

# Midterm Single Subject Student Teacher Evaluation Fall 2010

## Demographic Information

Student First Name:	Student Last Name:	Supervisor/Cooperating Teacher First Name:	Supervisor/Cooperating Teacher Last Name:	Site:
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	Scripps Ranch High School
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	Pacific Beach Middle School
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	Innovation Middle School
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	Pacific Beach
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	Innovation Middle School
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	Scripps Ranch High School
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	Pacific Beach Middle School
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	Wilson Middle School
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	Pacific Beach Middle School
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	Wilson Middle School
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	Scripps Ranch High School
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	La Costa Canyon High School
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	Innovation Middle School
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	Wilson Middle
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	Wilson Middle
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	Pacific Beach Middle School
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	La Costa Canyon High School
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	Pacific Beach Middle School
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	La Costa Canyon High School
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	Lewis Middle School
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	MBHS
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	Scripps Ranch High School
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	Scripps Ranch High School
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	Lewis Middle School
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	Scripps Ranch High School
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	Lewis Middle School
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	High Tech Middle
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	Mission Bay High School
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	High Tech High Middle School
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	mount miguel high school
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	Mt. Miguel High School
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	Mission Bay High School
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	Pacific Beach Middle School
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	Mira Mesa High
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	Marston Middle School
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	Mira Mesa High School
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	Mt. Miguel High School
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	High Tech Middle Media Arts

Please indicate your position:

#	Answer	Response	%
1	Supervisor	13	37%
2	Cooperating Teacher	22	63%
<b>Total</b>		<b>35</b>	<b>100%</b>

Term

#	Answer	Response	%
1	Fall	39	100%
2	Spring	0	0%
3	Summer	0	0%
<b>Total</b>		<b>39</b>	<b>100%</b>

Year

#	Answer	Response	%
1	2010	37	97%
2	2011	1	3%
<b>Total</b>		<b>38</b>	<b>100%</b>

TPE 1: Specific Pedagogical Skills for Subject Matter Instruction

#	Question	1	2	3	4	Not Observed	Responses	Mean
1	The candidate demonstrates the ability to teach the academic content for her/his subject area.	0	1	14	22	0	37	3.57

## Comments Section A:

### Text Response

The candidate demonstrates the knowledge of the Algebra concepts

The candidate has the knowledge and skills to take the subject matter and make it meaningful to students. He provides real world examples and addresses every question asked.

Degree in Mathematics, She demonstrates a sound background in mathematics.

The candidate has a strong math background and has demonstrated his ability to make the math content understandable for his students.

Through daily lessons the candidate has demonstrated the ability to explain and break down mathematical concepts so they are attainable for most students. She is also able to address a student's individual needs for further explanation during class work and after school tutoring. During individual tutoring sessions I have seen her do a nice job of leading a student through a problem by providing the necessary scaffolding for them to understand mathematical concept. However, she still goes a little too fast during her lessons for some students, not letting them self assess and ask questions before she moves on to the next example or concept.

I think that my math major has provided me with a strong background for teaching all math topics. Since I have a deep understanding of the math content, I can focus on different approaches to making math comprehensible to students. I know that there are different ways to understand math, so I attempt to explain concepts in different ways. I am also very confident in my ability to answer any student's question. In math it is necessary to discuss how topics relate to real-life and to give lots of illustrations. Also, because all math topics build on each other, it is important to constantly review previous ideas and how they connect to current ones.

Every lesson is taught with California Contents standards as guidelines. The candidate consistently uses student definitions of various academic vocabulary and content understanding to increase the understanding of all students. The candidate makes effort to ensure the students' understanding of math vocabulary and expressions are part of the overall system of mathematics.

The candidate is a math major and has a strong background for teaching all math topics. She has demonstrated her ability to teach the academic content by using different approaches and strategies to make math comprehensible to students.

The candidate makes the math content understandable for his students, using many real-life examples and various strategies for helping students meet his daily objective, which is directly related to the state content standards.

The candidate is very good at providing alternative examples to students that have difficulty understanding a concept. She is also able to explain in clear and simple terms the explanation to the solution of a problem that a student might not understand at first.

The candidate has clearly demonstrated a well-developed knowledge of the state standards as well as a command of teaching strategies that make those standards accessible to students. For example, the student teacher has frequently used supplemental maps, timelines, small-scale research opportunities, and a wealth of primary sources to illustrate and enrich the lessons.

I believe that I have the content knowledge and skills to teach the students. However, I believe that I need more work and experience developing the understanding of the content for the students, rather than explaining the procedure.

Not only teach but also imparts a conceptual understanding as to why we do the things we do in math. He makes the concepts very understandable for the low performing students. He incorporates math vocabulary and enables all students to understand the relationship of math computations and concepts to real world scenarios.

The candidate delivers a comprehensive program of reading comprehension, reading strategies, and literary analysis. She acknowledges she needs to review in-depth information about vocabulary and grammar; as such, she has taken home to read several books about pedagogy and practical teaching applications. The class has not started writing formal essays, so her instruction of systematic literary response has not been observed yet. However, she does facilitate students' critical thinking and informal literary analysis through homework assignments and class activities. For example, she is currently leading the students through discussions about the controversy surrounding *Of Mice and Men*. She knows how to determine the skill level of students through meaningful assessments; she also knows how to anticipate students' questions and reactions to potential instruction. She reflects on her lessons and can determine the effectiveness of her lessons by looking at students' work.

The candidate creates positive learning opportunities where the students are thinkers and risk-takers. She scaffolds

with graphic organizers, pacing, and step-by-step review, for ELL, special needs, and GATE. She has helpful warm-ups to make learning comprehensible. Lindsay consistently emphasizes the understanding of vocabulary and encourages the meaning and use of academic language, as well as the language of history and art. She connects her lessons to their lives and makes it engaging and real.

It is evident by observing the candidate instructing and interacting with students, throughout mid-term, that she has demonstrated a strong command of teaching state-adopted academic content standards in social studies and English Language Arts. She is able to reach students of multiple abilities and grade levels. Detailed lesson plans also attest to the fact that the candidate exhibits the ability, skills, and knowledge to teach in her subject areas. Plans include clearly defined instructional goals, teaching strategies, and content standards are emphasized. She challenges and encourages students to set high goals and expectations of themselves. When necessary, she scaffolds lessons to make sure that every student comprehend the task at hand. The candidate applies the teaching performance expectations effectively in the actual classroom setting. Her ability to instruct, in the three common teaching and learning modalities, ensures that students are given a variety of learning opportunities.

The candidate demonstrates an increasing level of content mastery.

The candidate has a major in mathematics and a strong math background. She has demonstrated her ability to make math understandable for high school students. She provides differentiated instruction to help reach students of different ability levels and learning styles.

The candidate's content knowledge is strong, and she quickly learns pedagogy. Because she is analytical and reflective, her skills in this area are progressing rapidly.

It is evident she is able to explain mathematical concepts. She presents new concepts in a logical manner and breaks down each step making it easier for students to understand. The candidate is also able to come up with addition examples when she notices the class as a whole doesn't understand a new concept. When we work together to write a lesson, she has good ideas about how to present new material and is learning what concepts are challenging for freshmen Algebra students, and understanding when to incorporate addition scaffolding.

The candidate has a strong command and knowledge of the English language arts curriculum. She is able to take complex content and create lesson plans that are organized and meaningful for her students. She is willing to tackle challenging lessons such as instruction in whole class editing techniques using her own writing as a model.

The candidate is able to design and deliver a lesson in her content area. Particularly around literature. She structures and organizes the lesson with the students in mind. The content is something she seems to feel most confident about in regards to the classroom. I would like to see her develop more in the area of creating anticipation and excitement from the students about a particular topic. This may come from developing a stronger anticipatory set or entering engagement piece.

The candidate demonstrates sufficient knowledge of his subject matter.

The candidate demonstrates the ability to teach the state-adopted content standards in English language arts. She makes effective use of a variety of teaching strategies to help her students understand the curriculum. Additional practice is needed with determining the skill level of students prior to instruction and determining whether or not students are making adequate progress on skills and concepts taught.

The candidate hasn't had as much time to work in her subject area due to the nature of her assignment (AP and AVID). We have been moving her into the AP US History course slowly and she has demonstrated partially examined knowledge, but hasn't demonstrated overall knowledge of the content yet. She is moving quickly in the right direction however, and has demonstrated the ability to scaffold and utilize prior knowledge in her presentation of the content.

The candidate uses her content knowledge of history to help clarify historical events for students. She relates present day events to historical events which helps students connect the past to the present. She assists when necessary, but allows the students make connections as well by having them do pair-shares and group work which are well-planned and organized.

The candidate demonstrates a sound understanding of the content material and an ability to develop and teach lessons that address the state-adopted academic content standards.

The candidate clearly demonstrates the skills necessary to teach the state-adopted academic content standards for her area. She uses a variety of creative teaching resources and activities to bring the subject to her students and to help them understand and relate to the content.

The candidate provides students with activities that help them understand new concepts being taught. She uses her knowledge of the content to plan appropriate lessons.

The candidate is extremely knowledgeable, capable and enthusiastic in her abilities to teach Spanish.

The candidate seems knowledgeable in her content area and uses opportunities to relate the content of history to today's events. Students are attentive and seem to appreciate her connections to today as it helps them understand yesterday.

The candidate does a great job of applying pedagogy in the actual classroom. We discuss issues of student engagement, reaching all students, and planning instruction, and he applies these ideas each day.

Candidate has demonstrated a knowledge of the California state standards in social studies. He has further shown that he has command of teaching strategies that help to make the standards accessible and comprehensible to students. The candidate, for example, uses primary source materials and a volume of other tools that make lessons richer and more meaningful to students.

