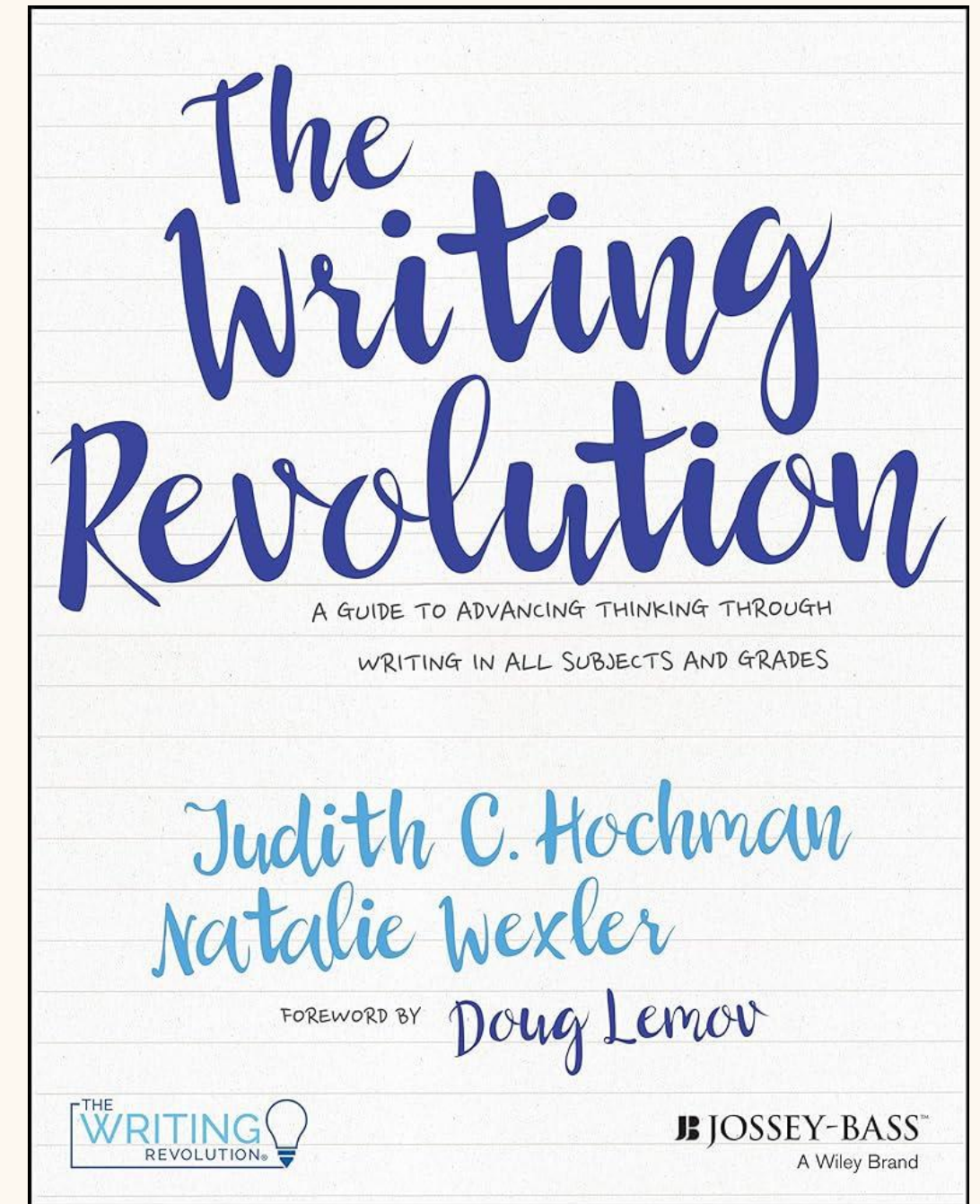


Writing Revolution Book

This is the book that my team and the 5th grade team have collaborated on.

We use this to come up with how to help students during their writing process.

My team has created grammar assessments based off their resources online. As well as essay breakdowns; paragraph by paragraph practice, topic sentences, conclusion sentences, body, introduction, conclusion, and main idea sentences.



