

Student Name Rochelle Shall

OAKLAND UNIVERSITY
UNIVERSITY SUPERVISOR'S ASSESSMENT

Rochelle Shall has successfully completed her student teaching of third grade students at Emerson Elementary, Fraser Public Schools. Rochelle demonstrated a natural ability to communicate with students while maintaining authority as the leader of the classroom. She was enthusiastic about teaching and demonstrated high expectations for herself and her students. Throughout her student teaching experience, Rochelle was exemplary in her commitment, instruction, classroom management, technology integration and leadership. Passing the Basic Skills, Elementary Education and Language Arts MTTC examinations, Rochelle would be an outstanding addition to any elementary school's staff.

Rochelle was an active member of the Emerson Elementary staff and attended all the Professional Learning Communities meetings. With the school level Data team, she analyzed student achievement and developed strategies to assist students whose scores were below grade level expectations. Working with the district's special education staff, she was involved with developing IEPs and implemented accommodations for students requiring Special Education assistance. Implementing technology was a strength for Rochelle. She integrated technology through the use of one-on-one iPads expertly. New applications were implemented throughout the semester which enabled her students to expand their involvement with technology across the curriculum.

Rochelle was a highly organized, well planned and enthusiastic teacher. She was a natural teacher who engaged and motivated her students from the very first day! Using the Common Core State Standards (CCSS) and district curriculum, Rochelle developed and facilitated lessons that were both well designed and stimulating. Consistently utilizing Anticipatory Set and accessing Prior Knowledge, Rochelle 'hooked' her students to the subject matter at hand. Rochelle demonstrated a natural ability to "coach" her students to the development and utilization of higher level thinking skills. Formative assessments were consistently used to assist her in analyzing student comprehension of concepts/skills.

A "Big Ideas" chart was developed and posted which focused students on the objectives and purpose for learning in each subject area. Multiple modalities were consistently used to introduce concepts. Cooperative grouping increased student engagement and motivation across all subjects. Wait time was used efficiently to allow students time to reflect and strategize within their cooperative groups. Close and Critical reading was implemented in ELA as well as Daily 3 centers. Direct instruction of vocabulary in addition to text connections improved comprehension for her students. To encourage student independent reading, she implemented a "Book Jar". Students placed slips with book recommendations in the jar for her to read. As she selected a book, she posted the name on the board. Using the Book Jar created great conversation about books between Rochelle and her students.

Separating students into ability groups allowed her to differentiate instruction to all students. Students attended to instruction and eagerly participated in her exceptional lessons. She implemented writing instruction on explanatory/persuasive and personal essays utilizing individual conferencing. Math Workshop was implemented this semester, with students moving between four math workshop centers. The Battle Creek Science Units were used which followed the 5E - Engage, Explore, Explain, Elaborate, Evaluate model. Rochelle developed a comprehensive unit on Michigan History which was highly interactive and successful. Students

were organized into teams and looked at history through the eyes of their groups: French, British and Native Americans.

Instructional Technology was used throughout the curriculum to engage her students as well as provide them with resources to reinforce prior knowledge, improve vocabulary and concept formation. Her expertise with iPads grew throughout the semester. New apps were continually being implemented across the curriculum that were exciting and motivating to her students. Examples of these apps include: Book Creator, Safari Montage, Padlet, Show Me, and Infuse learning. She has expertise using Promethean Boards, Elmo, integrating internet video sequences, and PowerPoint. She has experience in using PowerSchool and Data Director for record keeping, grading, data analysis and report cards.

Rochelle effortlessly established warm and friendly relationships with the students and staff at Emerson Elementary. She was thoughtful, flexible, respectful and consistently positive in her interactions with students. She implemented classroom management strategies resulting in students who were respectful to each other with a minimum of distractions. Procedures and expectations were directly taught. Transitions between subjects were both orderly and efficient, maximizing instructional time. Gender equitable practices and wait time were consistently used effectively.

Rochelle was flexible and demonstrated professionalism in her role as a teacher. Her enthusiasm for education and her students was admirable. Her organization, caring nature and motivation will make her a valuable asset to any school. Without hesitation, I enthusiastically recommend Rochelle Shall for a position as an elementary school teacher.

Certification Recommendations:

Recommended for certification
 Not recommended for certification

Sharon J. Gupria 3/26/14
University Supervisor's Signature Date
Date

Recommended for certification
 Not recommended for certification

Sue A. Milligan 3/26/14
Cooperating Teacher's Signature

The above assessment and certification recommendations have been shared with me.

Rochelle Shaw 3/26/14
Student Teacher's Signature Date

Mark here if additional comments by the student teacher are attached.

Please provide 4 copies of the assessment and distribute to the Cooperating Teacher, Student Teacher, University Supervisor, Office of School and Field Services