

Midterm Multi-Subject Student Teacher Evaluation

Demographic Information

Student First Name:	Student Last Name:	Teacher First Name:	Supervisor/ Cooperating	Teacher Last Name:	Supervisor/ Cooperating	Site:
						Jefferson Elementary, Carlsbad, CA
						Jefferson Elementary School
						Jefferson Elementary School
						Jefferson Elementary, Carlsbad USD
						Jefferson Elementary, Carlsbad USD
						PRIDE Academy at Prospect Avenue School
						Ocean Beach Elementary School
						Crown Point Elementary
						Porter Elementary - North
						Jefferson
						Valencia Park Elementary
						Crown Point Jr. Music Academy
						Porter Elementary - North
						Porter
						Porter Elementary - North
						Chesterton Elementary
						Balboa Elementary
						Ocean Beach Elementary School
						Porter
						Balboa Elementary 2nd grade
						Pride Academy
						Carver
						Holmes
						Crown Point Jr. Music Academy
						Crown Point
						Crown Point
						Crown Point Elementary School

Please indicate your position:

#	Answer	Response	%
1	Supervisor	14	47%
2	Cooperating Teacher	16	53%
Total		30	100%

Term

#	Answer	Response	%
1	Fall	30	100%
2	Spring	0	0%
3	Summer	0	0%
Total		30	100%

Year

#	Answer	Response	%
1	2010	30	100%
Total		30	100%

TPE 1: Specific Pedagogical Skills for Subject Matter Instruction

#	Question	1	2	3	4	Responses	Mean
1	The candidate demonstrates the ability to teach the academic content for science.	0	1	8	3	12	3.17
2	The candidate demonstrates the ability to teach the academic content for reading language arts.	0	0	15	10	25	3.40
3	The candidate demonstrates the ability to teach the academic content for mathematics.	0	0	16	10	26	3.38
4	The candidate demonstrates the ability to teach the academic content for history/social studies.	0	0	11	3	14	3.21

Comments Section A:

Text Response

The candidate demonstrates the ability to teach math, language arts, and social studies using effective strategies.

The candidate is becoming very comfortable with planning and organizing her instruction. Especially with a combination class, she has shown her ability to not only organize the content, but also in differentiating her instruction to meet the variety of ability levels in our class. She works hard at encouraging students to take risks, and is continuing to improve in providing foundational knowledge and background information. Her strength is in math, and it is evident that she strives to demonstrate problems through multiple means in order to ensure comprehension and understanding.

-Candidate plans and delivers standards based lessons in all subject areas.

The candidate has shown consistent growth in her ability to teach the above content in a comprehensible and meaningful manner. The candidate supports student learning and understanding with her knowledge of and ability to implement the specific content she teaches

The candidate demonstrates the ability to make subject matter comprehensible to students across a variety of subjects. She is able to adjust her planning and execution of lessons to meet the needs of a diverse classroom. The candidate does an excellent job of understanding the subject matter from a student's perspective and this allows her to deliver the lesson in a manner that is appropriate for her students.

The candidate uses standards based curriculum as well as her understanding of the students and their areas of strength and need to plan comprehensible lessons.

The candidate is making great progress in her teaching skills. She understands clearly the content expected for our math, social studies and reading.

The candidate has shown continuous growth in her pedagogical skills, as well as her knowledge of the specific content areas. Her ability to implement meaningful and relevant learning opportunities for the students improves with each lesson she teaches.

The candidate has been teaching math for a month as does a great job implementing our new math program with technology. She is beginning to take on more of the literacy, including Read Aloud and Shared Reading. She is implementing the units of inquiry, and will start Guided Reading soon. Lisa has taught science with me for a month, and is now teaching it herself for the rest of the semester. Our students go to another classroom/teacher for social studies.

* I have observed the candidate teaching a Non-fiction shared reading lesson on text features, a Health lesson on ways to fight germ by keeping good hygiene, and a Math lesson using the number line. *The candidate demonstrates developing pedagogical skills for these three content areas she has taught. *The candidate used reflection, critical analysis and observational feedback to improve and revise her pedagogical skills.

-Candidate plans and delivers standards based lessons in all subjects. -Candidate presents well paced lessons using a variety of teaching techniques and modes of delivery.

The candidate grows in her teaching and understanding of "kindergarten" skills. The learning opportunities that she plans have been appropriate, interesting and engaging.

* The candidate demonstrates the ability to teach the state adopted academic content standards for students in English-Language Arts, Science, Math, and Social Studies. *She understands how to use a wide variety of instructional materials and texts. * The candidate enables students to understand basic mathematical computations, concepts, and symbols, to use these tools and processes to solve problems.

-Candidate plans and delivers standards based lessons in all subjects. -Candidate is to be commended for working diligently to implement the newly adopted math series.

I have seen the candidate teaching the four subjects and from the beginning of her experience her lesson are well thought and have become extremely engaging.

The candidate demonstrates the ability to plan and teach academic standards set by the CA state standards and district expectations. She takes into consideration the needs and ability of the students.

The candidate is a very competent student teacher. She demonstrates the ability to teach the academic content for all the subjects listed above.

The candidate is trying out different strategies for instruction in each curricular area. She is developing skill in all areas of instruction.

The candidate is actively involved in teaching different content areas, as guided by the State Academic Content Standards. She has planned, and implemented, many lessons with the appropriate content standard. She has been

reflective in her lessons and looking forward to taking on the area of science.

The candidate which she will assume during this second half of the semester. The curriculum is focused in mathematics and language arts in this school.

