





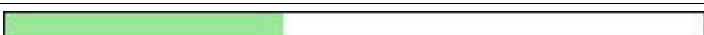
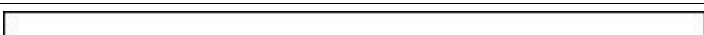




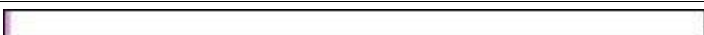
STUDENT TEACHING EVALUATION SPRING 2013

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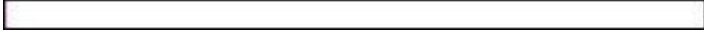
Select			
		Answer Percent	Answer Total
Observative		96.02%	217
Observative Summative		3.98%	9
Total answers			226
Unique Respondents			226
Respondent Reach			100%


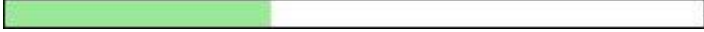

Domain I: Active, Successful Student Participation in the Learning Process - Engaged in learning			
		Answer Percent	Answer Total
Target		73.45%	166
Acceptable		25.66%	58
Un-acceptable		.88%	2
Total answers			226
Unique Respondents			226
Respondent Reach			100%



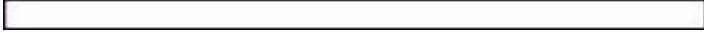
Domain I: Active, Successful Student Participation in the Learning Process - Successful in learning			
		Answer Percent	Answer Total
Target		60.18%	136
Acceptable		39.82%	90
Un-acceptable		0%	0
Total answers			226
Unique Respondents			226
Respondent Reach			100%




Domain I: Active, Successful Student Participation in the Learning Process - Critical thinking/ problem solving			
		Answer Percent	Answer Total
Target		49.56%	112
Acceptable		49.56%	112
Un-acceptable		.88%	2
Total answers			226
Unique Respondents			226

Respondent Reach	100%
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Domain I: Active, Successful Student Participation in the Learning Process - Self-directed			
		Answer Percent	Answer Total
Target		54.87%	124
Acceptable		44.69%	101
Un-acceptable		.44%	1
Total answers			226
Unique Respondents			226
Respondent Reach			100%




Domain I: Active, Successful Student Participation in the Learning Process - Connects learning			
		Answer Percent	Answer Total
Target		61.06%	138
Acceptable		38.05%	86
Un-acceptable		.88%	2
Total answers			226
Unique Respondents			226
Respondent Reach			100%



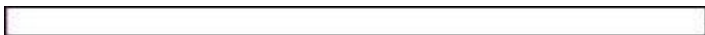
Domain II: Learner-Centered Instruction - Goals and objectives			
		Answer Percent	Answer Total
Target		65.04%	147
Acceptable		34.51%	78
Un-acceptable		.44%	1
Total answers			226
Unique Respondents			226
Respondent Reach			100%




Domain II: Learner-Centered Instruction - Learner-centered			
		Answer Percent	Answer Total
Target		69.03%	156
Acceptable		30.97%	70
Un-acceptable		0%	0
Total answers			226
Unique Respondents			226
Respondent Reach			100%


Domain II: Learner-Centered Instruction - Critical thinking and problem solving			
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		Answer Percent	Answer Total
Target		47.79%	108
Acceptable		50.88%	115
Un-acceptable		1.33%	3
Total answers			226
Unique Respondents			226
Respondent Reach			100%


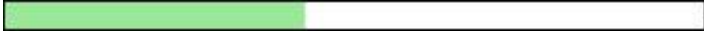
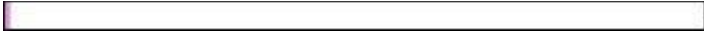
Domain II: Learner-Centered Instruction - Motivational strategies			
		Answer Percent	Answer Total
Target		62.39%	141
Acceptable		35.4%	80
Un-acceptable		2.21%	5
Total answers			226
Unique Respondents			226
Respondent Reach			100%




Domain II: Learner-Centered Instruction - Alignment			
		Answer Percent	Answer Total
Target		60.18%	136
Acceptable		39.38%	89
Un-acceptable		.44%	1
Total answers			226
Unique Respondents			226
Respondent Reach			100%




Domain II: Learner-Centered Instruction - Pacing/sequencing			
		Answer Percent	Answer Total
Target		46.9%	106
Acceptable		50.88%	115
Un-acceptable		2.21%	5
Total answers			226
Unique Respondents			226
Respondent Reach			100%