## 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	1	18	18	37	3.46
2	The candidate paces instruction and re-teaches based on evidence gathered during monitoring.	0	4	17	16	37	3.32

## 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	11	22	35	3.57
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	0	12	13	25	3.52

## Comments Section B:

### Text Response

The candidate utilizes multiple choice questions in the warm-ups and on quizzes and tests. These are practices that I have used in my Algebra classes in the last few years and she has adapted to them well. She grades the assessments and checks to see where the students are lacking.

The candidate has implemented several forms of assessment. He uses individual conferencing, test/quiz results, and daily classwork including exit slips to assess student learning. The exit slips and formative assessments allow for him to modify instruction and find ways to best meet the students' needs.

The candidate is constantly checking for understanding.

The candidate uses a variety of formative assessments to check on student understanding and to modify his lessons based on that assessment. These include using warm-up exercises, walking around the room checking on student work, having students work in pairs, having students show their work on the board, and using exit slips.

During instruction the candidate calls on students to check for understanding. The candidate doesn't deviate from the pre-made lesson. She needs to work on creating addition examples off the top of her head, because occasionally students are not getting it and need further guidance. Based on the last quiz given she recommended we review more order of operation problems, because several students missed that question. The candidate uses the assessments I create and I help her create most of the lessons and guide through what concepts need re-teaching. We have yet to go over/ give standardized tests with our students.

I have been working hard to improve my assessments of student learning. While I am teaching a lesson, I make sure to walk around and observe students' work to see how well they understand. I call on students who are not raising their hands to ensure that I have a fair understanding of where the whole class is in their understanding. With the 6th graders especially, I make sure to review or re-teach ideas the following day based on my observations. I want to incorporate more exit slips at the end of the lesson so that I know exactly what problems to review. I have been making the formal assessments for my 6th graders, and I have been grading the assessments for my 8th graders, so I have been practicing both. One thing that I particularly have been working on is asking test questions that aren't too easy or too hard. We have not taken any standardized tests yet, but in my algebra classes we use scan-trons sometimes to familiarize students with that format.

Every lesson utilizes informal assessments to check for student understanding. Verbal, student writing and exit slips are part of the variety of assessments he utilizes to gauge student progress and implement lesson plans. Cultural and social awareness relating to students is also critical in determining student progression and the candidate shows ability in using this information to plan instruction appropriately.

The candidate uses various forms of progress monitoring including observing students' work while walking around the room, calling on individual students, doing warm-up exercises and reviewing, and using exit slips. She uses these assessments to re-teach ideas and to modify her lessons.

The candidate consistently monitors student understanding by calling on individual students and asking them to explain their reasoning. He also walks around the room, checking on students as they work, reviews warm-up exercises, and uses exit slips to check on individual student understanding of the day's lesson. During the direct instruction time, he has students gather around him and the Promethean Board so that he can more closely monitor their being on task; he calls on students who may need extra attention and reinforces and/or corrects their responses in a positive manner.

The candidate uses the results from unit tests and homework questions to help determine the questions needed in followup warmup questions and for review questions for homework. She has also seen the results from her student's CST scores from last year to help identify students that will need special attention.

The candidate makes frequent and accurate use of progress monitoring, mostly by the use of reading quizzes to assess baseline knowledge prior to a lesson. One idea for improvement could be determining an Essential Idea for each lesson and asking two or three questions about that Idea at the end of the lesson to determine whether a large majority of the students mastered that Idea to a reasonable degree before the next class, when it could be re-taught if necessary. Overall, the candidate is doing a good job of re-teaching certain concepts that students struggled with, as revealed in the unit tests and on the weekly study guides as homework. Thus, the candidate is progressing nicely in the use of both informal (study guides) and formal (unit tests) assessment. In addition, the student teacher always informs students of the format of tests, the administration of which are fair and appropriate. Grading is done quickly and students are informed in multiple ways (online and on paper/in class) of their performance.

I have been able to use different forms of assessment, both formative and assessment. I have been able to use the exit slips as a means of determining if the students need more help in certain areas or not. I have also been able to use test and quiz results and daily classwork and homework to assess the students. The department has only assessed with one standardized test so far.

uses weekly assessments, daily quizzes, simple questioning and observing to gauge students' progression. Uses adequate pacing and allows time for re-teaching for targeted students.

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The candidate monitors her students' progress throughout the class period. She asks probing questions and assesses the students' answers before she progresses to the next step or lesson. She paces instruction based on the students' answers, questions, and reactions to her instruction. She makes lesson plans based on her assessment of the previous class's activities and students' homework. Class activities may be cut short or may be extended longer according to student needs. She is currently determining what writing strategies and grammar mini-lessons to teach based on how students have written their homework. The candidate differentiates instruction and assessments based on individual student needs and IEPs. She uses multiple measures to assess students, such as quizzes, homework assignments, quick writes, graphic organizers, formal and informal class discussion, conferences with individual students. She gives students timely feedback in the form of her answers in class discussion, conferences with students, and comments on their homework/class work. She can explain students' academic strengths and areas of growth to me, to students, and to parents.

The candidate is quick to recognize the needs of each student with her keen sense of observation! She circulates the room, assisting and assessing. She monitors responses and gives them time. She has corrected tests, warm-ups, Art Developmental Notebooks and has evaluated and reflected on a rubric for maps and toolmaking projects. Together, we discuss academic and citizenship grades; she gives input for the Progress Reports. Her clear, precise directions model positive behavior, teamwork, and written responses. She asks them questions in a variety of ways and encourages students to be inquirers. She validates students' responses and participation. The candidate reinforces and restates for clarification, and revises lessons to meet needs.

The candidate monitors student progress through oral and written activities. She pauses at key points of the lesson to check for understanding and rephrases or reteaches, when appropriate. On-going assessment is made to determine if students have an understanding of what they are to do during instructional, independent, and group working time. Monitoring of student progress, toward clearly-defined goals take place constantly throughout each lesson taught. The candidate walks the floor assisting students with assignments, anticipating, checking for understanding or misunderstanding, and addressing misconceptions. She paces her lessons and plans instruction based on evidence gathered during monitoring and reteaches, when necessary, using multiple techniques and learning modalities. Instructional planning is based on student work, assessment, and reflection. A variety of formative and summative assessments are used to determine student progress and to further plan meaningful instruction. Students are given feedback, in a timely manner, of their learning. The candidate maintains accurate and detailed records summarizing student academic and social achievements. She uses results from standardized tests, district and site benchmarks, and reflections, for assessing her teaching practices and in developing goals for next step.

The candidate monitors his classes on a regular basis. He returns quizzes and tests to students in a timely manner.

The candidate uses warm-up exercises, effective questioning strategies, exit slips, quizzes, and calling on different students--not just those who volunteer--to monitor student learning. She uses these assessments to adjust her lessons, incorporating students' misunderstandings into the next day's warm-up exercises.

The candidate uses written formative and summative assessment results to inform her planning. As she becomes more confident in her instruction, she becomes more adept at monitoring and assessing student progress during instruction and practice.

During a lesson the candidate calls on students randomly by using popsicle sticks, based on student response, she either moves on or re-teaches. If it is necessary she is able to reiterate a concept and break down the steps even further, providing additional scaffolding. Based on how students do during classwork, she decides what to review the following day, prior to moving on and teaching a new lesson. After a test or quiz Kayla is able to recognize the concepts the class as a whole is still struggling with and will integrate those into the review at the beginning of class. As far as familiarizing students with standardize testing she integrates multiple choice questions and is giving the district benchmark.

The candidate understands the importance of both formative and summative assessments to monitor and determine

student progress and plan instruction. She needs to work further with using the results of formative assessment to redirect instruction and to work individually with students.

The candidate uses her knowledge to assess the students progress and often moves around the room to check for understanding. She spends time with various groups checking for understanding. Developing feedback from her students for her adjusting her curriculum rather than just their level of competence would also be great to observe.

The candidate uses various assessment tools to monitor student progress. He must continue to use these various assessment tools to sustain student engagement.

The candidate uses multiple forms of assessment to determine students' progress ranging from the use of exit slips, class discussions, student projects, and quizzes. She is working on using the results of these formal and informal assessments to modify her instruction.

This is a strong suit of the candidate's. She is always concerned with student progress and checks for understanding consistently. I would like to see a bit more variety in her assessment methods and we will continue to work on expanding her toolbox in this area.

The candidate did a nice job of monitoring student learning most of the time. She was able to use a variety of learning strategies to bring about maximum understanding for students. She used peer-to-peer assistance rather than supplying an answer, thus helping the understanding and learning of both students.

The candidate uses a variety of questioning techniques to monitor student understanding of content material. He is developing the ability to use this information to pace his instruction to include re-teaching when necessary. He has developed some informal written assessment pieces and activities to evaluate his students' understanding of the content and is learning how to plan his subsequent instruction using information he attains from these assessments.

The candidate uses a variety of questioning strategies to monitor student understanding of the content being covered. She paces her instruction appropriately to allow time for her to repeat directions and model expected outcomes. Lindsay consistently repeats information to reinforce its importance and to provide the opportunity for her students to hear the key concepts more than once. She has developed both informal and formal assessments that she uses to evaluate and plan further instruction and re-teaching.

Candidate assesses student learning throughout the lessons taught. She checks for student comprehension during class activities.

The candidate developed, researched and used materials for re-teaching as indicated with small group, whole class and individuals.

The candidate does a good job of checking for understanding most of the time. She uses varying techniques to re-teach an idea and students are comfortable asking for clarification. She is positive and supportive when a student does not understand. She often asks another student clarify, which helps that student understand his learning as well.

The candidate does a good job of checking in with individual students and the group as a whole, to gauge understanding of the material. He should begin to plan follow up lessons based on this information.