TPE 2: Monitoring Student Learning During Instruction

#	Question	1	2	3	4	Responses	Mean
1	The candidate uses progress monitoring at key points during instruction.	0	3	14	8	25	3.20
2	The candidate paces instruction and re-teaches based on evidence gathered during monitoring.	0	5	13	7	25	3.08

TPE 3: Interpretation and Use of Assessments

#	Question	1	2	3	4	Responses	Mean
1	The candidate uses informal and formal assessments to determine students' progress and plan instruction.	0	2	14	9	25	3.28
2	The candidate familiarizes the students with the format of standardized tests, appropriately administers standardized tests, and accurately interprets results in order to develop and modify instruction.	0	3	8	6	17	3.18

Comments Section B:

Text Response

The candidate has implemented both formal and informal assessments to gauge students' understanding and to plan instruction.

I have been very impressed with the way the candidate has grown in her ability to both assess students as well as modify her instruction based on her results. She works hard at using the information, both through her summative and formative assessments to group and differentiate her instruction. She is also working closely with me to use this information to better prepare students for trimester and state testing.

The candidate continues to develop her understanding of progress monitoring and when and how to implement progress monitoring. She is also developing her skills in using student work/evidence to determine her next instructional steps. The candidate uses both informal and formal assessments in her lessons.

The candidate has demonstrated the ability to monitor student learning during instruction in both whole-group and small-group settings. She independently teaches a small group of struggling readers and assesses their learning both informally and formally on a regular basis. She uses the data to guide her instruction and is developing an understanding of the link between the evidence and her ability to help all students learn. The candidate also demonstrates her understanding of the TPE in whole-group instruction by checking understanding during and following lessons. She has also had the opportunity to assist me in administering formal assessments including District Benchmark Assessments in Language Arts and Mathematics.

The candidate is beginning to use her observations during her lessons to adjust on the spot and to identify further areas of need for future lesson. She has begun to create her own practice sheets in math based on areas of need she sees during her lessons and in student homework.

The candidate monitors the students' progress during the lessons. She uses appropriate assessment tools, both formal and informal. I look forward to working with her on using the to change lesson plans and future small group instruction.

The candidate uses a variety of different strategies to monitor student progress. She has used "Think, Pair, Share", student work and questions and answers. The candidate uses questioning strategies very effectively to assess student understanding. The candidate does a thorough job of checking for understanding before she proceeds to the next step.

The candidate has taken over all grading. We have administered the district benchmark tests in literacy and math, and have analyzed grades/standards met for report cards. The candidate has also learned to administer the DRA reading test. Lisa looks at their daily work for informal assessment, and meets with individuals and groups to reteach.

* The candidate uses both formative and summative assessments to monitor and assess student learning. * The candidate uses feedback from classroom observations to improve her instructional strategies, and uses the evidence gathered during her instruction to re-teach essential information and content.

-Candidate has been observed monitoring student progress both informally and formally throughout lessons. - Candidate paces lessons to provide time for additional guided practice if needed. -Candidate designs formal assessments so that they are formatted like the standardized assessment.

The candidate brought in 'real' life items for her lessons on the job and tools of a vet. This made the lesson very engaging for the students. The students will surely remember what they learned about a veterinarian. She has made the math lessons more appropriate for the students. She started with the publishers lesson plans and adapted them, changed them, modified them to meet the children's needs.

* The candidate paces instruction and re-teaches content based on evidence she has gathered using assessment strategies, such as questioning students and examining student work. *She understands and uses a variety of informal and formal assessments to determine students' progress and to plan instruction. * The candidate gives students specific feedback on their learning in a timely manner. *She also maintains accurate records summarizing student achievement.

-Candidate is refining techniques to monitor student progress throughout lesson delivery. -Candidate is continuing to work on pacing instruction to ensure that her students grasp the concepts and skills being taught. -Candidate uses informal and formal assessments to monitor student progress.

She has a large class of students plus a combination 4/5 which makes it difficult to check everyone's progress at once. She checks and monitors as much as she can while students work and uses technology to check for understanding for example by using responders.

Unit tests and district benchmarks were administered while the candidate was at Carver. She needs to consistently use this information to help her planning.

The candidate consistently evaluates students' progress through both informal and formal assessments. After interpreting results. The candidate uses this information to plan and guide future instruction.

The candidate utilizes a variety of assessment tools, both formative and summative, to guide her instruction and future planning. During instruction, she uses proximity in her lessons to allow for greater depth of knowledge of her individual students. As this is fall, she is aware of standardized assessment, but no deeply involved in the students' preparation.

Being a primary classroom, the candidate is quite involved in monitoring individual students' progress, including the varied special needs students in the classroom. She utilized small group instruction to re-teach concepts to students who may not have mastered the content in the larger group setting. She uses feedback to ensure there is mastery before moving students into new learning.

TPE 4: Making Content Accessible

#	Question	1	2	3	4	Responses	Mean
1	The candidate incorporates specific strategies, activities, procedures, and experiences that address content standards in order to provide a balanced and comprehensive curriculum.	0	0	16	9	25	3.36
2	The candidate uses instructional materials to reinforce content standards and prioritizes and sequences essential skills in a logical manner.	0	1	16	8	25	3.28
3	The candidate varies instructional strategies according to purpose and lesson content.	0	1	17	7	25	3.24
4	The candidate explains content clearly and reinforces content in multiple ways.	0	1	17	7	25	3.24
5	The candidate provides students with opportunities to practice and apply content.	0	0	13	12	25	3.48
6	The candidate teaches students to understand academic language and read and comprehend subject-matter content.	0	3	14	8	25	3.20
7	The candidate encourages student creativity and imagination.	0	3	12	10	25	3.28
8	The candidate models active listening.	0	1	13	11	25	3.40
9	The candidate balances instruction by adjusting lesson designs relative to students' current level of achievement and takes additional steps to foster access and comprehension for all learners.	0	1	15	9	25	3.32

Comments Section C-Part 1:

Text Response

The candidate provides students ample opportunity to practice and master content. She provides before-school tutoring twice a week and is available during lunch to help students with assignments.

