

CIERRA  
ROLOFF

*Teaching Portfolio*





# TABLE OF Contents

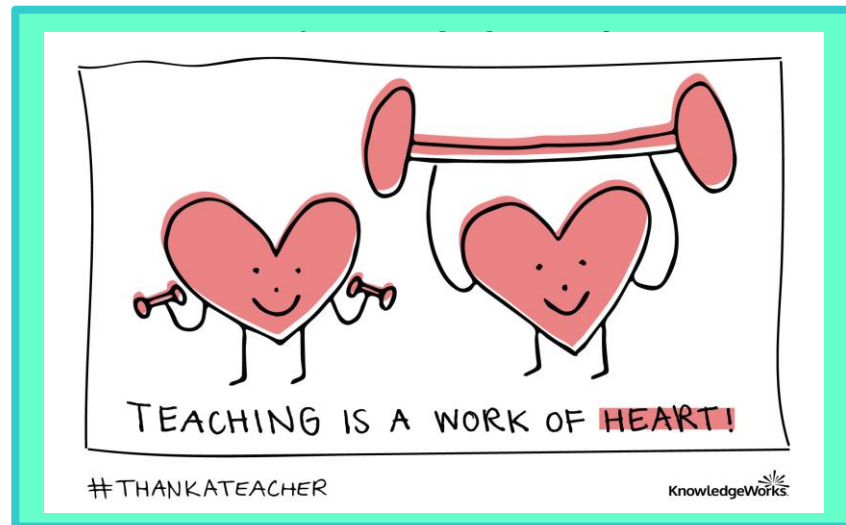
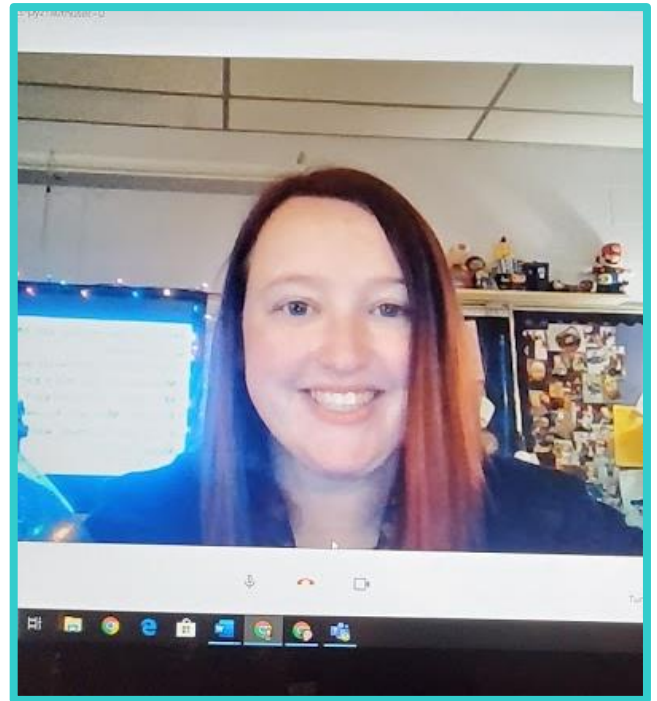
Topic	Slide
About Me	3
Philosophy and Experience	4-6
Welcome to My Classroom	7-11
Parent Communication	12
Student Engagement	13
Differentiated Instruction	14
Data and Intervention	15-16
Technology Integration	17
Best Practices	18

\*photos used with permission\*

# A QUICK Introduction

I graduated from Columbia State Community College with an Associate's degree in 2013, received my bachelor's from Middle Tennessee state University in 2015, and most recently Graduated from Western Governors University in 2021.

I live in Lawrence County with my son, husband, dog, and cats. If I am not working on school, you can find me crafting.



I became a teacher because growing up I went to many different schools and one constant in that was that I would always have a teacher who showed me kindness and made me feel at home.