The candidate monitors his student progress through oral and written activities. Formal and informal assessments are key factors in determining what activities need to be made more comprehensible or re-taught. He checks with students for understanding and rotates around the room assisting students who are in need of help. Students also work well together assisting each other with projects. Students are given opportunities to work independently and in small and large group settings. The candidate conferences and monitors student work throughout the period. Candidate makes sure that students are aware of the essentials that they will be tested on. Students are given feed back of test results in a timely manner.



## 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	3	13	21	37	3.49
2	The candidate uses instructional materials to reinforce content standards and prioritizes and sequences essential skills in a logical manner.	0	1	9	27	37	3.70
3	The candidate varies instructional strategies according to purpose and lesson content.	0	3	12	22	37	3.51
4	The candidate explains content clearly and reinforces content in multiple ways.	0	3	17	17	37	3.38
5	The candidate provides students with opportunities to practice and apply content.	0	1	13	23	37	3.59
6	The candidate teaches students to understand academic language and read and comprehend subject-matter content.	0	2	16	19	37	3.46
7	The candidate encourages student creativity and imagination.	0	0	18	15	33	3.45
8	The candidate models active listening.	0	0	14	22	36	3.61
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	6	15	16	37	3.27

## Comments Section C-Part 1:

### Text Response

The candidate is learning the content standards for Algebra I. She understands that these standards are important to our curriculum.

The candidate welcomes all learners in his classroom and provides instructional strategies to meet each of their needs. He encourages mathematical literacy and has high expectations for all of his students. He is an active listener while maintaining good classroom discipline. The class consists of students working beyond grade level as well as those struggling with the content. He provides an environment that makes all levels feel welcome and challenged.

The candidate uses scaffolding to build math ideas.

The candidate always has a thorough, well thought out lesson plan which has a measurable objective related to specific California content standards. He presents clear, logical lessons using various strategies and techniques to help all students meet his objective. He incorporates academic language into his lessons and has students take notes to reinforce the content of the lesson.

I mainly teach along with the textbook, which reinforces content standards in a logical order. In math, all the concepts build on each other, so it is very important to teach concepts in a logical matter and it helps reinforce previous ideas. During the lessons, I make sure the students have time to work independently so they can practice and I can do informal assessments. I feel very strongly about always using academic language in mathematics because it is a language in itself. There are many terms that can be expressed in different ways, and I make sure to explain each of them and their connections to the students. When students are answering my questions in class, I require them to use the correct vocabulary so they get used to using academic language. Most of my students are advanced in mathematics so I try to challenge them by combining several math concepts into one problem. I try to give real life examples as much as possible (especially with money), but could probably work on incorporating more creativity and imagination.

The candidate shows ability to use district pacing of content in a flexible manner. He approaches the material from various directions and according to students' level of achievement. Mathematical content is often presented clearly and in various ways in an effort to reinforce what has been learned. Eric always affords the students with opportunity to show creativity in arriving at solutions and provides time to practice what they have learned. Eric should continue to build lessons that apply to every students' level of achievement.

The candidate has thorough, thoughtful lesson plans which address different strategies to help students attain her instructional objective, which is always related to the state content standards. She does an excellent job of focusing on academic language and having students use correct terminology in explaining their reasoning.

The candidate makes every effort to help students understand the math content he is teaching, using students' prior knowledge and experiences. He provides opportunities for students to practice and to use their creativity in solving problems, reinforcing their answers and reasoning in a positive manner while correcting where necessary.

The candidate has a very good understanding of what it means to incorporate a standards based curriculum. Everything she does is tied into helping all students meet the standards for the course. She does this by teaching the material in a variety of ways such as cut and paste hands on activities, demonstrations with the promethean board, and interactive lessons. Students are also given lots of practice in the form of review and re-teaching through warmup questions, review worksheets, journal writes, and practice tests,

Overall, the candidate is doing a very good job of making content accessible to students. Specific examples of particularly good teaching include, but are not limited to, the use of the following: \* In four lessons over a two-week period, the candidate used primary course cartoons and a poem on immigration, an individual homework assignment on each student's family immigration history, time in the computer lab to research hand written ships' manifests from Ellis Island, a graphic organizer to illustrate the interconnection and cause/effect relationship between the topics of the textbook chapters in this unit (Chs 7-8 in The Americans), a Read-Aloud Play to engage the whole class about political machines, two different QuickWrite Journals to assess student learning, lecture notes punctuated with primary source quotes and primary source graphics and a video to teach US History Standard 11.2. One area for continued development is in "balancing instruction by adjusting lesson designs...[and taking] additional steps to foster access and comprehension for ALL learners." This is a very challenging expectation, even for veteran teachers. One suggestion might be to identify and then invite struggling students to two-three lunchtime tutorial sessions. Another idea would be to prepare and give to those same students additional worksheets (in the form of simple summaries and practice assessment questions) to work on at home for a little extra credit.

One of the areas that I feel like I could improve in is in my pacing of the class and lesson. Often I plan for students to start their work early but don't actually end up with much time for them to try it out.

The candidate has developed a great sense of the various special needs of these middle school students and addresses them by differentiating the curriculum and allowing for daily before school individualized tutoring. Promotes student discussion and group work during class and encourages student effort by rewarding students for participating. Furthers all student comprehension by pair low performing students with above average students for peer-level clarification of concepts.

The candidate has developed a great sense of the various special needs of these middle school students and addresses them by differentiating the curriculum and allowing for daily before school individualized tutoring. Promotes student discussion and group work during class and encourages student effort by rewarding students for participating. Furthers all student comprehension by pair low performing students with above average students for peer-level clarification of concepts.

The candidate incorporates reading strategies and activities such as Reading Reasons, SSR, predicting, connecting, evaluating, and commenting to get students engaged in reading. She will incorporate specific writing strategies, such as the writing process, in the next few weeks. The candidate uses graphic organizers to facilitate student reading comprehension. She plans specific strategies and activities, such as note-taking, to guide students through the book, *Of Mice and Men*. She develops lessons in which students can get up, move around, and learn; she uses small group collaborative techniques as well as whole-group instruction. She uses the technology available to her to aid instruction, such as the document camera and video clips from the Internet. She provides both oral and written instruction to her students. She is appropriately complimentary to her students to encourage motivation and engagement. She has high expectations of her students, while scaffolding the instruction appropriately. The candidate provides opportunities for students to read, write, speak, and listen each day in class.

The candidate has creative, engaging Power Points with artistic arrangement and informative format. She has students working in teams and with partners, utilizing the Promethean board, computers, fun graphic organizers, games, white boards, inflatable globes, skateboards with wheels for Mesopotamia, brain teasers, maps, menus, and cartoons. Students cheer, clap, and are so involved with their learning and enjoy the competition. The candidate gives students a voice! They became compassionate towards deforestation in the rainforest and took action against it by writing letters; after one of her powerful lessons. The candidate generates lots of great ideas that compare, contrast, and connect to the real world with deeper level thinking.

The candidate incorporates a variety of activities and uses multiple teaching strategies in the planning process to give balance to and ensure that students comprehend the standard-based lessons. She provides opportunities for student input, creativity, and imagination by inviting and encouraging them to be actively engaged in activities. Content is delivered in different learning and teaching modalities. Students practice and apply what they have learned in concrete, creative, and innovative ways: including oral, written, listening, and by using visuals in large and small group settings. Lessons plans are developed using state adopted standards in a logical, coherent, and sequential manner. The candidate also includes applied learning activities to make instruction relevant, comprehensible, and appealing to students.

The candidate uses a variety of strategies in order to reinforce content standards. These strategies include reciprocal teaching, small group work and whole class instruction.

The candidate does a good job of taking math content and sequencing instruction to help students learn the material and to meet her instructional objective for the day. She uses the Promethean Board and document camera to assist in making the material easy to understand. Students are asked to show their work at the board after completing practice problems and then they are asked to explain their reasoning. She reinforces students' participation in a positive manner so that the learning atmosphere is comfortable for all students.

The candidate works hard to modify the district units of inquiry to meet the needs of her students. She makes thoughtful decisions about curriculum delivery based on an impressive knowledge of her students.

Some of the strategies or activities she uses are; the silent board game, popsicle sticks to call on students randomly, having students come up and work on the board, posters, partner work, providing multiple representations of the same concept, spiraling material, individual tutoring during class, and a set class routine. The candidate also uses the CPM teacher materials to support her lessons, she takes my lead regarding key standards to cover in depth, and helps insure students comprehend the "big" ideas. Every day students are given a review of previous concepts to deepen conceptual knowledge and provide opportunities for struggling students to learn material that previously eluded them. Within each daily lesson she provides students with a variety of examples dealing with the same concepts, providing

students with the big picture. Depending on the difficulty level of the new lesson she varies her level of scaffolding pushing students to make connections and generalize on their own if possible. Students are also able to work with one another daily on classwork, which gives them the opportunity to verbalize their thinking, become the teacher, and make connections on their own.

The candidate incorporates a variety of teaching strategies into her lesson. She works hard to provide an engaging, meaningful lesson.

The strongest areas for the candidate in this domain are that she uses materials to reinforce the content. She understands that students need incremental steps toward understanding a particular topic. She also encourages students individuality and creative differences.

The candidate strictly adheres to content standards, by using varied strategies.

While the candidate clearly works at making the content accessible to the entire class, she needs to incorporate additional scaffolding activities to meet individual learner needs in the classroom.

In the lessons I observed, the candidate did a nice job of planning and carrying out her lesson plan. She set a good tone for the work to be done and was clear in what students were expected to accomplish by the end of the class. A suggestion would be to limit the number of concepts particularly when the language of a document is difficult for students to understand. Trying to "cover the material" sometimes got in the way of student understanding.