The candidate has been very accessible to the students since arriving to room 10. She understands how to organize her instruction and works hard to use all available resources to benefit her instruction. She addresses the individual needs of students and uses ability groups to help her in differentiating in class. She understands and works hard at providing differentiation based on their understanding, which is critical in a combination class. We continue to work on providing adequate time to practice and apply their knowledge under teacher supervision.

The candidate made modifications to one of her lessons based on the educational needs of her students. The modifications she made to the lesson made the lesson more relevant and meaningful for the students. The candidate demonstrates consistent growth in the use of instructional strategies to support student understanding.

The candidate demonstrates the ability to make content accessible relative to students' needs and abilities. She is developing an understanding of how to deliver content using a variety of strategies, activities and practice opportunities for students. The candidate does an excellent job of sparking the creativity and imagination of students by sharing her own creativity and imagination with them.

As the candidate is becoming more familiar with students' abilities and needs I see changes in her teaching style. She is becoming more comfortable with making on the spot adjustments as she gauges student understanding.

The candidate did an outstanding job of using real life objects to help the students understand the lesson on the job and tools of a veterinarian. The students were especially engaged and enthusiastic. Her lessons include a variety of strategies, activities, and materials. Her lessons are always developmentally appropriate for kindergarten.

For a social studies lesson on "Community Helpers", the candidate made costumes and props for the students to act out being a community helper and his/her job. It was highly engaging for the students and it provided another means of supporting student understanding. The candidate modified a math lesson so that it was more developmentally appropriate for her students. The modification provided students with a more clear understanding of the concept being taught.

* The candidate provides opportunities for students to practice and apply what they have learned during each lesson. * Since most of her students are English Learners, she uses a variety of instructional strategies within the lesson content to support all levels of proficiencies. Example, partner talk, peer conferring, and re-teaching if necessary. * The candidate models what is expected for the students to complete an assignment and monitors them for understanding.

-Candidate paces lessons to balance teacher talk and student talk to keep students engaged. -Candidate uses a variety of instructional techniques. -Candidate uses visual resources and manipulatives. -Candidate reviews key vocabulary prior to each lesson.

The candidate uses different materials, activities and strategies to teach the lessons and make the content clear and understandable. Her sequence of lessons is appropriate, timely and effective.

* The candidate varies her teaching strategies according to purpose and lesson content. * She explains content clearly and in multiple ways, such as written and oral presentation, manipulatives, diagrams, and visual and performing arts. * The candidate encourages students to be creative and to use their imagination. She also motivates students in positive ways and encourages all of their efforts.

-Candidate is continuing to hone skills in lesson delivery to reinforce content in multiple ways. -Candidate is continuing to hone her skills in using a variety of instructional strategies. -Candidate will continue to work on modeling active listening as she solidifies effective classroom management techniques.

She plans for activities that are very creative, keeps students on task and collaborating. Students have many opportunities to apply context through contextualization and visualization, she provides excellent opportunities for discussions on prior knowledge and explains clearly what students will have to do. She is ambitious about academic language but spend a good amount of time for students to demonstrate understanding the different levels of Bloom's taxonomy.

In this area, the candidate varies her instruction to reinforce content. As her experience progresses, I would like to see more student interaction and involvement.

The candidate has an excellent knowledge of the 5th grade state standards. Her lessons are well planned, and allow students time to practice and apply the skills just taught. The candidate is constantly reinforcing academic language in all

of the content areas. She provides daily opportunities to access information she consistently connects students' learning with real world situations. She reflects upon each lesson to determine the effectiveness of her instruction and assesses the students' after instruction.

The candidate plans her lessons appropriately to make content accessible for all students -- providing for varied learning modalities and multiple intelligences -- as she is in a GATE cluster classroom. When appropriate, she uses manipulatives to bring learning to the concrete level of understanding for her students. I would like to see her greater involvement in meeting the GATE student needs inside of a regular lesson.

The candidate strives to ensure individual student learning through varied scaffolding strategies. During her full-time teaching, I would like to see the candidate plan for her divergent thinkers within some of the required lessons.

TPE 5: Student Engagement

#	Question	1	2	3	4	Responses	Mean
1	The candidate clearly communicates instructional objectives to students.	0	2	12	10	24	3.33
2	The candidate monitors for engagement of students and uses strategies to re-engage when necessary.	0	1	15	8	24	3.29
3	The candidate makes learning relevant to the students and encourages students to share and examine points of view.	0	2	11	11	24	3.38
4	The candidate uses appropriate questioning strategies and teaches students to respond and to frame meaningful questions.	0	2	14	8	24	3.25

TPE 6: Developing Appropriate Teaching Practices

#	Question	1	2	3	4	Responses	Mean
1	The candidate utilizes instructional strategies that are appropriate to the age level and specific needs of the students.	0	0	13	11	24	3.46

TPE 7: Teaching English Learners

#	Question	1	2	3	4	Responses	Mean
1	The candidate knows and applies theories, principles, and instructional practices for comprehensive instruction of English learners.	0	4	12	5	21	3.05
2	The candidate knows and applies theories, principles, and instructional practices for the development of academic language, comprehension, and knowledge in the subjects of the core curriculum.	0	3	14	7	24	3.17
3	The candidate understands how cognitive, pedagogical, and individual factors affect students' language acquisition and takes these factors into account in planning lessons for English language development and for academic content.	0	3	12	6	21	3.14

Comments Section C-Part 2:

Text Response

The candidate has demonstrated a talent for communicating to the students the instructional objectives as well as the lesson. She uses developmentally appropriate strategies to meet the needs of all students in class. The candidate capitalizes on the technology available to her to reach the language learners in class.