Domain II: Learner-Centered Instruction - Value and importance			
		Answer Percent	Answer Total
Target		57.96%	131

Acceptable		41.15%	93
Un-acceptable		.88%	2
Total answers			226
Unique Respondents			226
Respondent Reach			100%




Domain II: Learner-Centered Instruction - Appropriate questioning and inquiry			
		Answer Percent	Answer Total
Target		56.19%	127
Acceptable		42.92%	97
Un-acceptable		.88%	2
Total answers			226
Unique Respondents			226
Respondent Reach			100%




Domain II: Learner-Centered Instruction - Use of technology			
		Answer Percent	Answer Total
Target		67.26%	152
Acceptable		31.86%	72
Un-acceptable		.88%	2
Total answers			226
Unique Respondents			226
Respondent Reach			100%




Domain III: Evaluation and Feedback on Student Progress - Monitored and assessed			
		Answer Percent	Answer Total
Target		66.81%	151
Acceptable		32.74%	74
Un-acceptable		.44%	1
Total answers			226
Unique Respondents			226
Respondent Reach			100%




Domain III: Evaluation and Feedback on Student Progress - Assessment and instruction are aligned			
		Answer Percent	Answer Total
Target		56.64%	128
Acceptable		42.92%	97
Un-acceptable		.44%	1
Total answers			226


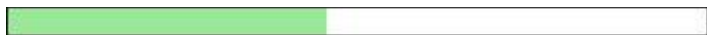

Unique Respondents	226
Respondent Reach	100%

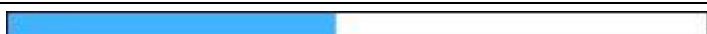


Domain III: Evaluation and Feedback on Student Progress - Appropriate assessment			
		Answer Percent	Answer Total
Target		57.52%	130
Acceptable		42.04%	95
Un-acceptable		.44%	1
Total answers			226
Unique Respondents			226
Respondent Reach			100%




Domain III: Evaluation and Feedback on Student Progress - Learning reinforced			
		Answer Percent	Answer Total
Target		69.47%	157
Acceptable		29.65%	67
Un-acceptable		.88%	2
Total answers			226
Unique Respondents			226
Respondent Reach			100%




Domain III: Evaluation and Feedback on Student Progress - Constructive feedback			
		Answer Percent	Answer Total
Target		66.81%	151
Acceptable		33.19%	75
Un-acceptable		0%	0
Total answers			226
Unique Respondents			226
Respondent Reach			100%




Domain III: Evaluation and Feedback on Student Progress - Relearning and re-evaluation			
		Answer Percent	Answer Total
Target		53.98%	122
Acceptable		45.58%	103
Un-acceptable		.44%	1
Total answers			226
Unique Respondents			226
Respondent Reach			100%

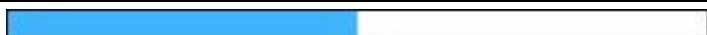


Domain IV: Management of Student Discipline, Instructional Strategies, Time, and Materials - Discipline procedures			
		Answer Percent	Answer Total
Target		52.21%	118
Acceptable		45.58%	103
Un-acceptable		2.21%	5
Total answers			226
Unique Respondents			226
Respondent Reach			100%


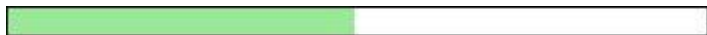

Domain IV: Management of Student Discipline, Instructional Strategies, Time, and Materials - Self-discipline and self-directed learning			
		Answer Percent	Answer Total
Target		46.9%	106
Acceptable		49.12%	111
Un-acceptable		3.98%	9
Total answers			226
Unique Respondents			226
Respondent Reach			100%




Domain IV: Management of Student Discipline, Instructional Strategies, Time, and Materials - Equitable teacher-student interaction			
		Answer Percent	Answer Total
Target		73.89%	167
Acceptable		25.66%	58
Un-acceptable		.44%	1
Total answers			226
Unique Respondents			226
Respondent Reach			100%

Domain IV: Management of Student Discipline, Instructional Strategies, Time, and Materials - Expectations for behavior			
		Answer Percent	Answer Total
Target		56.64%	128
Acceptable		38.94%	88
Un-acceptable		4.42%	10
Total answers			226
Unique Respondents			226
Respondent Reach			100%