The candidate has been preparing lessons that provide engaging activities during the class period to review previously learned material, present new material, and to make connections. The periods are long and Kevin includes activities that allow students opportunities to work alone, with partners and as a whole group. He assists students in finding correct responses without giving them answers and makes them more involved in their learning process. He is beginning to develop lessons that vary instructional strategies to address specific content requirements and that address the students' current level of achievement.

The candidate does an excellent job of developing lessons using a variety of motivating resources to supplement the text. She develops PowerPoint lessons that include maps, videos, and informational text that is bulleted to make it understandable and accessible to more of her student population. She sequences her instruction effectively and reinforces the content in multiple ways thus fostering access for all learners. She provides consistent opportunities for her students to learn and practice using academic language while demonstrating understanding of the content. Throughout the teaching of a lesson she makes modifications to meet the needs of her students as they occur.

Candidate lesson often provide students with a variety of activities and strategies that make the teaching material interesting.

The ability to anticipate student errors and/ or confusion will come with more experience, as will explaining content clearly. The candidate does well already with reinforcing content in multiple ways.

The lessons I have observed and plans the candidate has written do a good job of addressing these areas. She has given thought and careful planning to address these areas. I believe as she teaches more, she will continue to improve in these areas.

The candidate has caught onto the idea of varying content very quickly. When he plans lessons, he takes into account how much time the students will be sitting and listening, and how much time they will be actively doing. He is creative in his content delivery.

The candidate uses a variety of activities and multiple teaching strategies to ensure that students comprehend the standard-projected based lessons. He provides opportunities for student input, creativity, and imagination by not only by inviting, but also encouraging them to be actively engaged in activities. Content is delivered in different learning and teaching modalities. Students therefore, practice and apply what they have learned in concrete, creative, and innovative ways through written, oral, listening, and in small and large group settings. The candidate includes activities that make instruction relevant, comprehensible, and appealing to students. He has high expectations of students and they rise up to those expectations.

## TPE 5: Student Engagement

#	Question	1	2	3	4	Responses	Mean
1	The candidate clearly communicates instructional objectives to students.	0	1	18	18	37	3.46
2	The candidate monitors for engagement of students and uses strategies to re-engage when necessary.	0	4	16	17	37	3.35
3	The candidate makes learning relevant to the students and encourages students to share and examine points of view.	0	5	12	19	36	3.39
4	The candidate uses appropriate questioning strategies and teaches students to respond and to frame meaningful questions.	0	3	13	21	37	3.49

## 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	1	9	27	37	3.70

## TPE 7: Teaching English Learners

#	Question	1	2	3	4	Not Observed	Responses	Mean
1	The candidate knows and applies theories, principles, and instructional practices for comprehensive instruction of English learners.	0	5	16	12	4	33	3.41
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	1	20	13	3	34	3.49
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	5	17	12	3	34	3.35

## Comments Section C-Part 2:

### Text Response

The candidate does not have ELL students in the two classes she is teaching.

The interactive whiteboards and the technology available in the classroom provide an accessible environment for English Language Learners. Some work is still needed in the area of finding different activities/experiences for EL students.

The candidate is developing effective management skills, emphasizing students being on task, following instructions, and being quiet and attentive while he is instructing. He uses positive techniques in correcting students and maintains good rapport with students. His lesson plans reflect careful planning to address all students' needs, including English learners. He calls on individual students to encourage all students to stay engaged, and he uses effective questioning strategies to check for understanding.

Before I begin a lesson I like to tell the students about the topic and how it fits into the unit plan and connects to the previous lesson. If students are off task or dis-engaged, I call on them to participate. I reflect on lessons before I teach them to make sure that I am asking the right questions to engage students in deep learning. I am trying to work on delivery of my lessons right now, but I know that I need to show a little more of my personality and relax. I try to use strategies appropriate for different age groups, for example, the 6th grade class is a little more interactive and the 8th grade class needs more independent work. Although I think about incorporating instructional practices for ELL's, there aren't really ELL's in my classes. This is something I could work on more.

The candidate employs the Promethean Board to provide visual representation of concepts and example problems. SDAIE strategies such as modified voice patterns, overhead document visuals and frequent comprehension checks are integrated parts of his lesson plans.

The candidate engages students in their own learning by calling on many individual students and asking them probing questions, in addition to having them explain their reasoning. If students get off task, she calls on them so that students stay engaged. She is aware of her students and varies her instruction appropriately for teaching in her 6th grade class and in her 8th grade class.

The candidate uses many different techniques and strategies to help each student meet his objective. He uses the Promethean Board and the document camera in an effective manner to help students visualize content. His lesson plans are thorough, and he sequences his instruction to make material easier to comprehend, using many real-world examples.

The candidate is doing particularly well with regards to engaging the class. The student teacher moves around the room frequently. In addition, the candidate has adjusted the seating chart to minimize distractions. Furthermore, lessons are designed to keep teens' attention spans in mind. Activities are roughly 15-30 minutes in length most of the time. The daily current events at the outset catch the attention of the whole class. During this time, student involvement is high and questions are zipping back and forth (respectfully, always!) between students and the candidate. One area for continued practice is in defining and briefly articulating a small, daily learning objective at the beginning of each class, to be informally assessed at the end of each class whenever time allows. Progress is being made in this direction, as the lecture notes ALWAYS contain a "Key Idea" at the beginning of each section. This is a good start. The candidate is doing a great job of developing appropriate teaching practices, especially through the routine/expectation of student accountability and responsibility for learning and actions. For example, students take turns being the daily class secretary for absent classmates. In addition, assessment scores for all quizzes and tests are very frequently posted online and students are expected to complete an Assessment Reflection Form that was the candidate's idea. Finally, the candidate is progressing very well in meeting the needs of English Learners. The student teacher has identified the EL's, knows their CELDT score and level of language acquisition and provides supplemental activities accordingly. As the level of the EL's is quite high and the entire class often benefits from lessons that provide scaffolding or focus on academic language, these activities are usually presented to the entire class. These include word banks for map quizzes and essay tests, as well as a step-by-step essay writing worksheet in groups.

I believe I still need work with EL students. I need to find different ways to differentiate the lessons to make them easier, possibly graphic organizers.

The candidate is always using real life situations that are relevant to the students' lives making the math more meaningful and exciting! Often uses visual and physical representations of concepts (pictures, manipulatives and even students) to engage all levels of students. He understands the impact of adolescent development of our middle school students and often shows the flexibility needed to utilize various instructional strategies.

The candidate is always using real life situations that are relevant to the students' lives making the math more meaningful and exciting! Often uses visual and physical representations of concepts (pictures, manipulatives and even students) to engage all levels of students. He understands the impact of adolescent development of our middle school students and often shows the flexibility needed to utilize various instructional strategies.

Each day, the candidate writes the agenda on the document camera for students to read when they come in to class. The candidate clearly articulates the reasons behind activities and instruction, so students know why are asked to do the work in class. The candidate uses various techniques to keep students on task, such as proximity, encouragement, and planning lessons that will engage students throughout the class period. For example, she has students write the notes on the document camera during class while she leads discussion; it seems to keep everyone more engaged when one of their peers is writing on the screen. The candidate breaks up the class period into segments so students do not get bored; for example, the class might do a whole-group discussion, then a think-pair-share, the small-group discussion. She asks provocative, stimulating questions that students want to answer in class; she encourages the students to share their ideas, create a conversation, and respectfully disagree. The candidate applies SDAIE strategies in her classes; I do not have first-hand knowledge about how much she knows about SDAIE theories and language development.

The candidate provides visual cues for understanding vocabulary in the form of plastic picture frames with "powerful words" for each team, while writing a letter and graphics with words, for understanding Sumerian achievements. Students have success and are supported with this helpful tool. She also encourages and monitors students to have authentic academic discussions, which lead to enthusiastic, whole class analysis.

The candidate begins each lesson by sharing goals and expectations of the period with her students. Academic and behavior expectations are clearly stated and students are expected to take personal responsibility for their achievement. The candidate is knowledgeable of students' needs, abilities, interests, and plans lessons accordingly based on state-adopted standards. She uses a variety of strategies and activities to incorporate independent, whole class activities and discussions, debates, pair share, questioning, visuals, and cooperative learning groups. To meet the needs of her struggling and English Learners, the candidate scaffolds challenging lessons to make them comprehensible. It is evident that she fully understands how cognitive, pedagogical, and individual factors affect students' language acquisition. Gina not only knows theories, principles, and instructional practices, but also applies them in her practice.

The candidate should continue to work on strategies to increase student engagement. The candidate should continue to explore various ways to improve buy in from all stakeholders.

The candidate's lesson plans include instructional objectives directly related to the state content standards, and she communicates these objectives to students at the beginning of her lessons. She uses effective questioning strategies to prompt students to help them grasp the material she is teaching. The strategies she uses are appropriate for the age level and abilities of her students, including her EL learners. She is aware of their limited English skills and adjusts her work with them to avoid embarrassment and/or uncomfortable learning situations.

Kim has demonstrated pedagogical knowledge of appropriate teaching practices, both for English learners and proficient English speakers. She continues to work on applying her knowledge during instruction.

Kayla does a great job engaging students during class. Students are actively participating during the lesson by raising their hands and coming up to the board to show their work and explain their thinking. She also keeps students on their toes by using popsicle sticks to call on students randomly, or she will simply call a student that is not paying attention to reengage them in the lesson. Her questioning methods are nonthreatening and are easily comprehended by all students. Although we only have one English learner, the candidate does a great job breaking down the task at hand verbally, she provides visual aids, and sits with the student during class to facilitate the learning process.

The candidate is aware of the instructional challenges her students face. She needs to work on providing supports for these challenges throughout her lessons.

The candidate seems to understand the developmental stages of middle school learners. She designs lessons that are at the right level of understanding. She clearly communicates the expectations and learning expected from each student.