The candidate has worked hard to provide opportunities for student activities that foster abstract reasoning and problem solving skills. She makes connection to students' lives and encourages interaction between both students and teachers. She is working towards identifying off-task students and keeping them engaged. She continues to grow in her ability to develop vocabulary within our EL population and is growing in her ability to differentiate for students within the whole class instruction, using systematic instructional strategies.

The candidate continues to show growth and development in her knowledge and understanding of the academic needs of English learners. The candidate uses effective questioning strategies throughout her lessons. Her questions assist students in clarifying their answers and their thinking.

The candidate demonstrates the ability to utilize instructional strategies that are appropriate to the grade level and to the ability and needs of English learners. She is developing an understanding of the factors that affect students' language acquisition, comprehension and understanding of core curriculum to ensure that all students learn. Cassie does an excellent job of engaging students and making learning relevant to their points of view.

The candidate uses positive re-enforcement to keep students engaged. She holds them accountable for their participation in discussions and encourages even our most quiet students to share their thoughts. The candidate uses the districts ELD program to plan her English language development instruction. All of her lessons include heavy student participation in both oral and written forms.

The candidate has taught a series of very well planned and appropriate ELD lessons. She uses instructional strategies that are engaging, instructive, and differentiated. She understands the theory and principles of their language development, their need and interests.

The candidate uses a variety of instructional strategies that are developmentally appropriate for her students. The candidate is very effective at using questioning strategies to elicit student responses. During the second half of the semester I will observe her teaching an ELD lesson.

We have many English Learners in this classroom, and the candidate is constantly monitoring their understanding. She provides individual attention to our Beginning English speaker throughout each day.

* When explaining the lesson objectives, the candidate is clear and concise of what is expected from the students during the lesson. *She uses questioning strategies to prompt student thinking and assess their understanding. * The candidate has students explain how they arrived at an answer and the thinking behind it.

-Candidate clearly states the purpose prior to lesson delivery. -Candidate uses a variety of techniques to refocus students. -Candidate uses instructional strategies/questioning that cause students to use critical thinking skills. -Candidate integrates ELD standards into each lesson. -Candidate will continue to incorporate strategies to support English Learners such as sentence frames, pictures, and frontloading.

*She extends the intellectual quality of student thinking by asking stimulating questions and challenging their ideas. * The candidate understands her students and knows how to create a structured day with opportunities for movement. *She uses a variety of strategies and instructional materials to develop students' abilities to comprehend and produce English.

-Candidate should continue to enhance strategies to re-engage students when they are off task. -Candidate utilizes instructional strategies that are appropriate for the age level of her students. She will continue to practice a variety of strategies to keep students engaged. -Candidate is continuing to hone instructional strategies to support English Learners to include sentence frames, pictures/icons and frontloading. -Candidate continues to develop questioning strategies that draw on the student's critical thinking skills.

The candidate is a "natural" at asking critical thinking question and following up with more questions. I have not yet observed explicit adaptation for ELL's since she does not have low level proficiency ELL's. We will find opportunities to adapt or perhaps start adding a section in the lessons a section on "how it would do this with ELL's". The levels of teaching academic vocabulary in the lessons that I have observed would pose a challenge for ELL's, for example in the science lesson. In the last lesson observed where she was teaching "SOLO", student were highly engaged.

The candidate's questioning techniques are improving and she is learning to apply an inquiry approach to teaching.

The candidate is becoming very consistent with communicating the lesson objectives to students at the beginning of her lesson. She uses multiple strategies to engage the students in learning. The candidate uses kinesthetic supports, partner talk and collaborative learning arrangements to keep the students engaged. When working with ELD students, she not only assures that the curriculum is accessible at each student's level, but she honors each student's culture. This was especially evident when The candidate arranged a visit between one of her colleagues and one of our students, both who came from Israel. This sensitivity to culture helped our student feel more connected to the classroom, thereby allowing him to be more receptive to learning.

As the candidate has previous experience in teaching English Learners, she designs her lessons to meet the varied language abilities of her classroom, including integrating prior knowledge and allowing for individualized instruction. She is aware of the developmental readiness of her students and plans accordingly -- even when a mis-match may occur with the State Academic Content Standards -- an example in mathematics instruction.

Knowing that her students are engaged in the learning process is planned for during all lessons, including the varied special needs students. The candidate follows the State Academic Content Standards for her lessons -- but will move forward to compare these standards to what she knows about developmental readiness of her students in varied content areas. One of her personal goals is to integrate varied strategies for the teaching of content vocabulary in all lessons.

