

Columbia College Chicago
 Education Department
 Clinical Practice
 Formative Assessment Report
 Based on Danielson Framework Indicators

Student Teacher's Name: Mallory Namoff

Visit # 4 Date: April 26,
 2017 _____

Grade: 3 School: Christopher House Charter
 School _____

LEVEL OF PERFORMANCE/SCORING RULES

0	1.0	2.0
Does Not Meet Expectations Expectations (Unsatisfactory) (Proficient)	Partially Meets Expectations (Basic)	Meets

DOMAIN 1: Planning and Preparation

 1a. Demonstrating Knowledge of Content Pedagogy

Observations: The plan gives students an opportunity to continue to practice the use of text features to support their reading comprehension and to integrate information into their writing.

~~xx~~ 1b. Demonstrating Knowledge of Students

Observations: Students will continue to use text features to understand a reading selection that they have been using in prior sessions. Students will use knowledge they access while reading to write a short paragraph about a life process in trees.

~~xx~~ 1c. Setting Instructional Outcomes

Observations: Appropriate student outcomes are aimed at students demonstrating their use of text features to answer questions about their reading text and to glean information to use in writing a paragraph about an aspect of the life of trees.

xx__1d. Demonstrating Knowledge of Resources

Observations: Both the plan and preparation outlined within the plan showed a knowledge of resources necessary for the lesson including small books with text features, paper and pencils.

xx__1e. Designing Coherent Instruction

Observations: The plan and preparation reflected a clear connection between the use of text features to access information within a reading text and to use text features to enhance student writing.

xx__1f. Designing Student Assessments

Observations: The plan includes informal assessment determined through listening and noting responses to text specific questions using text features as guides and the use of formally assessing written paragraphs based on the reading text.

Domain 1 Total Points _____

General Comments: The plan and preparation offers students continuing the practice of using text features to pinpoint information within a reading text and to demonstrate knowledge obtained from reading the text through a written paragraph about a specific aspect of the life of a tree.

DOMAIN 2: The Classroom Environment

__xx__2a. Creating an Environment of Respect and Rapport

Observations: Mallory consistently communicated in a friendly and positive manner with her students. She used a series of positive prompts such as praising responses as students participated in the question and answer part of their lesson.

__xx__2b. Establishing a Culture for Learning

Observations: Mallory stimulated student interest by engaging her students in the practice of using certain types of text features to locate specific information in a reading text in a small group setting.

__xx__2c. Managing Classroom Procedures

Observations: Mallory guided her students through the entire lesson including a review of text features, accessing information through the use of text features and applying the use of text features by writing about an aspect of the life

process of trees.

__xx_2d. Managing Student Behavior

Observations: Mallory maintained a positive attitude with her students including the use of reminders and positive comments such as “Kiss your brain”. She also commended individual students for their appropriate behaviors.

__xx_2e. Organizing the Physical Space

Observations: The physical space was comfortable and supportive of each of her students as they worked throughout the lesson at close instructional range in a small group.

Domain 2 Total Points _____

General Comments: Mallory offered consistent support and attention to her small group of reading students who represented children from two different classrooms and two different grade levels. She continues working to draw out these sometimes very soft spoken and verbally shy students.

DOMAIN 3: Instruction

__xx__3a. Communicating with Students

Observations: Mallory worked with her students in a respectful and teacher-friendly manner as she guided students to use text features for both reading and writing activities.

__xx__3b. Using Questioning and Discussion Techniques

Observations: Mallory used a series of questions and prompts to engage her students' location and identifying of text features and later to find information which text features highlighted. She also asked students to write a paragraph based on one aspect of the life of a tree about which her students' had been reading and discussing.

__xx__3c. Engaging Students in Learning

Observations: Students were actively engaged in the strategy of using text features to locate specific information in their reading text. Some students

were more reluctant to respond to verbal questions from the teacher and she patiently encouraged their participation.

Suggestion: Perhaps pairing students to find information with the added flexible permission to use either Spanish or English by students to communicate as they work together. This arrangement may add to their level of comfort as they explore the text and later with needing to then respond to the teacher verbally in front of the rest of the group.

Suggestion: As one student finds a text feature, make sure the other students are also touch the page and the item to keep their place in the interaction. This is important for all students but certainly supports your ELL students.

Suggestion: Following Text with one's eyes while reading: It is useful for students to use a 5 x 8 index card to keep above the line they are reading or that someone else is reading. It supports the tracking of lines of text and the keeping track of text being read aloud by oneself or when following the reading aloud by others.

Suggestion: Make sure you model reading of text aloud to your students as they continuously work to improve their own reading of phrases, sentences, and specific words in English. This is true for all students and definitely important for ELL students.

xx 3d. Using Assessment in Instruction

Observations: The plan includes both informal and formal assessments in the form of listening and attending to responses of students to questions and to evaluating writing of a paragraph which is referent to the text being read.

xx 3e. Demonstrating Flexibility and Responsiveness

Observations: Mallory was able to support her students' work in a small reading group based on their individual needs and differences in skills. (See SUGGESTIONS in sections above.)

Domain 3 Total Points _____

General Comments: Mallory initiated and conducted her lesson with a good flow of general direction as she guided her small group in their reading and writing practice. She was able to move through her set/hook, teacher input, guided practice, independent practice and assessment as planned. She incorporated both praise and reminders to support student behaviors.

(See several suggestions in bold.)

DOMAIN 4: Professional Responsibilities

__xx__4a. Reflecting on Teaching

Observations: Mallory demonstrates her own reflective thinking about her teaching by incorporating ideas developed through hands on teaching, through her collaborations with her mentor teacher, her supervisor and her teaching team. Her motivation to improve and learn is well reflected in her ongoing development as a student instructor.

__xx__4b. Maintaining Accurate Records

Observations: Mallory works in tandem with her mentor teacher to share responsibilities as required to keep accurate records for her class of students.

__xx__4c. Communicating with Families

Observations: Mallory attends parent conference days and maintains communication as appropriate with parents of her students.

__xx__4d. Participating in a Professional Community

Observations: Mallory consistently participates as a member of her third grade team working and planning collaboratively and in combination with her mentor teacher.

__xx__4e. Growing and Developing Professionally

Observations: Mallory continues to develop as a professional educator each month through a variety of activities including planning, organizing, meeting, discussing, writing, teaching and reflecting.

__xx__4f. Showing Professionalism

Observations: Mallory shows her professionalism through her respect for the policies and culture of her home school and through her cooperation with her

mentor teacher and her classroom policies and procedures.

Domain 4 Total Points _____

General Comments: Mallory is demonstrating her desire and goal to become a professional educator through working hands on with her student teaching internship classroom of students, collaborating with her mentor teacher and her grade level team, meeting with her supervisor and becoming familiar with parents and families of her students, as appropriate.