School Functions

Here is a quick screenshot from the Coyote Carnival. I signed up to volunteer and even had my fiance come, it was very fun to see all of my present and past students!

Lastly, here is a photo of my class at the Walk-A-Thon from the fall. I also went that night, my fiance was with me as well. We stayed for a while chatting with families, coworkers, and students.

I enjoy being involved with the activities the school provides and showing my fiance all the great things about being a teacher.

Coyote Carnival - STAFF VOLUNTEERS

Thank you, Katie!

You're all signed up for "Coyote Carnival - STAFF VOLUNTEERS."



Admissions Door ##9

01/25/2024 (Thu.) 5:00pm - 6:45pm CST

My Comment: +Joe Fedje





4E.

**Growing and Developing
Professionally**



Personal Website

This is my personal website that holds information about my professional and work growth since I was a senior in college.

I am grateful my college prepared me with going above and beyond on showing off my professional skills.

I would use this website for interviews, presentations, and I still work on keeping it updated. It is a great way to show my growth, but also show the many things that have brought me to where I am today.

Link: [Katelyn Hemmingsen](#)



Professional Development Agenda

This is the site that provided all of the year 2 probationary teachers needed to complete.

I have been to all of the in person meetings and have completed all of the online classes.

Link:

<https://sites.google.com/ahschools.us/gk-5-probationary-teachers/home/p2/p2-humanities-dyad>