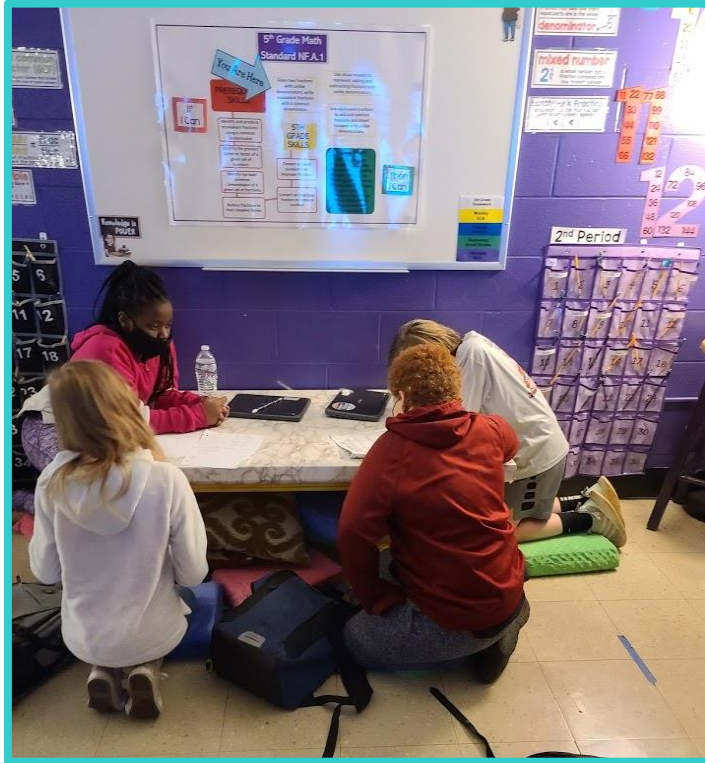
# TEACHING *Philosophy*

IF A CHILD CAN'T LEARN  
THE WAY WE TEACH,  
*maybe we should teach  
the way they learn.*

- IGNACIO ESTRADA

I believe that all students have the right to feel successful in a classroom of mutual respect. I practice progress over perfection with students and teach them that growth is the true measure of our learning. I am dedicated to my students and making connections that benefit their learning journeys.

# TEACHING Experience



I have worked at a Title 1 school for 5 years and have taught 5<sup>th</sup> grade math and science. I have also taught a year of 6<sup>th</sup> grade math.

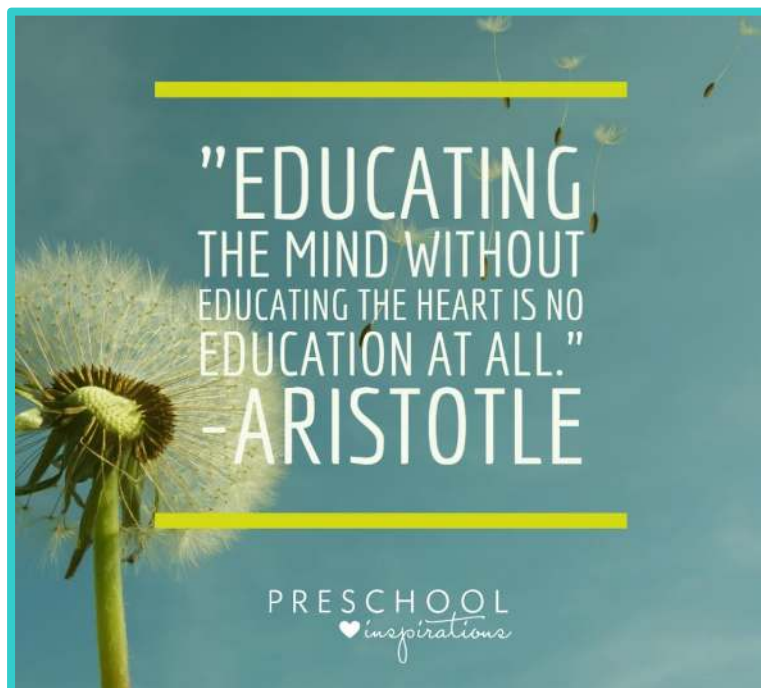
I have worked with many diverse learners during my time as a teacher; including ELL, children with disabilities, and students with extreme behaviors.





# TEACHING Experience

- Relationship oriented
- Team Player
- Great classroom management
- Organized
- Good with technology
- Served as school wide PBL (problem-based learning) coach
- K-6 certified



# PROFESSIONAL LEARNING and Collaboration

Working at such a large school, I have had the opportunity to really dig into professional learning communities, sometimes with as many as 6 members in the same content area. Being a member of these PLCs has really allowed me the opportunity to learn how to work with others.