TPE 8: Learning about Students

#	Question	1	2	3	4	Responses	Mean
1	The candidate draws upon patterns of child and adolescent development to understand his/her students.	0	1	14	7	22	3.27
2	The candidate paces instruction and re-teaches based on evidence gathered during monitoring.	0	2	15	7	24	3.21
3	The candidate learns about each student through interpersonal interactions.	0	0	8	16	24	3.67
4	The candidate identifies students needing specialized instruction using assessment data, classroom observation, reflection, and consultation.	0	4	10	7	21	3.14

TPE 9: Instructional Planning

#	Question	1	2	3	4	Responses	Mean
1	The candidate plans comprehensive instruction in accordance with content standards.	0	0	13	11	24	3.46
2	The candidate establishes clear short-term and long-term goals for student learning.	0	2	14	7	23	3.22
3	The candidate sequences instruction appropriately.	0	0	15	9	24	3.38
4	The candidate plans lessons that match instructional strategies to content.	0	0	16	8	24	3.33
5	The candidate plans to meet the varied needs of all students.	0	1	16	7	24	3.25
6	The candidate plans appropriate use of support personnel.	0	1	9	6	16	3.31

Comments Section D:

Text Response

The candidate paces instruction to maximize engagement during her lessons. She has established excellent rapport with the students. Her planning utilizes a best practice approach. The candidate takes great care to sequence instruction comprehensively as she keeps in mind the special need students.

The candidate's understanding of her students is obvious in all of her planning. She demonstrates this through her meticulous planning and her creation of spiral review lessons that demonstrate an attention to students and assessment. She continues to grow in her long term planning, but is very capable at making and modifying short term goals to meet the needs of students. She has really shown how to look at both district and state standards and how to address them within the confines of a combination class. She does all of this without isolating either grade, helping with the atmosphere of our learning environment.

The candidate develops lessons in accordance with the state content standards. The candidate appropriately sequences her instructional strategies and student activities for each lesson. The candidate continues to develop her skills in the area of developing short-term and long-term goals for student learning.

The candidate demonstrates the ability to plan lessons that match instructional strategies to content. She has shown an outstanding ability to learn about each student and develop interpersonal relationships with many of the students in the classroom. This enables her to identify and meet the needs of students who require specialized instruction.

The candidate is very aware of student needs and abilities and plans her lessons accordingly. She is working towards creating small group lessons based on student needs.

The candidate uses the standards to design lessons. She clearly establishes the goals and outcomes that she expects from the students and the lesson. Her work with our special needs student and his teacher improves all the time. She meets daily with small groups of students focusing on their individual needs, learning about them through interpersonal interaction.

The candidate develops her lessons in accordance with the state content standards. She appropriately sequences her instructional strategies and student activities in her lessons. The candidate continues to develop her skills in the area of - identifies students needing specialized instructions using assessment data, classroom observation, reflection and consultation.

The candidate designs well-written and comprehensive lesson plans. Within her lesson are included the objective, materials, opening, instruction, ELD/SDAIE strategies, content standards, guided practice, assessment and connection/closure. *She uses feedback from classroom observations to improve the instruction, in addition gathers evidence during her instruction to re-teach essential information and content. * In her lesson design, she bridges from the previous lesson and makes connections with the current lesson.

-Candidate uses a variety of informal assessment techniques during lesson delivery to monitor student progress and pace the lesson accordingly. -Candidate continually provides positive comments to whole class, groups and individual students. -Candidate uses formal and informal assessment data to pull small groups and individual students in need of additional support. -Candidate plans and delivers standards based lessons.

* The candidate uses what she has learned about her students through interpersonal interactions to maximize learning opportunities for all of her students. *She connects the content with students' cultural background, experiences, interests, and developmental learning needs to ensure that instruction is comprehensible and meaningful.

-Candidate uses assessment data to inform instruction and identify particular needs of her students. -Candidate integrates multiple grade level standards in each lesson. -Candidate scaffolds instruction so that concepts and skills already learned support new concepts and skills. -Candidate is continuing to develop instructional strategies to meet the varied needs of her students.

The candidate is not afraid of taking risks and trying a variety of activities that require strong planning. her lessons are sequenced a very logical way and flow beautifully. She hold high expectations from her students but at the same time she provides many opportunities for them to master content. Her goals match the standards and I commend her for how creative she is becoming about how she meets objectives (needs to be careful with being to creative where some students may not be able to perform at that level because they needed a bit more scaffolding).

The candidate does a good job planning her lessons. I have seen her modify her instruction based on observation and monitoring of student work and understanding.

The candidate has established a safe and secure learning environment for her students. She has developed personal

relationships with the students by showing an interest in each. The candidate differentiates her lessons on a regular basis. She consistently assesses the students' learning, and re-teaches in small groups, on one-on-one, when indicated.

The candidate has evidenced her quality instructional planning through the pre-conference, lesson, and post-conference. Her lessons allow her to plan appropriately for all student needs.

The candidate has a very strong component to knowing each student on a personal level. She plans well ahead for all lessons, involving the cooperating teacher and the general classroom plans as well. One area I would like to see The candidate develop during her full-time teaching is how to effectively utilize her instructional aide to benefit, not only the student she is assigned to, but the entire classroom.

TPE 10: Instructional Time

#	Question	1	2	3	4	Responses	Mean
1	The candidate allocates instructional time to maximize student achievement.	0	2	13	8	23	3.26
2	The candidate establishes procedures for routine tasks and manages transitions to maximize instructional time.	0	2	14	8	24	3.25

TPE 11: Social Environment

#	Question	1	2	3	4	Responses	Mean
1	The candidate develops and maintains clear expectations for academic and social behavior.	0	1	13	10	24	3.38
2	The candidate promotes student effort and engagement and creates a positive climate for learning.	0	0	12	12	24	3.50
3	The candidate knows how to establish rapport with all students and their families.	0	2	8	13	23	3.48
4	The candidate helps students learn to work responsibly with others and independently.	0	1	13	10	24	3.38

Comments Section E:

Text Response

The candidate has utilize the International Baccalaureate student profile and attributes to manage academic and social behavior. She maintains a positive climate as she monitors the students. The candidate actively participated during the parent-teacher conferences while always maintaining a friendly attitude when dealing with parents. The candidate has also started a Fashion and Design Club which has been great for the 5th grade girls to have an avenue for their creativity.