Probationary Sessions 23-24 : P2 Required

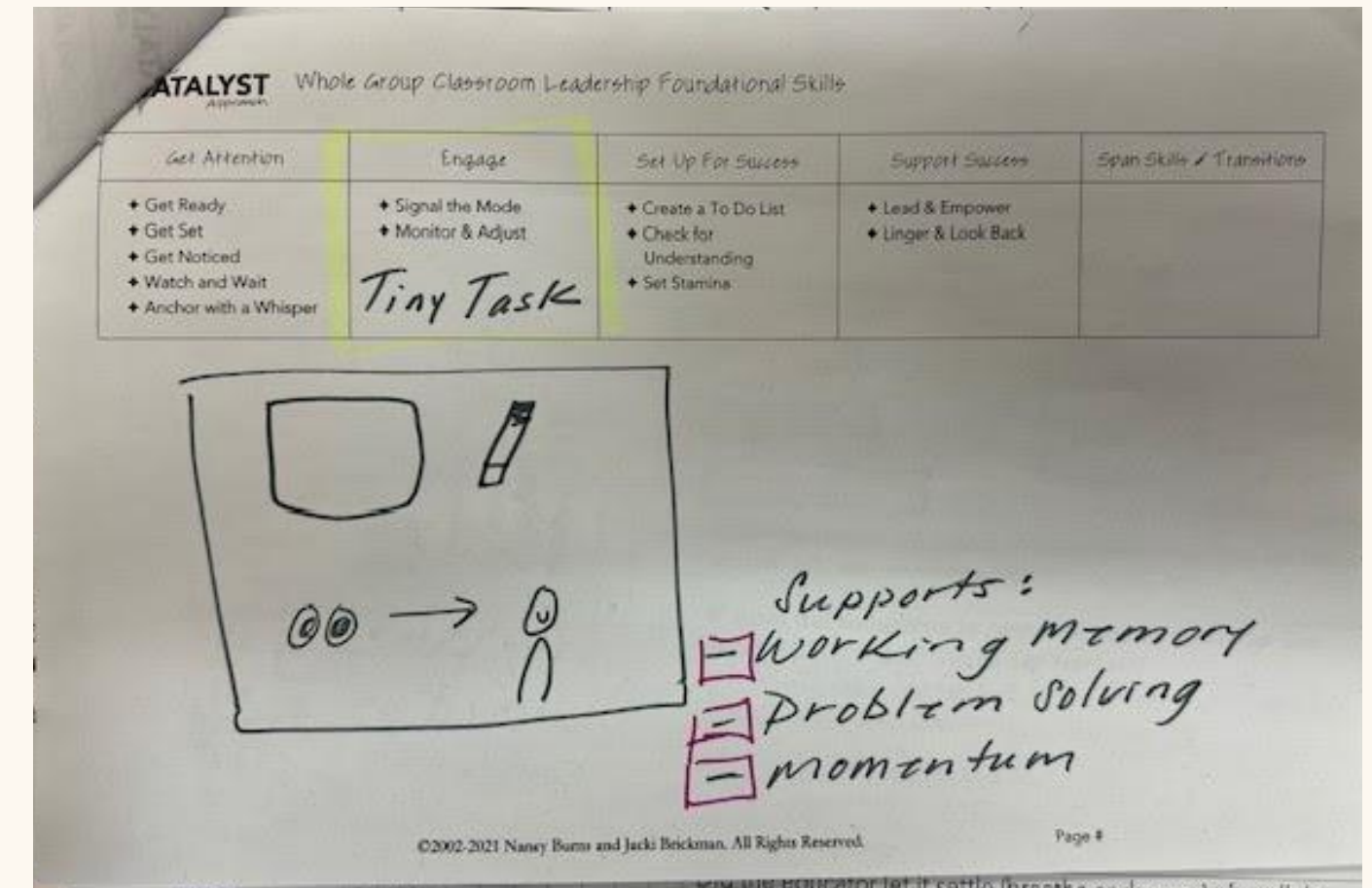
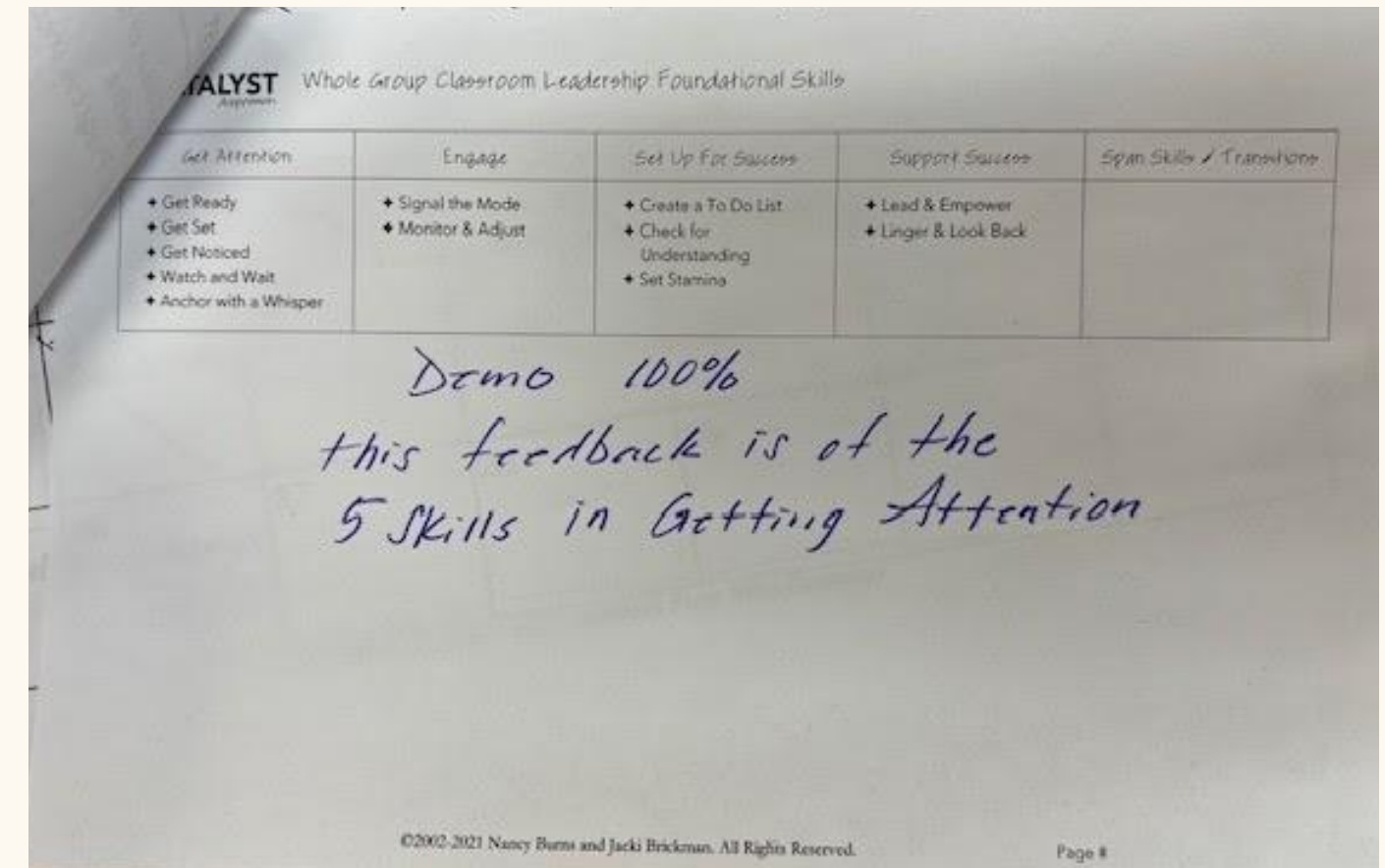
Required For All P2 Teachers							
Hours	Course Name	Description	Dates	Location/Virtual	Time	Registration	C
2	Catalyst: Beyond the Foundational Skills	Gain additional skills to get attention, increase engagement and maintain positive relationships with students along with some time to collaborate with colleagues.	12/11/2023	Staff Development Center - Erling A/B	4:30pm-6:30pm	LMS	Bree Poj
2	Culturally Responsive Teaching	Learn about what it means to create a culturally responsive classroom in Anoka-Hennepin. This session will focus on the language of culturally responsive teaching and the framework that Anoka-Hennepin uses in thinking about creating a culturally responsive classroom. This session contains information about our commitment to success for ALL students. Please choose the session that best fits your personal schedule.	10/26/23 or 12/7/23	Erling Johnson C/D (both dates)	4:30pm-6:30pm	LMS	Darron S Ross Gil
2	Resource Collaboration	Choose Sessions from Resource Collaboration Flyer - Will be sent out October 30th.	Open: 10/30/23 Closes: 2/2/24	Virtual	On your Own time	Link to flyer	Bree Poj
2	Mental Health Training	Changing the Narrative on Mental Health and Suicide	10/04/2023, 11/15/2023, or 1/16/2024	Staff Development Center - Erling C/D	4:30pm-6:30pm	LMS	Julia Me
3	Q-Comp Collaboration	Individually scheduled with Peer Evaluator during second trimester	Will Vary	Individually Scheduled	On your Own time		
11	Total Hours						