While serving as PBL coach I was able to collaborate with teachers in other subjects and grade levels in order to help create student focused learning environments.

# CLASSROOM Community

I build relationships and connect with students from the first day. We talk about interests, and I often refer to these conversations throughout the school year.

I help students learn to work collaboratively by setting them up for success with group work procedures. My students and I have a lot of conversations about respectful disagreement.



treat  
**OTHERS**  
the way  
**YOU**  
want to be  
**TREATED**

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I believe all students should have the opportunity to feel successful, because of this belief we praise many different things within our classroom and practice celebrating growth over perfection.



# CLASSROOM Management

I believe in order to have strong classroom management one must first build a foundation of respect. Being proactive can help eliminate most undesirable behaviors.

I have very clear and simple expectations for students and in the beginning of the school year we develop these together.

I hold students accountable by creating the expectations together, so they are more connected with the expectations

I like to use positive behavior incentives, such as a point system or magic tickets.

I form relationships with students by listening to them and giving them the opportunity to see that I am truly interested in what they have to say.

I have clear consequences for problem behavior as well as positive consequences for good behavior so students can see that when they have a behavior they are making a choice.

## POSITIVE



Consequences  
STICKS  
PRIZES  
PHONE CALL/EMAIL HOME  
FREE TIME  
VERBAL PRAISE  
BRAG TAGS  
FUN GAMES  
ACADEMIC SUCCESS

## 6<sup>th</sup> Period Contract

Kindness ✓  
Respect ✓  
mindful of other's space ✓  
Listen when other's are speaking  
Politely Disagree  
take a break  
Responsible  
Chopping hand

# ROUTINES & Procedures

## voice levels

- 0** SILENCE IS GOLDEN: Absolute silence. No one is talking.
- 1** SPY TALK: Whispering. Only one person can hear you.
- 2** LOW FLOW: Small group work. Only your group can hear you.
- 3** FORMAL NORMAL: Normal conversation voice.
- 4** LOUD CROWD: Presenting voice. Everyone can hear you.
- 5** OUT OF CONTROL: Outside voice. Never used inside.

One procedure I use to keep students consistently engaged in learning is to have bell work when they enter the room, this is usually a 5 to 10 minute activity they can complete independently.

In my classroom since I like to use collaborative work often I also utilize voice levels so students know if they are talking too loudly.

## Habit 1 Be Proactive



I continue to be proactive and remind students of procedures upon returning from long weekends or extended breaks. I think spending a quick 5 to 10 minutes discussing procedures when returning from a break is beneficial to the amount of academic time I will have later.

# CLASSROOM SET-UP & Organization



When setting up my classroom I think about where I can put materials that will have less distraction for students but be easily accessed. I also think setting up desks or tables in a way that students can work with one another is important.



# PARENT Communication

In order to begin relationship building with parents I send home a parent survey at the beginning of the school year. This practice allows me to learn more about each child as parents are the expert on their own child.

I like to connect with parents via remind or classtag. Both applications allow for easy and quick communication since it can sometimes be difficult to get to the phone.

If a student begins falling behind, I will request a conference with the parent to find out how I can support them and their child in being successful.

Another tool I have found to be useful is to send out a weekly snapshot so that parents know what their child will be doing that week in school. Whether we have dress up days or a quiz or some other activity happening.

The logo for classtag, featuring a stylized blue and orange icon of a person or a group of people, followed by the word "classtag" in a blue, sans-serif font.

remind

# STUDENT Engagement

I keep students engaged in meaningful learning by making connections with topics they care about.

I like to utilize problem-based learning when possible so that students are involved and in charge of their learning. I find this flipped way of teaching leads students to natural inquiry and they become excited to learn.



Even when I am not able to utilize problem-based learning I like to utilize different engagement strategies to continue to make learning fun for students. In today's world I think students need a lot more than stand and deliver lessons to be engaged in the classroom community.

# DIFFERENTIATED Instruction

*Progress > Perfection*

Some ways I use to differentiate instruction are the utilization of stations (or centers) so that I have more opportunities to work with students in a small group or one on one.