With experience, he will gain a greater understanding for individualizing instruction and providing supports for English learners.

The candidate effectively reflects on her teaching practice and is willing to try new ideas to further engage and support all students.

The candidate works diligently at teaching her students how to think and question critically, and this diligence has paid off with many of her students. I would like to see her employ further strategies to engage EL students, and to support them in the process of acquiring academic language.

At this midterm point, there is some evidence of the application of the theories to instructional practices. It is apparent from her lesson planning, that she is aware of what to do. Making it happen on a regular basis in the classroom continues to need practice--not an uncommon struggle for new teachers.

The candidate begins his lesson by reviewing the objective for the day's lesson and his agenda is always clearly written on the board. During instruction and independent and group work he monitors for student engagement and re-engages students when necessary. The candidate uses a variety effective questioning techniques and is learning to pace his instruction to allow for more questioning and student input and discussion. The candidate demonstrates that he has an understanding of the instructional practices that are age-appropriate for his student population and he is beginning to develop the ability to determine how to modify his instruction to meet the needs of English learners. He regularly includes opportunities for his students to learn and apply academic language in their work.

The candidate prepares lessons that are both engaging and comprehensive. She provides opportunities for her students to participate in the learning process orally, and in collaboration with their table partners. Her lessons encourage making connections to previously learned concepts and to current occurrences to which the students can relate. Many of the candidate's students are English learners and she does an excellent job of utilizing instructional strategies that support their acquisition of the content. She gives thorough instructions in multiple ways and models both appropriate and inappropriate responses. Before moving on in her lesson she makes sure that the students have understood the content covered by asking a variety of questions and allowing the students to do the same.

The candidate provides students with opportunities to communicate effectively and to challenge themselves. She uses such strategies to make her lesson content clear for students.

There are no English Learners in the classes she teaches.

For her first semester of student teaching, she has made a good start at these TPEs. The skills needed to fully understand and grow in these areas will continue to develop as she has more opportunity to practice them.

The agenda is clearly written on the board and the candidate articulates clearly to students the expectations of the period. Students have a clear idea of the lesson of the day and what their involvement will be. They begin the class with an engaging warm-up activity. Students work independently, in small and large groups, and in total class activities. Some of the activities get these middle school students out of their seats and fully engaged in creative and innovative ways. Lessons often entail provocative and stimulating questions that students are eager to answer. It is evident that he is knowledgeable about SDAIE strategies and applies them in his planning to meet the needs of under achievers and English Learners.

## 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.	1	2	12	21	36	3.47
2	The candidate paces instruction and re-teaches based on evidence gathered during monitoring.	0	4	17	14	35	3.29
3	The candidate learns about each student through interpersonal interactions.	0	0	11	21	32	3.66
4	The candidate identifies students needing specialized instruction using assessment data, classroom observation, reflection, and consultation.	0	2	8	22	32	3.63



## TPE 9: Instructional Planning

#	Question	1	2	3	4	Responses	Mean
1	The candidate plans comprehensive instruction in accordance with content standards.	0	1	10	23	34	3.65
2	The candidate establishes clear short-term and long-term goals for student learning.	0	4	16	15	35	3.31
3	The candidate sequences instruction appropriately.	0	1	11	23	35	3.63
4	The candidate plans lessons that match instructional strategies to content.	0	2	7	25	34	3.68
5	The candidate plans to meet the varied needs of all students.	0	4	11	20	35	3.46
6	The candidate plans appropriate use of support personnel.	0	0	5	16	21	3.76

## Comments Section D:

### Text Response

The candidate has adapted my lessons as well as my pacing for Algebra I. This will give her experience with well thought out, organized, and reflective lesson plans. The candidate takes these lessons and is adapting her own teaching voice as well style. She observes me teaching the lesson first, and takes notes and adjusts her lessons appropriately.

The candidate acquires information about his students and uses it to support his interactions with the students. He has accessed several cumulative folders to find more about a student and identify areas of need. He uses his paraprofessional assistant to modify and adapt curriculum for Special Ed students and support their success. Kris has an excellent rapport with students and they know he cares about them and their success.

We have no support personnel in this section

The candidate has excellent rapport with his students and uses every opportunity to strengthen interpersonal interactions. His lessons are thoughtfully planned and are delivered well in a clear, scaffolded manner using the Promethean Board, a paraprofessional assistant, and various instructional strategies to help all students learn the material.

I have been learning about the different ways to pace instruction for my 6th and 8th graders. The 6th graders often need more time to practice a topic because the majority of the math is new to them and they are just developing their study habits. The 8th graders are on a stricter pacing schedule because they are advanced, and have seen many of the concepts before. While I work with students individually, I begin to understand their different needs from me. For example, there are some 8th graders that don't have as strong a foundation as the rest of the class and they began to rely on me a little too much for help. The teacher has been working with me to understand when/how much to help a student and when to let them work independently. Many students just need a confidence boost. Also, we have adjusted students' seats so that they can maximize their learning. Currently I am trying to take over more of the instructional planning from my master teachers. The instruction is based off content standards and arranged in logical sequences. I choose specific examples that give students a good conceptual understanding first, and then more of an algorithmic understanding. I have been trying to improve my pacing with the lessons because often I don't get to teaching everything I had wanted to in that lesson. I am working to finding a balance between answering all students' questions but not wasting too much time with questions. I would say that my instructional planning is the area that needs the most improvement.

The candidate often uses his knowledge of his students to plan seating arrangements and time spent on a certain aspect of the individual lesson. He makes strong attempts to put students requiring specialized instruction in position to receive it. During instruction, the candidate often relates everyday situations to math concepts in order to make them more meaningful. Lesson plans are structured logically, drawing on prior to learning to introduce new material.

The candidate prepares thorough lesson plans and includes various forms of formative assessments to inform her instruction. She is aware of the various needs of students and always has an instructional, measurable objective related to the state content standards. She varies her instruction based on an analysis of students meeting her objective.

The candidate has a genuine love for teaching and works well with the students. He has excellent rapport with the students and is able to relate to them through personal interactions. They know he has their interests in mind. His planning is thoughtful and thorough, and he tries to address the various needs of students, by seating arrangements, and through various teaching strategies. He makes material relevant by relating students' experiences to the math content. The candidate and his Cooperating Teacher meet on a regular basis; The candidate takes his suggestions and incorporates them into his teaching, strengthening his delivery and the students' learning.

The candidate is doing very well in learning about the MANY (80+) students. The candidate volunteered to work at a school dance to observe the students in a social setting. The candidate takes the time to talk with the students and remembers so much about them. They feel noticed and valued. This increased their comfort and their learning ability. The candidate has really mastered instructional planning. One area of focus might be a daily learning goal that is articulated to the class. Other than that, teaching strategies are varied and appropriate. The standards guide instruction. There is not much availability of support personnel but I (the cooperating teacher) sometimes help out and we work very well and very efficiently together.

I feel that I have had good experience working with the planning portions of teaching. I do feel like I could use more experience developing lessons that interact more with the students' understanding of the overall concept of the material.

The candidate is able to orchestrate the groupings of kids according to their levels and needs. He efficiently uses the resource personnel to help meet the needs of the student groupings. He builds differentiation and re-teaching plans into his lessons. He is able to build respect and confidence for himself by showing concern about his students.

The candidate learns about her students by conferencing with students, interacting with other teachers about specific students, and assigning writing assignments in which students have to connect to the literature and write about their own lives. With so many students, it is hard to get to know each student thoroughly. The candidate takes her individual students' needs into consideration when lesson planning; she makes additional plans for students with disabilities and special needs. The candidate establishes clear short-term goals, and is currently working on establishing long-term goals. The candidate balances direct instruction with constructivist activities for her students. The candidate reflects on the first class of the day and makes improvements for her second class of the day. The candidate considers the literature and creates lessons that would best help her students connect to, and understand, the book. The candidate differentiates instruction for her many students with IEPs; she is in contact with case carriers, Special Ed teachers, and aides to help her students.

The candidate incorporates the CA Standards for Social Studies and the I.B. criteria for her lessons. She demonstrates excellent preparation with online materials to connect curriculum, such as a Brazilian rainforest tribe video, geography apple map, and the trapped Chilean miners. She utilizes the documentary camera, computer, student Netbooks, and creates Flip Charts for the Promethean board. Lindsay has good pacing and adjusts the flow of the lesson for specific needs. Students complete exit slips to demonstrate their understanding and assist her in planning for future lessons. She summarizes her ideas and introduces concepts for the future, to create a meaningful experience for students. She is extremely organized, creative, and energetic!

The candidate understands the developmental stages of the different grade levels and age groups of students and therefore, teaches and plans lessons to meet the varied needs of her students. She interacts well with students and has established a professional relationship of caring and sharing. The candidate examines previous records and monitors their work to learn about their individual interests, abilities, thinking, and ideas. Engaging, creative, and innovative student-centered lessons are sequential and designed according to state-adopted standards. The candidate collaborates and plans lessons with her mentor teachers and also with other department members. She has established immediate and long-term goals for and with her students and mentors.

The candidate has strictly adhered to the content standards, while at the same time making real life connections.

The candidate takes time to interact with students and to get to know them better during the class period. She also stays after class to assist students in need of additional help. She is aware of the differences in the makeup of individual classes and adjusts her lessons and strategies appropriately. I have observed her teaching her period 6 class in extremely hot weather (no air conditioning) and her ability to keep the students on task and to be flexible in her instruction. When writing her lesson plans, she uses the textbook as a guide, but adapts her lessons based on her students' prior learning and abilities.

The candidate is thorough and thoughtful in her approach to planning. She makes use of all resources available to her, including state content standards and district units of inquiry.