Catalyst Observation Notes

These are a few of the many observation notes I have from our Catalyst Coach.

I am signed up every week to meet or be observed by our Catalyst Coach, Jen.

This has been a great addition to my personal growth as a teacher. She even recommended in the fall that I should try for demonstration. It has been a great journey using Catalyst in my classroom and I see a huge improvement when I use the strategies.



Catalyst Whole Group Certification

This is my whole group certification sheet that our Catalyst Coach filled out.

Last year, I got whole group certified at the end of this year. This year I wanted to get whole group and small group certified, which I am currently working towards.

I am proud of my certification and continue to work on improving my strategies.

CATALYST Whole Group Implementation Data Collection / Certification Form

Educator: *Katelyn Hemmingsen* Data Collection- Baseline
 Date: *12/14/23* Data Collection- Progress check towards goal(s)
 Data Collector/Evaluator: *J. Marcus* Certified *2023-2024 School Year*
All Foundational Skills must be implemented more than 50% of the time to earn certification.

Foundational Skills Goal Setting Summary			
<i>You got it!</i>	Get Attention Get Ready Get Set Get Noticed Watch and Wait Anchor w/a whisper	Engage Signal the Mode Monitor / Adjust	Set up for Success Create a To Do List Check for Understanding Set Stamina
Goals	Get Attention Get Ready Get Set Get Noticed Watch and Wait Anchor w/a whisper	Engage Signal the Mode Monitor / Adjust	Set up for Success Create a To Do List Check for Understanding Set Stamina

The Foundational Skills

Get Attention + Get Ready + Get Set + Get Noticed + Watch and Wait + Anchor with a Whisper

Not applicable
 Yes
 attempted
 no

YES + EMS

									Students attentive/focused on something other than the leader (previous task, peer, technology, etc)
<i>Getting Attention</i>	<i>Goal</i>								IF there was something to prep (tech, etc) did the leader Get Ready before attempting to Get Noticed?
	<i>Goal</i>								Did the educator Get Set (still, take a breath, and observe for roadblocks) before attempting to Get Noticed?
	<i>Goal</i>								Did the educator Get Noticed?
	<i>Goal</i>								Did the educator Watch and Wait silently while all students shifted their attention to the leader?
	<i>Goal</i>								Did the educator let it settle (breathe and pause) after all the students had shifted their attention?
	<i>Goal</i>								Did the whisper one or more words, prior to saying key words and giving information?

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Completed Professional Development Courses

These are the 4 Infobase professional development courses I was required to take.

I completed all 4 of them and have attached a photo and a link to the folder they are in to show completion.

Link: [Artifacts](#)





4E.

Acting in Service of Students



Leadership Role: Kindness Club

I am the current teacher for the Kindness Club.

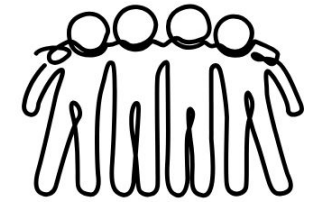
We meet one time every month and do activities for our community and school while learning about kindness.

I have been learning about a new group of students, how to run a group that work with the community, and stay organized.



Once a Month:

4:05 pm. - 5:05 p.m
North Art Room
For Students in 2nd - 5th
Teacher: Katie Hemmingsen



What is Kindness Club?

Kindness Club is centered around kindness, compassion, teamwork, and service.

Our group will plan acts of kindness for our school and community!

Our mission is to spread kindness within our schools, homes, and communities. We will demonstrate that we have the ability to make a difference!

Discover
Community Education 
Anoka-Hennepin Schools

Registration Required
<https://tce.me/iuse4u>



Kindness Club Projects

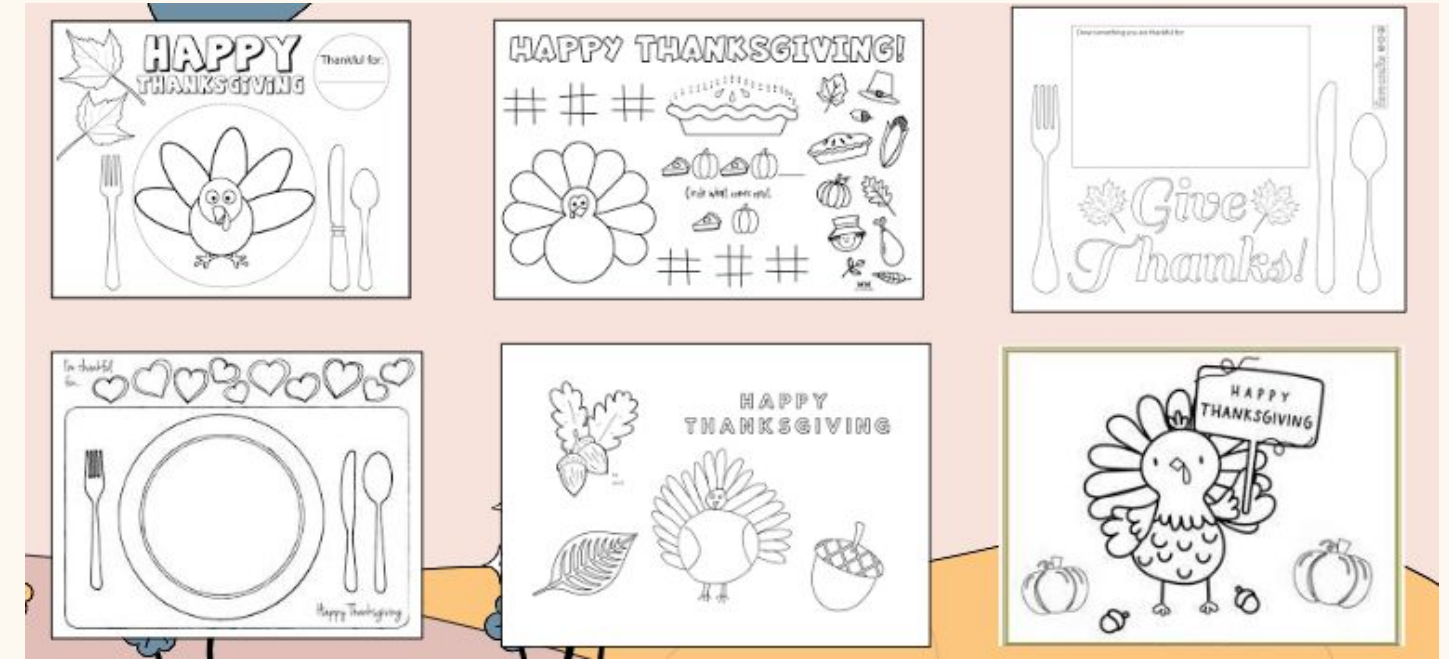
I try to create projects that are meaningful for the students in the group.