Using data to guide instruction is also very beneficial in differentiating instruction. By using assessments, I know which students need to be enriched and which ones need extra assistance.



**EVERYBODY IS A GENIUS**

**BUT IF YOU JUDGE A FISH**

**BY ITS ABILITY TO CLIMB A TREE**

**IT WILL LIVE ITS WHOLE LIFE**

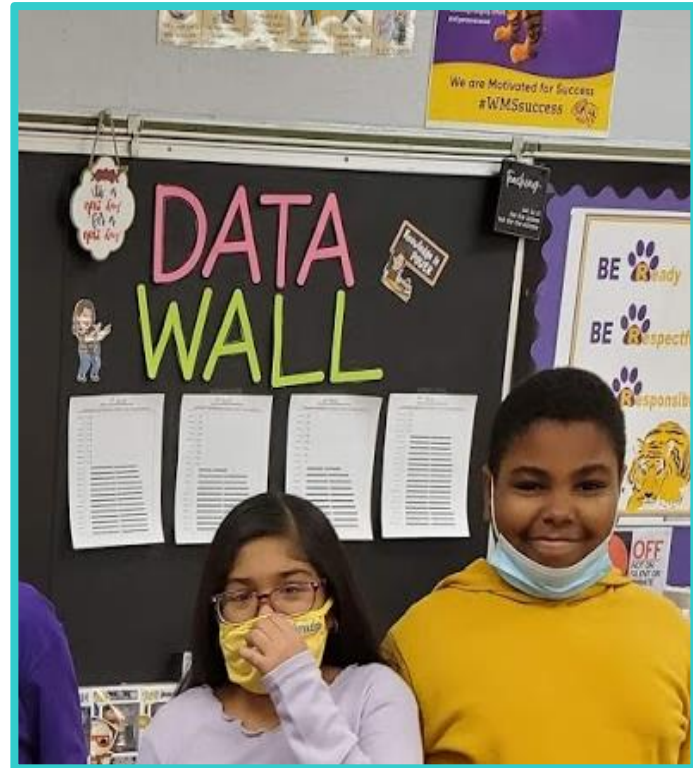
**BELIEVING THAT IT IS STUPID**

- ALBERT EINSTEIN

# DATA & Assessment

Some ways I use data are to display scores (without names of course) on a data wall in the classroom for students to see. Students and I will discuss the class progress and brainstorm how we can improve and help out our neighbors who might be struggling.

I make sure that students have a clear goal for every learning standard this way they can really take ownership of their learning.



5.NBT.6 Math I can... Divide whole numbers	5.1st.1 Science I can... Recognize that most organisms that once lived on Earth are now extinct.
...so I can understand how number relationships work	...so I can understand how climate change affects life on Earth.
I am successful when... I can score an 80% or higher on the Ready Lesson 6 cfa.	I am successful when... I can score an 80% or higher on the 1st Quarter Science Exam.

# INTERVENTION & *Student Success*

When students are not successful, I will often pair them with another student who can help or pull them to work in a small group during independent work time.

I have taught both reading and math RTI. RTI is a great way to fill in gaps that students may have, and it is a fantastic time to build connections with students.

Working in a large school I was able to work with other teachers of the same content to see what strategies they may have utilized that I hadn't. Sometimes the other teachers and myself would exchange students if one class had higher success and do a reteach for struggling students.





# TECHNOLOGY Integration

I utilize technology to keep students engaged. Technology is an important piece of collaborative learning and students often conduct research.



When creating lessons, I will often try to find ways to keep students engaged through technology. Whether we use the interactive board, real time apps for surveys, or a game to keep students interested in the topic I find it useful to use things students care about and a large portion of them love using technology

# BEST PRACTICES IN *Teaching*



## MY BELIEFS

I believe that all students have the right to feel successful in a classroom of mutual respect. I practice progress over perfection with students and teach them that growth is the true measure of our learning. I am dedicated to my students and making connections that benefit their learning journeys.

## MY PRACTICE

I am firm but fair

I have high expectations for all students and myself.

I believe in a consistent schedule, so students know what to expect daily.

I think that teaching procedures is important for classroom success.