The candidate is familiar with all of her students and their educational needs. She is aware of who to check on during classwork, because they struggle in math or have a hard time staying on task. The candidate also utilizes the stronger students in the class to provide an additional explanation to help the class as a whole learn a new concept. The candidate understands the long and short term goals for this semester. Her daily lessons follow the sequence of the CPM Algebra book and emphasize key standards.

The candidate effectively plans her instruction based on the English language arts content standards. She needs to also adapt her lessons to accommodate varied student needs through differentiated instruction and focused support.

The candidate is very thoughtful about her lesson designs. She thinks about what students need to know and understand about the lesson in order to be successful. She also knows which students are not on track for success. She is gaining understanding about the varied needs of our diverse learning population and makes efforts to adjust her teaching accordingly.

The candidate should be willing to modify lesson plans based on student needs and student feedback.

The candidate's lessons contain focused instruction designed to support student learning. The plans also demonstrate her ability to make instruction comprehensible and meaningful.

The candidate has provided well-planned lessons that provide support for student learning. However, practicing them in the classroom can be difficult. This is an area in which she will continue to grow as she gains more experience. It is clear

that the students like and trust her. They also feel comfortable asking for help.

The candidate demonstrates a sensitivity to the developmental needs of his students. He has been working closely with his cooperating teachers to plan lessons that are comprehensive in scope, that include both short and long term goals, and that sequence instruction and are paced to accommodate the varied learning styles of his students. He is beginning to take the initiative to vary his instructional strategies.

The candidate and her cooperating teacher are both obviously concerned about each individual child and have discussed their individual needs. Lindsay makes a sincere effort to plan comprehensive instruction based on the content standards and that meets the needs of all her students. Together she and her cooperating teacher have established short and long term instructional goals. The candidate's instruction is sequenced appropriately and she monitors for understanding regularly throughout each lesson pacing her instruction to allow for re-teaching if necessary.

Candidate has built very good rapport with her students. She is very familiar with student's needs.

The lessons I have observed are well-planned and she does a nice job of following her plan. She is clear with what her expectations are and provides opportunities for clarification. The candidate's plans include supports for various types of learners, and she demonstrates the use of these supports. However, this skill is still developing and will need to expand as she gets more comfortable with teaching. She employs good methods of keeping students' interest and involvement.

The candidate is very connected to the students. He has made these connections through constant interactions, both formal and informal (classroom, playground).

It is evident that the candidate learns about his students by conferencing with them, using assessment data, monitoring their work, and by interacting with fellow teachers about specific students. He connects lessons to student own experiences and prior knowledge. The set up at HTMMA makes it possible for the candidate to get to know his students personally and individually and what their needs are. He balances direct instruction with supportive and constructivist activities that are appropriate to his age and ability levels. With the assistance of his cooperating teacher, clearly defined long and short term goals have been established and are being adhered to.

## TPE 10: Instructional Time

#	Question	1	2	3	4	Responses	Mean
1	The candidate allocates instructional time to maximize student achievement.	0	1	15	20	36	3.53
2	The candidate establishes procedures for routine tasks and manages transitions to maximize instructional time.	0	2	13	21	36	3.53

## 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	14	21	36	3.56
2	The candidate promotes student effort and engagement and creates a positive climate for learning.	0	1	11	24	36	3.64
3	The candidate knows how to establish rapport with all students and their families.	0	3	15	17	35	3.40
4	The candidate helps students learn to work responsibly with others and independently.	0	2	14	20	36	3.50

## Comments Section E:

### Text Response

The candidate writes the times when each section of her lesson should be done (Launch, Explore, Summary). She quickly adapted to my routines and utilizes these to maximize instructional time. She is currently adapting the behavior point system to maintain her clear expectations on social behavior. (i.e. have a student take a point off for talking or off task behavior).

The candidate has excellent classroom management and establishes an environment conducive to learning. He holds the students to high academic and high behavioral expectations, which allows students to work responsibly with others and independently.

This section is a work in progress, I am seeing progress in this arena daily.

The candidate is improving his pacing and includes time frames within his lesson plans to assist. He has established a positive learning environment and uses routines to maximize instructional time, including starting on time with a warm-up exercise. Students know his expectations, and he reinforces them with positive behavior modification when necessary.

There are many procedures that my master teachers and I have worked to establish with the students such as checking homework, reviewing warm-ups & homework questions, and behavior expectations. I make sure that the students are kept busy through transitions and always have something to work on while I am checking homework or working with students individually. My master teachers have also developed strong expectations for academic and social behavior, which I have been maintaining while teaching. For example, discussing how it is not acceptable for students to not do their homework; or taking off behavior points for students not being on task. I always encourage a student who is participating and help them get to the answer by reminding them that they can do it. I point out common mistakes among the class and remind them that it is okay to make mistakes and there is no reason to be embarrassed in class. I like to think that I have established a good rapport with students and their families; (one parent told me at back to school night that her child appreciates when I walk around and make an effort to help her when she is struggling). I have talked to a couple parents on the phone about video taping for my PACT and I think they really appreciated the personal phone call.

The candidate is able to effectively employ school policies related to social behavior and creating a positive climate for all students. The candidate promotes student participation and effort by employing strategies to actively engage all students. Ticket raffles and providing for student led discussion are integral parts of creating an environment for student learning.

The candidate has established procedures and routines with her Cooperating Teachers and has maintained them to maximize instructional time. She checks individual homework on a regular basis while students work on a warm-up exercise. She has created a positive learning environment and enforces expectations of behavior in a positive manner.

The candidate has excellent rapport with students and has established a positive learning environment. He uses established daily routines, and he transitions smoothly from one task to another to maximize instructional time.

The candidate has a knack for planning the timing of activities. Transitions occur smoothly. When items take longer than anticipated, adjustments are made accordingly. There have been very few discipline problems, primarily due to the candidate's clear establishment of expectations and fair and regular follow-up on these expectations. When little problems arise, they are dealt with promptly and fairly.

My lesson pacing is an area of improvement that I could use. I also feel that I have had some experience with families but not enough to feel comfortable with them alone yet.

The candidate has an awesome rapport with all the kids. The students have a lot of respect for him creating a positive climate where the kids want to impress him. This is reflected in the daily work efforts of the students. He has learned to structure lesson planning to give students adequate time to obtain needed guided practice followed with time for individual and/or group work; deepening understanding. He constantly works at involving all students modeling participation by inviting all answers, right or wrong. Building confidence in his students and creating a welcoming positive classroom.

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participation by inviting all answers, right or wrong. Building confidence in his students and creating a welcoming positive classroom.

Conferences will build the candidate's family rapport.

The candidate starts class when the bell rings, and ends class when (or after) the bell rings. She has maintained the routine of Reading Reasons and SSR each week, and then going over homework and starting the new activity and reading of the book chapter each day. There is no "down-time" in class; students are expected to work the whole period. The candidate has articulated clear behavior in class, and she maintains an academic, respectful environment by her own example: she is complimentary and encouraging, she seizes teachable moments and capitalizes on them. She also uses various discipline techniques; she confiscates distracting material, she moves students who are disruptive, she respectfully asks students to step outside if necessary. Her classes are behaviorally challenging, and she is still learning more disciplinary techniques, but she definitely has good instinct. She has established rapport with her students, but limited rapport with families. She gives clear directions to her students about how to work responsibly.

The candidate addresses students with respect and sets high standards. Through her positive reinforcement, students experience a high level of confidence and are part of a comfortable environment. She makes learning fun with her Power Points filled with clips of current comics, actors, movies, and Waldo, encouraging students to participate. They respond with enthusiasm to her whimsical way of approaching history. The candidate has created bulletin boards for Art, Camp Palomar, and maps. She has organized books, posters, and artifacts for Geography and Prehistoric Man. She actively seeks answers and investigates case studies for students and is concerned with their well being. She has initiated contact with parents. Lindsay cares!

The candidate plans bell-to-bell content standard lessons that are student-centered, meaningful, innovative, and engaging. Routine procedures have been established and students are fully aware of what the academic and behavior expectations are. Expectations, goals, objectives are reviewed at the beginning of each class. Certain tasks are timed, but flexibility is always taken into consideration to meet the needs of student population. The candidate and students transition from one task to another with confidence and ease. She has developed strong classroom management based on respect and caring for her students. In general, they are cooperative and respectful. The candidate has a great working relationship with her mentor teachers, good rapport with students, and a professional relationship with parents via various medias. She has set high expectations of herself and her students. The candidate gives students many opportunities to become responsible citizens as they work independently and in group settings.

The candidate has established a positive rapport with students. We would like to see greater interaction between Kevin and parents.

The candidate is comfortable in front of the class and uses a teacher's voice during instruction. She has established rituals and routines that help maximize instructional time (eg., starting with warm-up exercises as soon as students enter class and smoothly transitioning from one task to another). The classroom learning environment is very positive, and students like and respect her.

The candidate makes steady progress in learning how her planning translates into effective instruction.

The candidate provides all students with a nourishing learning environment, they are comfortable asking questions and volunteering even though they might be wrong. Her timing seems to get better each week. She is learning to estimate how long students will take to finish a given activity, but overall she makes good use of class time. She has maintained my daily class routine, which I appreciate.

The candidate understands how the social environment in the classroom impacts student achievement. She is learning how her instructional plans, classroom actions, and personal responses to students' behavior impact this environment. She needs to experiment with a variety of strategies to maximize a positive learning climate in the classroom.

The candidate develops a safe place for students to express their understanding of the curriculum. She sets clear learning objectives and makes connections with students. I would like to see her to find ways to draw in the reluctant students into the conversation as well. She takes suggestions well and utilizes what works for her in the classroom.

The candidate has established routines that help with classroom climate. Transitions could be smoother.

The candidate is becoming more confident in the classroom. She is successfully experimenting with a variety of strategies to maintain clear expectations for social behavior.