Instructional time in a combination class is a precious commodity. The candidate continues to show that she maximizes each minute of our instructional day to ensure that all our standards are being met. Part of that includes creating an atmosphere in which students are consistently on-task and comfortable with the class. She has worked hard at making students comfortable with not only asking for additional help, but also explaining how and why they are confused. She creates a routine that helps students stay focused and engaged, as well as making students become more independent. She demonstrates clear expectations for students, both socially and academically.

The candidate has shown the most growth to date in this particular TPE. The candidate has greatly improved in setting her expectations and following through with her expectations. The candidate continues to work on helping students learn to work together responsibly and independently.

The candidate demonstrates the ability to manage instructional time and the social environment to maximize student achievement. She does an excellent job of establishing rapport with all students while maintaining clear expectations for their behavior.

The candidate continues to grow in the area of classroom management. She is become stronger at setting expectations and holding students to them throughout lessons and transitions. She is building strong relationships with the students and they respond well to her.

The candidate has shown great progress in maintaining control of the class. She has improved her use of time efficiently. She works hard at establishing routines and rules, the rewards and the consequences.

The candidate has shown the most growth in this TPE. Her ability to establish clear expectations and follow through with her expectations has become much more consistent. The candidate creates a positive environment for the students to learn. She has established a positive rapport with her students and she continues to establish rapport with the students' families.

The candidate has a very nice rapport with the children. They respect her, and she provides a very calm, safe environment.

The candidate has excellent positive rapport with the students. * Her ability to establish procedures and manage transitions has improved with each lesson I have observed. She is becoming clearer and concise with her expectations and reinforces them throughout the lesson. * The candidate makes transitions smooth, and if something go array within a lesson, it does not unnerve her and she maintains a confident air and keeps on teaching. *She has applied the observational feedback from both her cooperating teacher and me to improve on her next lessons

-Candidate adjusts lesson delivery to ensure that her students understand concepts and skills. -Candidate uses several techniques to quickly gain student attention and/or refocus students. -Candidate provides multiple opportunities for students to work with each other in groups and pairs.

* The candidate has established procedures for routine tasks and manages the transitions to maximize instructional time. *Based on her reflections, she is able to adjust the use of instructional time to optimize the learning opportunities and outcomes for all students. *She praises student efforts and engagement and creates a positive environment for learning. *She helps students learn how to work responsibly with others and independently.

-Candidate is refining procedures to keep students on task as well as to minimize loss of instructional time. -Candidate provides positive reinforcement whole class as well as to individual students. -Candidate participates in parent conferences and communication to parents.

She already has the presence of an experienced teacher. Her students respond positively to her and she has been able to maintain the environment her cooperating teacher has established (a very non-traditional classroom in terms of management were students are noisy but productive). Still working on time management like all of us in education.

The candidate has established rapport with all her students. As per her cooperating teacher, the students "love her." She maintains clear guidelines and expectations for academic and social behavior.

Students understand and respects Sarah's academic and classroom behavior expectations. She will meet with a group of students to problems solve situations. Sarah is becoming very competent at "guiding" students into reaching solutions to

problems, and consistently reminds them that these are life skills they will use throughout school and life. The candidate's transitions are very smooth and her pacing continues to improve daily.

The candidate's pacing of lessons allows for her lessons -- and she is refining this process to maximize student learning time. She is accepted, and respected, by the students and cooperating teacher as a co-teacher in the classroom and assumes this responsibility effectively.

The candidate is a very positive force in her classroom -- with students, teachers, administration, and parents. She is a professional and models this at all times. The students respect her authority as a teacher and they are comfortable with her as their teacher.

TPE 12: Professional, Legal, and Ethical Obligations - Community and Service: Ethics, Values, and Diversity.

#	Question	1	2	3	4	Responses	Mean
1	The candidate demonstrates a willingness to collaborate with peers and members of the educational community.	0	0	8	16	24	3.67
2	The candidate demonstrates an appreciation for and willingness to form partnerships with parents/guardians and community agencies that serve children and youth.	0	1	3	11	15	3.67
3	The candidate demonstrates a respect for the value of diversity in a democratic society.	0	0	10	14	24	3.58
4	The candidate demonstrates a commitment to high professional and ethical standards.	0	0	8	16	24	3.67

TPE 13: Professional Growth - Academic Excellence, Critical Inquiry, and Reflection.

#	Question	1	2	3	4	Responses	Mean
1	The candidate demonstrates a belief that all individuals can learn and succeed.	0	0	7	18	25	3.72
2	The candidate demonstrates a commitment to reflection and critical inquiry.	0	0	8	17	25	3.68

USD TPE: Incorporating Technology

#	Question	1	2	3	4	Responses	Mean
1	The candidate demonstrates basic technology literacy and uses multimedia and technologies within lessons that support and enhance student learning.	0	0	11	13	24	3.54

Comments Section F:

Text Response

The candidate complies with all professional and ethical standards set forth by the teaching profession. She clearly expresses the belief that all students can flourish. She participates in all professional growth activities provided by our school and collaborates with the 5th grade level team. The candidate demonstrates dexterity and ease with current multimedia and technologies as apparent by her use in the lessons.

