

**School of Education and Human Services**  
Office of School and Field Services  
381 Pawley Hall  
Rochester, Michigan 48309-4494  
248-370-3083

**OAKLAND UNIVERSITY**  
**Final Assessment of Student Teacher**

Student Name: **Rochelle Shall**                      Student Number \_\_\_\_\_  
Building: **Emerson Elementary**                      District: **Fraser Public Schools State: MI**  
Term/Year: **Winter/2014**                      Assignment: **Third Grade/All subjects**  
Grade level/subject(s)  
Cooperating Teacher: **Sue Milligan**                      University Teacher: **Sharon Gryzenia**

DESCRIPTION OF ASSIGNMENT

(community; district; unique characteristics of school, staff, students)

**Emerson Elementary School is located in Fraser, Michigan, which is a stable, middle class suburb of Detroit. This student teaching placement was a third grade self-contained classroom in a K-6 elementary school. A heterogeneous grouping of 26 8 and 9 year old students exhibited a wide range of academic and learning styles. Three students received Tier 3 instruction in the areas of Math and Reading from our Resource Room teacher. Six students were identified as “Tier 2” students and were pulled out for additional assistance from the MTSS aides. Two students are ELL. One student was diagnosed ASD and received special education services 90 minutes a day and was mainstreamed the rest of the day. One severely emotionally impaired student came to us during the last month of her student teaching experience. Rochelle used a variety of teaching methods to ensure that each student achieved to their potential including lecture/discussions, demonstrations utilizing technology, small group hands on activities, centers, and field trips.**

COOPERATING TEACHER’S ASSESSMENT

(attach additional pages if necessary)

INTERPERSONAL RELATIONSHIPS

**Rochelle established an outstanding working relationship with students, parents, and staff members.**

**She had high expectations for all children and they responded to her with eagerness and trust. Rochelle managed to actively involve the students, acknowledge their ideas, and offer encouraging responses. Security was established through praise and positive statements as Rochelle also raised the children’s level of**

**concern appropriately. It was clear that Rochelle cared about each child and worked hard to help each individual reach his or her potential. It was also clear how much the children cared about and respected her, and worked to attain the goals that were set for them.**

**Parents were kept informed about what was expected from their children, and Rochelle was sensitive to concerns that parents shared with her regarding their children. She communicated through weekly e-mails, notes in daily planners, and through our classroom website. Parents felt comfortable with e-mailing and calling Rochelle to discuss their child's progress and goals.**

**Rochelle worked well with other staff members. She has been an active participant in all PLC (Professional Learning Community) meetings. Rochelle worked with Mrs. Pelachyk (the other third grade teacher) to plan and to share fresh ideas. She could be counted on to help with any technology related questions we had. The staff welcomed Rochelle's enthusiasm and professionalism.**

#### **CLASSROOM CLIMATE AND MANAGEMENT**

**Rochelle has terrific organizational skills that are reflected in the classroom. She engaged the class in learning and they work to achieve the goals she set, as well as goals they started to set for themselves. She used a variety of room arrangements to monitor and get the most learning from students. Rochelle used various "power teacher" strategies for classroom management and the students were aware of rules and consequences. She pointed out the positive behaviors in the classroom in order to encourage students to follow that lead, and when necessary she corrected individual students in a quiet, direct manner. Table points and class points were used to encourage the class to work together to make the classroom a pleasant learning environment. This class of third graders has been a particularly challenging group and Rochelle was able to manage behaviors in order provide a secure and successful learning environment. She set up personal behavior management systems with individual students as needed, and this was very effective in changing negative behaviors. Rochelle was consistent, clear, and fair as she taught students to be responsible for their behavior.**

#### **INSTRUCTIONAL PLANNING AND IMPLEMENTATION**

**Rochelle used the core curriculum and district objectives as a guide for both short and long term planning. By using a variety of resources, her approach to instruction made lessons interesting and meaningful to all students. Rochelle capitalized on students' strengths and was sensitive when developing the abilities of students with special needs. She had high standards that were challenging, but attainable. Students were provided with results of work efforts promptly. Rochelle initiated Math workshop in our classroom and it proved to be highly effective in reaching all students at their instructional level. Rochelle utilized Daily 5 to provide**