The candidate's awareness and use of instructional time has improved exponentially over the first eight weeks, and her ability to create a positive social/learning environment is impressive. She cares about her students and it shows in her interactions with them.

As most new teachers encounter, time management for completing a lesson plan has been challenging for her. She has

adjusted from one teaching period to the next, but will need to continue to work on "adjusting her plan" as the lesson proceeds, especially if there is a need to re-teach a concept. She and I have discussed that this is an ongoing struggle for most new teachers and often for veterans as well.

The candidate is learning to maximize instructional time by maintaining strategies in place and developing additional ones to handle routine procedures and transitions. His students are respectful and cooperative and the learning environment is a very positive and comfortable one in which the students are encouraged to work collaboratively often.

The candidate has developed and maintains procedures to manage classroom activities and behavior that maximize instructional time and which support the students in their learning. The candidate uses a variety of teaching techniques in her lessons which allow the students to participate in activities as a whole group, in partner talk, and independent work. The students are obviously comfortable participating in their learning and she consistently validates their endeavors.

Candidate has continued to enforce class expectations.

As is true of most new teachers, Alicia needs to continue to work on the management of instructional minutes. She does a good job of involving the students and keeping them engaged, but when the lesson plan falters because time runs out, she will need to work on how to adjust to that on the fly. She has demonstrated skill at that and will get better as she has more opportunity to practice. She does a good job of looking for ways to improve the lesson when she has the opportunity to teach again the next hour.

One of his strengths is how he builds positive rapport with students. This helps the students to be more confident in their work. He uses class time effectively.

"Bell" to "bell" lesson plans, designed by candidate, are engaging and require student involvement. Lessons are well paced and delivered in such a manner. Students are polite, well-mannered, cooperative, and respectful which makes the atmosphere a wonderful one for teaching, interacting, and learning. They work well together and are always eager to participate in classroom activities. The candidate has established a very respectful and professional rapport with students. Students are aware of and follow expected routines upon entering the classroom, expectations during lessons, and upon dismissal from class. They have assigned seating at tables. Student transition well from one activity to another.

#### 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	1	6	26	33	3.76
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	9	13	23	3.52
3	The candidate demonstrates a respect for the value of diversity in a democratic society.	0	0	7	29	36	3.81
4	The candidate demonstrates a commitment to high professional and ethical standards.	0	0	6	29	35	3.83

#### 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	6	30	36	3.83
2	The candidate demonstrates a commitment to reflection and critical inquiry.	0	5	6	25	36	3.56

## 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	3	2	29	34	3.76



## Comments Section F:

### Text Response

The candidate has observed one Algebra class. I would like to see her observe more classes so that she can see different teaching styles. The candidate understands how to use the smart board, but we have not yet created a lesson using the smart board. She has used power point as well as other basic computer programs (i.e. Zangle)

The candidate has exemplary technology skills and uses them with the Promethean Boards and Netbook computers. He actively participates in our daily math planning meetings and is an integral part of our discussions.

### Uses Promethean board

The candidate works very well with his cooperating teacher and other math colleagues. He participates daily in math planning meetings and contributes to the discussion. He has excellent technology skills and uses the Promethean Board on a regular basis, as well as Netbooks.

I have attended all meetings with my teachers including math department meetings, and all faculty meetings. I have also observed other teachers besides my master teachers. I think that I have high professional and ethical standards, and I try to dress like I want to be respected. I enjoy the diversity that the school has to offer, and their special programs like IB. The IB program encourages students to be well-rounded, so in math we try to incorporate different topics and subjects. I believe all students can learn and succeed, which is why I am always there to help them when necessary. I think there is so much to learn through this experience and I am definitely committed to reflecting on my abilities and critical inquiry. I have learned to use the technology that both my teachers use daily, including the document camera and the Promethean board. I am currently working to learn more about what the Promethean board has to offer, while I am creating lessons that use it.

The candidate has a background that lends itself to high professional standards and ethical adherence. The candidate consistently confers with his cooperating teacher as well as other more experienced teachers in an effort to improve his teaching ability. As part of our democratic society, he knows the extent of our diverse community and works to maintain a welcoming non-hostile environment. The candidate spends time after every lesson reflecting either in writing or verbally with his cooperating teacher.

The candidate has attended all meetings with her teachers including math department meetings and faculty meetings. She has high professional and ethical standards and has been flexible in working with two Cooperating Teachers with different styles. She demonstrates a belief that all students can learn and succeed and works hard to help them do so. She effectively uses a Promethean Board for daily lessons.

The candidate is eager to enhance his teaching skills, and he takes suggestions well from both his supervisor and Cooperating Teacher. He incorporates these suggestions into his next lesson and reflects on each lesson to improve his delivery. He and his Cooperating Teacher work very well together, exhibiting great respect for one another. They meet on a regular basis to plan and to review lessons. The candidate effectively uses the Promethean Board and the document camera to deliver thoughtful, well planned lessons to meet the needs of all students in his class. The candidate has high professional standards and great integrity. It is a pleasure to work with him.

The candidate has been in contact with parents via email to support the learning of the students. Collaboration with me has been frequent and fruitful. The student teacher is always open to students' questions and pushed them to reflect further upon their interests, inquiries and performance. Technology is used seamlessly on a daily basis including: \*a document camera \*online streaming video clips \*VCR and DVD \*Internet in classroom using LCD Projector \*online grades \*Class trips to Media Center computer lab for mini-research activities

Like the previous section, I feel like I could use more interaction with families before I feel truly comfortable with them.

The candidate has been delivering all the lessons using a Promethean Board (Smart board) using the program Active Inspiration. He is not afraid of technology and uses it to his students advantage. On more than one occasion, he has observed and participated in other math classes at our location, learning and observing other approaches to teaching. He also voluntarily participated in our Open House, meeting parents and provided positive feedback on their students.

The candidate has established positive working relationships with many educators on campus. The candidate is certainly willing to form partnerships with families and communities, but she has had limited opportunities to do it. Through her class discussions, and the questions she poses to the students, the candidate shows a respect for the value of diversity in a democratic society. Through her demeanor and her attire, she shows that she has a commitment to high professional standards; through her discussions of educational ethics with me, I know she has high ethical standards. The candidate has used the document camera, the computer, the LCD projector, and the Internet in her

instruction. She has shown video clips to demonstrate a point or to start class discussion. She updates the class Web site as well.

The candidate is a team player! In her teaching, she has incorporated the I.B. learner profile traits and philosophy. She attends and gives input at staff, department, GATE, House, I.E.P., and S.S.T. meetings. She was here in August to help set up the classroom, create signs, and organize the beginning of the year. She has been here for Back-to-School Night, drove 2 hours to spend a day at 6th grade camp, collaborates on I.E.P. summaries, and gives feedback on informal gatherings of teachers. She has even delighted us with cupcakes and pumpkin pie! She is flexible, patient, and easygoing, even when technology will not cooperate, or changes must be adjusted in curriculum.

It is evident, through observation and reflections shared, that she strongly feels responsible for student achievement. Her belief and assurance that all students can learn and become successful regardless of any existing obstacles is apparent. Differentiated instructions are planned to meet the needs of students with various learning abilities. The candidate uses a document projector, computer, educational movies, charts, maps, posters, primary source materials, and the white board to enhance student understanding of curriculum. She maintains a positive classroom learning environment by showing respect for cultural, academic, and social diversity. The candidate models ethical behavior, fully understands and abide by the laws as they relate to professionalism and moral fitness. She works well with her peers, cooperating teachers, attends school meetings and community functions.

The candidate maintains his professionalism at all times.

The candidate is very honest and open when reflecting on her day's lessons and eager to improve her teaching. She takes suggestions well and has established rapport and a professional working relationship with both of her Cooperating Teachers. She uses the Promethean Board and document camera in her lessons and is comfortable with technology, using it effectively for classroom instruction.

The candidate demonstrates high standards of professionalism. I admire her dedication to becoming an excellent teacher.

It is obvious she is an ethical person; she loves her students, and wants to provide every student the opportunity to learn. She is constantly asking what she can do to help the students who are failing the class, and it is evident she believes all her students are capable. K The candidates use and knowledge of technology is more than sufficient. She has written several lesson using active inspire, which interacts with the promethean board, and knows how to use the netbooks.

The candidate always demonstrates a strong sense of professionalism. She works hard on her lessons and demonstrates the belief that all students can learn given appropriate support. She responds positively to critical feedback and willingly reflects on her own teaching practice.

Amanda is very self reflective. She takes the lessons learned in the classroom and out to heart. She seems to make adjustments from any mistakes and improves the next time she is in the classroom. She additionally works well with my co teachers and makes adjustments well, considering the style of her cooperating teacher and the school it self.

The candidate must be more willing to make parent contact.

The candidate is developing as a strong, professional educator. She is an important part of a collaborative team at her site and is both learning and contributing to this educational experience. She has a good rapport with her students and clearly is committed to continuing to develop as a teacher.

Reflection and acceptance of the imperfect nature of teaching (lesson plans don't work sometimes; we don't always reach every learner) are two areas that I would like to see he candidate spend some time considering.

Technology has been a challenge to her at times. As she gets more comfortable with it, her adeptness should improve. In addition, when copies and/or technology do not meet her expectations, she needs to devise ways to support student learning by using the board or other means of support. The candidate respects all students in the class and often uses peer assistance when a student is having difficulty or does not understand a concept. Her belief that all students can learn and succeed is apparent. She has clearly established good rapport with her classes.

The candidate works very well with his cooperating teachers and appreciates their feedback. He treats all of his students with equal respect which is reciprocated by them. It is apparent that he believes in their capabilities and offers additional time after school to assist students with their work. He regularly incorporates the use of technology as a teaching tool. Kevin demonstrates a commitment to high professional and ethical standards, as well as, to personal reflection and critical inquiry.

