

OAKLAND UNIVERSITY
Final Assessment of Student Teacher

Student Name Laressa Colasanti Student Number G00529121
Building Donelson Hills Elementary District Waterford State Michigan
Period 15 weeks, FA / 10 Assignment Third Grade All Subjects
Term Year Grade level/subject(s)
Cooperating University
Teacher Jenifer Janczarek Supervisor Rodney Cotter

DESCRIPTION OF ASSIGNMENT

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

Donelson Hills Elementary School is located in Waterford, Oakland County and has a very diverse group of students. Students at Donelson Hills come from a wide range of diverse families and learning experiences. As a school, it is 74% Title-1, and uses these funds to help struggling students through reading interventionists. Donelson Hills has a solid mix of new and tenured teachers, offering countless opportunities for staff and students working in Professional Learning Communities, focusing on effective collaboration. Donelson Hills has a high population of English Language Learners. In our class we have 4 students labeled ELL. Donelson Hills also houses the Autism Spectrum Disorder program for the Waterford School District. Miss Colasanti had the opportunity to have 3 of these students in her class.

COOPERATING TEACHER'S ASSESSMENT

(attach additional pages if necessary)

INTERPERSONAL RELATIONSHIPS

Throughout the semester I was impressed with Miss Colasanti's professionalism and enthusiasm to be successful as an educator and part of our professional learning community. Miss Colasanti participated in daily collaboration and was focused on student data. While collaborating with the staff, Miss Colasanti played an active role in creating essential learning for units, summative assessments, and daily/weekly/and unit plans. The collaboration that Miss Colasanti participated in went beyond the constraints of the grade level she was teaching and reached to the entire school. Miss Colasanti worked with the staff during building literacy team meetings, district curriculum meetings, and cross grade collaboration.

Miss Colasanti developed relationships with our building literacy interventionist, special education teachers, classroom assistants and school social worker that enabled her to find resources to meet the needs of her diverse population of learners. Miss Colasanti always approaches relationships with a professional maturity that exceeds that of many veteran teachers.

CLASSROOM CLIMATE AND MANAGEMENT

Miss Colasanti's ability to create and manage a classroom learning community was outstanding. Through the use of routines Miss Colasanti led the class and students to be extremely successful each day of her instruction. Flawless transitions ensured students could move within subject areas and be ready for the next activity. Working with students on these routines gave her the opportunity to teach a great deal in the time allotted with limited wasted time. Because of this precision of routine and transitions students were consistently clear on what expectations were; which led to great student success and learning. Miss Colasanti developed a mutual respect with the students through her innate ability to understand student motivations. Her kind and caring demeanor allowed her to quickly build relationships with each and every student in her class. These relationships allowed the students to trust her and develop a desire to learn from her.

INSTRUCTIONAL PLANNING AND IMPLEMENTATION

While delivering content Miss Colasanti was resourceful, deliberate, and purposeful to ensure student learning through various teaching and learning styles. While teaching within the workshop model, Miss Colasanti was outstanding ensuring the time, dynamics, and content being covered for both reading and writing. She used this knowledge to successfully implement the workshop model in the teaching of math. While working in all content areas Miss Colasanti used pre and post assessment, data collection, and collaboration to push student learning and meet each students needs. Miss Colasanti's understanding and teaching of the elementary curriculum assisted her in being extremely successful in her internship.

This understanding of the curriculum, as well as the students, assisted Miss Colasanti in meeting the needs of all the students including those with special needs. During the internship Miss Colasanti worked with students with various disabilities. These students were diagnosed with Autism Spectrum Disorder, Speech and Language Impaired, Learning Disabled, and Emotionally Impaired.

Laressa Colasanti was extremely thoughtful in the planning of each of her lessons and activities, which increased her ability to work with the students to ensure success and student learning. Her kind and creative personality complimented her knowledge and understanding. While creating reading and writing workshop mini-lessons, Miss Colasanti was deliberate in making sure the pacing and understanding of her lessons were established to ensure all students could be successful at his or her reading or writing level. Each mini-lesson and conference created an inviting environment, so students thrived in being successful and meeting her lesson goals and objectives. Miss Colasanti took this knowledge of the workshop model and successfully implemented a math workshop that incorporated all the components of reading and writing workshop. She taught a mini-lesson, then gave students time to practice a targeted skill independently. Using pre-assessments and formative assessments she then created strategy groups and conducted math conferences while the class worked from menus tailored to the students' individual needs. Because of this, her students had an increase in math fluency of 30%.

Within each content area Miss Colasanti had up to date data collected so she would have a clear understanding of what each student needed. This data was collected through the use of essential learning and end of unit goals. As Miss Colasanti moved through units and activities she was consistently updating her data as she planned for additional lessons, mini-lessons, conferences, and interventions; she had a clear understanding of each student, their strengths, and what they needed to be successful.

INSTRUCTIONAL PLANNING AND INCORPORATION OF TECHNOLOGY TO ENHANCE STUDENT LEARNING

Laressa Colasanti effectively used technology in many ways to enhance her instruction and student learning. She used the smartboard in daily lessons and incorporated the use of laptops in student activities. She also managed a class website and led the students in learning how to blog about their reading.

EVALUATION

Laressa Colasanti came to our PLC team well-educated on the process. She joined our team seamlessly and followed the process of effective collaboration to best understand her students' needs and teach to them. She was involved in creating essential learnings, pre-assessments, formative and summative assessments. She met with our PLC team to discuss the data and used that data to drive her instruction.

Miss Colasanti used excel documents to keep track of grades. She filled out report cards for each student and wrote the narrative comments. She also conducted parent teacher conferences for each student in our class.

COMMAND OF SUBJECT MATTER

Miss Colasanti has a great understanding of the subject matter she was teaching. She was enthusiastic with the material and presented it in an interesting way that provided little confusion. Miss Colasanti was always responsive when confusion arose and immediately worked to address misconceptions. She researched each subject before the start of the school year and came prepared with background knowledge that helped supplement each lesson taught.

PERSONAL QUALITIES

Miss Colasanti's passion for teaching shines through in everything she does. Her sincere love for her students guides her in composing tailor-made lessons that reach every student. She takes initiative to research new ways to meet her students' needs. Miss Colasanti's professional attitude is superior. She is a team player who will go out of her way to help others.

PROFESSIONAL QUALITIES

Laressa Colasanti is motivated, hard working, intelligent, and well prepared to teach the elementary content area. Throughout the internship Miss Colasanti displayed characteristics of a seasoned teacher examining the curriculum, creating essential learning, and using data from pre and post assessments to increase student learning. Miss Colasanti had priceless opportunities to work during professional development days, daily collaboration, building literacy team meetings, and after school curriculum meetings to continue to deepen her understanding of the elementary content. When new curriculum was introduced to Miss Colasanti, she was purposeful and dedicated in deepening her understanding to ensure student learning.