**language arts instruction that accommodated students at different instructional levels. Science and Social Studies were taught in fun and meaningful ways. Students often worked in small groups while exploring and discovery the objective of the lessons. When teaching Social Studies Rochelle made students French, Indians, and British as she brought Michigan history to life. Science was driven by hands on explorations.**

#### **INSTRUCTIONAL PLANNING AND INCORPORATION OF TECHNOLOGY TO ENHANCE STUDENT LEARNING**

**In Fraser students third grade and up have their own I-pads. Rochelle was excellent at incorporating technology into everyday learning. She used websites such as IXL Math, Reading A-Z, and spelling city for skill practice during Math Workshop and our Language Arts center time. She also implemented ways that students could use their I-Pads for further learning by researching various topics. She used Learnzillion and Discovery Education for students to extend their learning beyond our classroom, and was comfortable assessing students with on line tools such as “padlet” and “infuselearning.” Rochelle kept our classroom website up to date and was comfortable with using the promethean board and the elmo. In addition, she was flexible and prepared when the technology did not work properly.**

#### **EVALUATION**

**Rochelle used benchmarks in her planning and in evaluating students. She used “infuse learning” and “padlet” which are online assessment tools. She used these for both quick assessments while gauging students’ understanding during lessons as well as for end of chapters/units. For quick whole group checking for understanding Rochelle also used slates. Oral Reading Records were used to assess the children’s reading levels along with tests such as the Scholastic Reading Inventory (SRI). District tests for math and science were utilized after major units. Projects with rubrics, written tests, and oral presentations are a sampling of some of Rochelle’s evaluation techniques.**

**Students were provided with results of work efforts promptly (never longer than the next school day). She provided feedback in written form on papers and often spoke with students directly to ensure they understood their errors or celebrate their success. She was excellent at identifying individual differences when looking at students’ performance and always expected the most from each individual. She was fair and firm.**

**Participation in Special Education IEPC’s and staffings were part of Rochelle’s experience and she contributed insightful contributions at these meetings regarding the performance of the students for whom the meetings were held.**

#### COMMAND OF SUBJECT MATTER

**It was evident that Rochelle was prepared to teach the content of all lessons. She read through materials and expanded her knowledge before teaching. She routinely focused the learners by accessing prior knowledge, stating the lesson's objectives, and by modeling. She anticipated questions that students might have and comments that she might capitalize on. She was able to craft and implement lessons that were creative and relevant, and students were engaged. Using a variety of resources, materials and techniques, she developed learning situations that were meaningful. Rochelle often brought supplemental materials for students to explore a subject further. The needs and interests of the students were taken into consideration as Rochelle found ways to make what she was teaching relevant.**

#### PERSONAL QUALITIES

**Rochelle was present each day of her internship and brought a passion for teaching that was inspiring to veteran teachers. She was trusted to be involved in many private discussions with staff members. She handled situations with students, parents, and other staff members in a manner beyond her years. Rochelle has a great sense of humor that was reflected daily in her ability to handle stressful situations with understanding and grace.**

#### PROFESSIONAL QUALITIES

**From the beginning of her internship at Emerson, Rochelle demonstrated an enthusiasm for teaching. She began her experience by starting two weeks before school started (in August) to help get the classroom set up and get an understanding of the tasks required before students begin their year. Rochelle attended staff meetings throughout the year, attended night functions, and even went to a student's football game on a Sunday. She took advantage of every learning opportunity she could (for example, she attended the all day "everyday math" workshop for new teachers and came to all of the Professional Development workshops arranged by the district). She attended IEP meetings and attended and contributed to parent-teacher conference and our "Meet the Teacher" night. Rochelle came in early and stayed late. She is a genuine person who is respectful, warm, dependable, and fun. She is organized, self-confident, and responsible in her work with classroom and school-wide activities.**