Since it is my first year leading a club by myself, I have been choosing projects that stay close to “home” and work closely with our Community Education Organizer.

Our past projects have been:

- Thanksgiving table mats for the nursing home
- Christmas cards for a child with cancer and those in the nursing home
- Hot Cocoa cups for all of the staff at Andover Elementary.
- Writing Kindness Notes around the School

Link: [Kindness Club](#)



Making Hot Cocoa Cups for Staff in our school!

We will decorate cups for staff and tomorrow morning, you will deliver them!



Gaining Information on How to Help Students with Mental Health

I went to a training in the fall about how to help students who have mental health struggles.

I have worked with our school social worker on how to help students.

This year and last year, I have met with the social worker about students who struggle with anxiety and depression.

It has been very helpful going to courses and meeting with her to gain more information on how to support these students.

P1/P2/P3 - Mental Health Training: Changing the Narrative on Mental Health and Suicide

(11/15/2023)

[> Instructor-Led Training](#)

Description: In this training, you'll learn how to have healthy conversations on mental health and suicide, how to avoid harmful messages that might increase suicide risk in individuals, and why changing our language is an important first step in suicide prevention. You'll gain skills to reduce stigma, mitigate risks, and promote help-seeking behavior. You'll expand your knowledge of warning signs to look for, potential risk and protective factors connected with suicidal outcomes, and what to do when someone needs help.

Personal Attendance Record

For my attendance, I have been absent this year for a total of 4 days. I also make very clear and precise sub plans when I am absent.















I try to make my absent days limited and avoid missing days where I have meetings or important events going on.

I am proud and have the privilege of having very few absent days.

Past Absences from 7/1/2023 to 2/28/2024

Select a date range: Last 60 days Last 90 days Last 120 days **This School Year** Last School Year Custom

4 Past Absences

Date	Reason	Location	Duration	Time	
CONFIRMATION # 595566630 SUMMERBELL, BEVERLY J / UNAPPROVED   View Details					
27 Oct 2023	Personal Illness	Andover Elementary School	 Half Day PM	12:30 PM - 4:05 PM	
CONFIRMATION # 603892541 CRANSTON, STACY M / UNAPPROVED   View Details					
03 Nov 2023	Personal Illness	Andover Elementary School	 Full Day	8:55 AM - 4:05 PM	
CONFIRMATION # 614993174 UNFILLED / UNAPPROVED  View Details					
15 Dec 2023	Personal Illness	Andover Elementary School	 Full Day	8:55 AM - 4:05 PM	
CONFIRMATION # 622380698 KRIEFALL, MARGARET A / UNAPPROVED   View Details					
16 Feb 2024	Personal Illness	Andover Elementary School	 Half Day PM	12:30 PM - 4:05 PM	