This candidate has really grown as a collaborator on our site. She is viewed as a colleague, and has shown herself to be a valuable contributor to our planning and discussions. She has always carried herself as a professional, and this is evident in the compliments she has already received from administration and other staff. She has taken an active role in collaborating and learning both project based learning, as well as backwards design (UBD). She is even creating on her own PBL units in fifth grade social studies. She continues to be an active contributor to our school. She has taken it upon herself to not only learn all the technology that our school has to offer, but has also shown a willingness to try things that she may not be as comfortable with. She is working with Pixie, Frames, Jing, Promethean Boards, ActiveExpression student responders, document cameras, COW's (computers on wheels), and helping to maintain our classroom website. She has also helped create spiral reviews using student responders as a means to help students achieve proficiency on district and state tests, using the data to further guide instruction.

This candidate has demonstrated great flexibility and team work during the first half of this semester. She has a genuine willingness to work with her colleagues in the educational setting. Marissa is a reflective learner and has the ability to apply changes to her instruction based on feedback and evidence. She has a willingness to learn, grow and improve her instructional pedagogy. The candidate is comfortable with technology and uses it in most of her lessons.

This candidate demonstrates a willingness to collaborate with peers and members of the educational community and regularly participates in grade-level meetings, staff meetings and interactions with parents/guardians. She appreciates and is respectful of the diversity within our community and our classroom.

This candidate has participated in our grade level planning meetings as well as planning with myself and my partner teacher. She is the consummate professional in all settings.

This candidate has been a contributing member of our grade level meetings. She regularly attends staff meetings and collaborate with other teachers. She regularly uses the established technology to enhance learning. I look forward to her initiating or creating her own technology or multimedia presentations to support lessons.

This candidate is a reflective learner and has the ability to apply change to her instruction based on feedback and evidence. This candidate demonstrates a willingness to learn, grow and improve her pedagogical practice. Megan is comfortable using technology in her instruction. She believes all students can learn and succeed. Megan consistently demonstrates professionalism.

Our new math program involves using technology for every lesson. This candidate works with the computer, projector, and document camera with ease.

This candidate is learning to use the district curriculum to plan and design her lessons. Using the curriculum will build a larger repertoire of strategies for her teaching and will assist her in developing as an educator. *One of her strengths is that she uses reflection, critical analysis and feedback as tools for continuous growth in all areas. *She cares deeply for the students and believes that all students can learn.

-Candidate participates in all staff meetings and grade level meetings. -Candidate participated in professional development on Guided Reading. -Candidate communicates with parents regarding rewards, meeting reminders, and behavior. -Candidate uses a variety of modes of technology to plan and present lessons. -Candidate willingly accepts and implements suggestions to improve instruction.

This candidate has demonstrated a willingness to collaborate with peers and other teachers from our school. *She firmly believes that all students can learn and succeed. *She has high ethical standards and treats each student with respect and dignity.

-Candidate willingly accepts and implements strategies to improve lesson planning and delivery. -Candidate participates in staff meetings, grade level meetings and professional development. -Candidate plays an active role in working with support staff to provide additional support to students with special needs.

This candidate is very professional and open to feedback She is excited about and uses technology in effective ways by now.

This candidate is a confident, determined young lady. She is willing to learn and apply new teachings. She is very

assertive and needs little direction in taking on new projects. She is committed to reflection and new learning.

This candidate is well respected at Holmes, among teachers, parents, students and administration. She participates in biweekly grade level collaborative planning meetings, and attends all staff meetings and professional development. The candidate is committed to her belief that all students can learn. She is also very competent at incorporating technology into her instruction. She uses technology to enhance her teaching and lessons, and also incorporates technology into the students' learning and products. One example of this inclusion of technology is her upcoming social studies unit where she will guide the students through a web quest lesson.

This candidate has used the docu-camera in the classroom as well as the adopted curriculum in mathematics and its required technology. I would like to see her move beyond these tools and engage students in a greater integration of technology in different content areas.

This candidate's professionalism and dedication are well evidenced in her daily interactions in the classroom. I would encourage her to think beyond the textbook publishers' technology and see how there could be a great infusion of technology into the students' learning.

Final Comments:

Text Response

This candidate has shown to be an effective and resourceful teacher candidate. It is my professional opinion that this candidate has met all professional expectancies well.

This candidate is making excellent progress towards becoming a competent, professional educator. She has totally committed herself to all aspects of the program. I look forward to watching her teaching skills improve even more the second semester.

This candidate is making excellent progress towards becoming a competent, professional educator. She is totally committed to all aspects of the program. I look forward to watching her teaching skills improve further the second semester.

This candidate has shown a remarkable ability to effectively perform the duties of a teacher even at this mid-way point in the student teaching experience. Both her instructional skills and classroom management skills are of very high quality.

This candidate has demonstrated the use of highly effective strategies to teach standards-based classroom instruction. Additionally, she has shown exceptional abilities to maintain a caring classroom community that meets the learning needs of all students.

This candidate has shown tremendous growth this year, and I don't see this slowing any time soon. She has shown herself to be both eager to learn and explore our profession. She shows tremendous strengths in her ability to use assessments to guide instruction and using technology as a tool in which to meet those needs. She connects with the kids in a way that makes them want to work harder. She is willing to take risks in front of the class, and when they do not turn out as she'd expect, she turns them into teachable moments that the kids connect to. She understands the needs and challenges of working with a combination class, and has shown an ability to address both sets of needs simultaneously. She is working to grow each day to address the 21st century skills while addressing the needs of two grades. I have no doubts the candidate will continue to grow and will become a fine educator and colleague.