The candidate clearly demonstrates a commitment to high professional and ethical standards. She puts a lot of time into her planning which is evidenced by the quality of her lessons and her focus on student achievement. She obviously

believes in the capabilities of her students and values their diversity. She works very well with her cooperating teacher and welcomes and appreciates feedback. She regularly reflects on her own lessons and willingly incorporates suggestions into her planning of future lessons. The candidate is very skilled at using technology to develop lessons that are creative, motivating and comprehensive.

I have not observed peer-to-peer and family interactions, but have noted that the candidate has established good rapport with her students. They respect her and her classroom presence is strong. They also are comfortable asking questions and are not afraid to ask for clarification and help. Technology still seems to be a bit of a challenge. When it doesn't work or if copies are not as clear as they should be, we have discussed other methods for student support and the need for flexibility and alternate methods of instruction.

The candidate often attends meetings and stays later than scheduled, in order to learn how the school functions, and build positive relationships with students and staff. He does a great job of incorporating technology into his lesson planning.

It is evident, through observation and reflections shared, that The candidate takes seriously personal responsibility for student achievement. He believes that every student is capable of learning and has a right to the best instruction experiences possible. Lessons are differentiated to meet the needs of a wide variety of abilities in the classroom. He strives to be inclusive and respectful of the diverse group of young people left to his charge. The candidate is very professional in his role and exhibits high moral and ethical standards which he models to his students. He works well with his peers and seeks their professional wisdom. The candidate critically reflects on his practice and is open to constructive suggestions for improvement.

## Final Comments:

### Text Response

The candidate is understanding what it takes to be a teacher. She is constantly trying to improve her lessons and reflect on her teaching. She is very organized and prepared. She values the lessons and routines that I have established in my classroom and continues to utilize these resources, as well as add her own teaching style to the environment. I am very excited to see her spread her wings and take over all of teaching responsibilities.

The candidate is doing an excellent job in his student teaching. He has some challenging students and is addressing, monitoring, and adapting his instruction to meet their needs.

The candidate is developing into a fine educator.

The candidate is very organized and always well prepared. He is willing and eager to accept suggestions to improve his teaching and is doing an excellent job in his student teaching assignment. It is obvious he enjoys working with students and colleagues.

The candidate is very conscientious and thorough. She cares about students and consistently works to improve her teaching skills. She takes suggestions well and incorporates them into her lessons, using her own style to help students succeed. She reflects on her teaching and makes adjustments to enhance student learning and understanding of math content.

The candidate has been very successful this semester in his student teaching assignment, establishing good rapport with students and his Cooperating Teacher. He is conscientious, responsible, and eager to improve his teaching. Every suggestion made is incorporated into his next lesson. He has improved in his monitoring of the entire class, while providing direct instruction and/or helping individual students, a skill that comes with experience.

I think she is doing an outstanding job as a first year teacher. She works at maintaining a positive classroom environment by encouraging students to ask questions and provides lots of positive feedback for their participation. The students trust and know that she is not interested in intimidating them. They can tell she is most interested in their success. I also appreciate her initiative. If something needs to be done she takes care of it. I don't have to ask or remind her to take care of day to day routines or tasks.

The candidate has a natural talent for teaching. In addition, the student teacher works diligently and reads widely. Finally, the candidate really connects with students.

I have not seen a better qualified candidate teacher in my 12 years of teaching. He is an asset to any school which he decides to belong.

The candidate is rapidly becoming a fine teacher, improving daily.

It is a pleasure to work with the candidate because she has a strong sense of responsibility and dedication to her students, and professionalism towards the teaching profession. She is a quick study and mature beyond her chronological years. I hope to maintain a relationship with her beyond our teaching experiences this semester.

The candidate's passion for teaching is obvious in everything she creates and presents to her students. She initiates the process of powerful learning and guides them to achieve. She encourages, scaffolds, challenges, and clearly explains the importance of language and knowledge. Her engaging activities, playful imagination, and consistent connections to the real world, make her teaching such a positive influence on the lives of her students. She celebrates successes and evaluates her teaching with an open-mind and a cheerful enthusiasm. She demonstrates a superior level of teaching ability, with her creativity, ingenuity, and strength. It is a great pleasure working with this candidate.

The candidate is a very energetic, caring, well-rounded, self motivated, highly skilled and exciting young lady. She is an exceptional natural-born teacher. It is heart warming to observe her teaching so passionately, with such determination, and a true sense of responsibility. I am honored and privileged to work with her. She is an asset to the educational institution. Her mentor teachers are exceptional educators and have been extremely helpful, caring, and supportive.

The candidate is a natural. She already understands and demonstrates student rapport, the importance of setting expectations and establishing routines, professionalism, and reflection. In time the candidate will gain experience and confidence with lesson planning and pacing as I begin to hand over the reigns.

The candidate is meeting expectations. We believe that he will continue to grow as a teacher.

The candidate is very comfortable in the classroom and is able to adjust to the varying needs and learning styles of her students. Her lessons are thoughtful, well prepared, and effectively delivered. She adjusts her instruction based on her monitoring of students' understanding and establishes a comfortable learning environment for all students.

Kim makes impressive progress toward being an excellent teacher.

I have thoroughly enjoyed working with Kayla, she is easy to work with, open to ideas and criticism, and is already doing a great job teaching. Her skill set as a teacher grows every week and I can see her confidence and natural presence as a teacher blossoming.

The candidate is making steady progress in all areas of the Teaching Performance Expectations. She is aware of her strengths as an educator and works to incorporate these strengths in her teaching practice. She also understands the areas where she needs to improve her instruction. She is working on establishing a stronger presence in the classroom and becoming aware of the behavior and learning needs of all students throughout her lessons. She does not hesitate to ask questions about these areas and to experiment with different strategies to strengthen them.

The candidate has grown since the first part of the semester. She is constantly refining her practice. She is conscientious about becoming the best teacher that she can be.

The candidate maintains a professional appearance and attitude. We are confident that he will continue to grow as a teacher and will be a productive member of the educational community.

The candidate is making progress in all areas of the Teacher Performance Expectations. She willingly tries out a variety of classroom strategies in order to strengthen content instruction. Her positive energy is contagious and evident in her interactions with both her collaborative team and her students. She is continuing to focus on differentiating instruction based on individual student needs and increasing student engagement.

While there have been a few rough patches having more to do with the candidate being hard on herself and allowing her drive for perfection to hamper her ability to see the process nature of student teaching, overall I am so pleased that she has chosen teaching as her career. She has a great deal to offer students and her progress over the last two months has been very positive. The candidate has great instincts and has excellent rapport with her students. She uses formative assessments to both guide her instruction and work individually with struggling students. She calls home for both positive feedback and areas of concern. I would like to see her focus on planning instruction during the second part of the semester and continue to hone her personal teaching and classroom management styles.

My observations of the candidate reflect organization and well-planned lessons. She adheres to her lesson plan and checks for understanding on a regular basis. Students are comfortable asking questions and asking for clarification. The candidate has a strong presence in the classroom; the classroom expectations, procedures and rituals seem clear to the students and appear to have been well-established by the cooperating teacher. The candidate has done a nice job of continuing those classroom expectations. I continue to be concerned that she strives so much for perfection that she may not be enjoying the students and the teaching assignment as much as she could. Suggestions for continual growth and reflection seem to be perceived as criticism rather than opportunities for growth. This is a goal I hope she will continue to work on.

The candidate clearly demonstrates the skills necessary to become an effective teacher. He is progressing well, and it is apparent that he is dedicated to the teaching profession and enjoys it. He has a calm but firm approach to classroom management which is very effective with his current students. He is challenging himself to try new teaching strategies and welcomes input from his cooperating teachers and supervisor.

The candidate is well on her way to being an effective teacher. She already takes into account minute details related to the delivery of her lesson and makes sure that her students are well prepared to begin. She makes sure they know what they will need, what they will be doing, how to do it and what relevance it has to today's lesson, past lessons, and lessons in the future. Because of her thorough planning, her students are well prepared to be successful. They are comfortable in their learning environment and obviously enjoy the subject. The candidate's attention to the details involved in teaching a lesson create an environment where student successes can be maximized, and she makes it fun.

The candidate is eager to learn from other educators in an effort to reflect on her own teaching. She is open and willing to collaborate with others.

The candidate is an excellent teacher candidate, who obviously enjoys working with students. She is positive, calm, caring and professional in her manner. She is very dependable and responsible. She has earned the affection and respect of her students. She has earned my very highest recommendation.

The candidate is very conscientious and dependable. She is developing meaningful lesson plans while maintaining a positive learning environment for her students. She is aware of all her students needs and learning styles and provides lessons and support based upon this knowledge. The candidate is doing a fine job this semester.

The candidate seems to carefully prepare the lessons I observed, and she follows her lesson plan very well. When we debrief her lesson, I am concerned that the pressure she puts on herself for perfection keeps her from enjoying the fun

and excitement of teaching. She seems organized and well-prepared, but is still learning to take suggestions for improvement as a positive reflection of her work and an opportunity for growth, not a critical comment. I continue to enjoy working with her and look forward to her continued achievement and growth in the teaching profession.

The candidate I is an extremely impressive new teacher. He works very hard, is completely dedicated to the students, and always wants to learn more. As previously mentioned, he has built a strong rapport with the students. This enables him to teach effectively. I am confident that he is well on his way to being an excellent educator.

The candidate is passionate about his students and is excited about the teaching profession. He connects well with students and peers. It is evident that he enjoys teaching and has a natural talent for it. I have enjoyed working with him because he has a strong sense of dedication and responsibility to a profession that I hold near and dear to my heart.