Over the course of this semester, This candidate has shown consistent growth and improvement in all of the TPEs. This candidate has a willingness to improve as an educator. She receives and applies constructive feedback with a positive attitude. This candidate has demonstrated team work and collaboration with not only her cooperating teacher, but the other grade level teachers. This candidate has made satisfactory progress and growth for the first half of this semester.

Dawn is making fine progress in becoming a professional educator. She consistently reflects upon her teaching to improve instruction for students.

Overall, this candidate has demonstrated excellent progress in her development as a professional educator. She consistently demonstrates a willingness to perform any task necessary to assist the students and ensure that all students are learning. This candidate continues to analyze and refine her practice and is committed to becoming a competent professional.

This candidate uses a variety of teaching techniques including questioning, critical thinking and group response. She has delivered her lessons in ways that are engaging and motivating. She continually checks for understanding and adjusts her pace accordingly. She involves the students in a variety of ways, from whole class to small group and cooperative groupings of various sizes as well as on an individual basis. This candidate is always searching for new ways to motivate her students and at the same time meet their needs. Each of her lessons is developmentally appropriate for her students and she applies all of the theories, principles and instructional practices for the instruction of English learners. Overall, I feel that This candidate is a strong candidate for a teaching profession.

This candidate continues to grow in her craft on a daily basis. As she has honed in student needs and strengths her lessons, while remaining standards based, have become more tailored to meeting students where they are at in their learning. I have seen her make great gains in the area of flexibility and on the spot thinking/adjustments. She is growing in her classroom management and has a tremendous ability to be self-reflective.

This candidate is a great student teacher, she works hard, improves consistently, is self reflective as well as professional. She is making great progress in all the TPE's. It is a wonderful learning experience for me and my students to have her with us this semester.

This candidate has shown consistent growth and improvement in all of the TPEs. This candidate has a willingness to continually improve as an educator. This candidate demonstrates a clear understanding of the developmental needs of Kindergartens. She is innovative and creative in designing lessons and meaningful learning experiences for her students.

She receives and applies constructive feedback with a positive attitude. The candidate has shown satisfactory progress and growth for the first half of this semester.

Lisa is really developing as an educator. She really knows our kids personally and academically, and is getting stronger with classroom management. She has taken over teaching most of the curriculum, and plans all of the math. Lisa is doing a great job.

•For this mid-year evaluation, this candidate is making appropriate progress in her student teaching experience. She is very conscientious and dedicated to becoming a quality educator. Her ability to be receptive to feedback and then apply what she has learned in her instruction is becoming stronger with each lesson observed. She cares deeply for the students and wants to do her best for them. • This candidate is working on incorporating ELD/SDAIE strategies within each lesson plan, as well as the California Teaching Performance Expectations. We will continue to work on these throughout the remainder of her students teaching experience. • This candidate designs and plans effective lessons.

-Candidate plans and delivers robust lessons to ensure coverage of grade level standards. -Candidate continues to try a variety of instructional techniques to maximize student learning. -Candidate constantly adjusts day to day teaching based on student responses to meet the needs of all students. -Candidate is flexible and committed, showing a true passion for working with children. -Candidate is a natural teacher who has developed special relationships with staff, parents and students. -Candidate shows great potential to be an outstanding teacher.

This candidate has shown much progress in her student teaching experience. She is dedicated to her students and truly believes they can all succeed. She plans effective lessons to meet the variety of her students' learning styles.

-Candidate is developing and refining instructional techniques to keep students actively engaged. -Candidate seeks input to help her improve instructional delivery and classroom management. -Candidate is refining skills to support English Learners including pictures/icons, frontloading and sentence frames. -Candidate has a true passion for working with children.

I am impressed with this candidate's ability to teach all subject areas in a very confident way at this point in the semester.

This candidate has good rapport with both the students and the staff at Carver. She clearly enjoys teaching and working with children. This candidate demonstrates the ability to plan and prepare appropriate lessons to meet standards and help students succeed. This candidate needs to work on student talk, allowing students to do more talking through partner or small group. Students need more opportunities to vocalize their thinking and explain their thoughts.

This candidate is doing an excellent job in her student teaching. In addition to her very competent pedagogical skills, This candidate is very reflective and always open to suggestions, critique, etc. This candidate listens thoughtfully to comments and/or suggestions, and incorporates them into her next lesson. She constantly builds upon her previous learnings, and she is able to see and understand the "big picture." The candidate is well on her way to becoming an excellent teacher. Room 11 is so fortunate to have her as a part of our lives.

This candidate is enthusiastically developing the skills necessary for effective teaching. She is reflective about classroom environment and teaching moves. She considers alternate strategies and makes appropriate adjustments.

This candidate has performed at high levels through this first assessment period. She is reflective, willing, and able to continue her professional development through feedback with the cooperative teacher as well as university faculty. The cooperative teacher allows her many classroom responsibilities that are progressing appropriately. The one area she has stated that she would like to improve is that of classroom management -- an area that the cooperating teacher, faculty, and the student can all work on together during this second half of her student teaching.

This candidate has made effective progress during this first part of the semester. She is professional, strives for excellence, is positive is open to learning more about becoming an effective teacher, and a pleasure with whom to work. I look forward to an excellent second part of the semester -- especially as she assumes her full time student teaching.