Domain IV: Management of Student Discipline, Instructional Strategies, Time, and Materials - Redirects disruptive behavior			
		Answer Percent	Answer Total
Target		56.64%	128
Acceptable		39.38%	89
Un-acceptable		3.98%	9
Total answers			226
Unique Respondents			226
Respondent Reach			100%

Domain IV: Management of Student Discipline, Instructional Strategies, Time, and Materials - Reinforces desired behavior			
		Answer Percent	Answer Total
Target		50%	113
Acceptable		45.13%	102
Un-acceptable		4.87%	11
Total answers			226
Unique Respondents			226
Respondent Reach			100%

Domain IV: Management of Student Discipline, Instructional Strategies, Time, and Materials - Equitable and varied characteristics			
		Answer Percent	Answer Total
Target		49.12%	111
Acceptable		49.56%	112
Un-acceptable		1.33%	3
Total answers			226
Unique Respondents			226
Respondent Reach			100%

Domain IV: Management of Student Discipline, Instructional Strategies, Time, and Materials - Manages time and materials			
		Answer Percent	Answer Total
Target		53.1%	120
Acceptable		45.13%	102
Un-acceptable		1.77%	4
Total answers			226
Unique Respondents			226
Respondent Reach			100%

used unifix cubes, boards/markers/erasers, use helpers, color coded groups, questions/answers, teacher read questions, engaged, involved and participating in activity, connected - used student's name (situations), guided practice.

Used unifix cubes, boards/markers/erasers, use helpers, color coded groups, questions/answers, teacher read questions, engaged, involved and participating in activity. Connected - used student's name (situations) guided practice.

Used boards/markers, asked questions, connected "like ahouse", guided practice, engaged, participated, prompts, small group.

Used appropriate tone of voice and showed patience with students. Students made a connection with the learning experience.

Timing was good for a 90 min block, otherwise "warm up" would be too long. A great reinforcement of prior learning.

The teacher was very familiar with content. The teacher did an awesome job with lesson delivery! Students demonstrated success in learning. The students were able to connect learning to work and life application!

The students were engaged in learning. Students were successful in learning.

The students were engaged in the whole group lesson on characterization as well as in the independent practice portion of the lesson. Ms. Boyd made the lesson fun, yet challenging for the students. She did a great job presenting the new material (indirect and direct characterization) in a way to foster student success.

The students were actively engaged in learning. Student behaviors indicated learning was at a high cognitive level. Students were able to connect learning to work and life applications, both within the discipline and with other disciplines. Students demonstrated success in learning.

The students were actively engaged in the learning process. The students demonstrated that learning was at a high cognitive level.

Students were successful!

The students were actively participating in class discussion. The student behavior indicated that learning was at a high cognitive level. Students were successful! Excellent presentation!

The students were actively participating in class discussion. The student behavior indicated that learning was at a high cognitive level. Students were successful! Students were able to connect learning to life's experience. Excellent presentation! Wonderful lesson delivery. Hats off to Mrs. Smith for sharing her expertise.

The students were actively engaged in learning. The students demonstrated that learning was at a high cognitive level. Students were successful!

The students participated in the class discussion. The students demonstrated success in learning. The students were able to connect learning to life and work experiences, both within the discipline and with other discipline.

The students participated in class activity/review assessment of vocabulary words. The students were successful in learning.

The students participated in class discussion. The students demonstrated that learning was at a high cognitive level. the students were successful in learning. The students were able to connect learning to outside life applications experiences. Great lesson delivery. Very knowledgeable of content area.

The students participated in class activity. The students were successful in learning! The students were able to connect learning to life experiences through story writing.

The students actively participated in the class discussion. The students demonstrated that learning was at a high cognitive level.

Nice lesson delivery! and Nice lesson closure. Good job. the teacher was encouraging and gave students great support.

the students actively participated in the class discussions. the students were able to connect learning to life applications. The students were successful in learning.

The students actively participated in class. The used strategies that allowed the students to use critical thinking skills. Students demonstrated success! Good job

The students actively participated in the class discussion. The students applied basic knowledge skills. The students were able to connect learning to life applications. The students were successful.

The students actively participated in the class discussion. The students demonstrated that learning was at a high cognitive level

Nice lesson delivery and nice lesson closure. The teacher was encouraging and gave verbal praises

The students actively participated in class. The students demonstrated success. Good job!

The students actively participated in class.

Students demonstrated success in learning

Nice lesson delivery!

The student actively participated in the class discussion. The students were involved in self-directed/self-initiated learning as appropriate to the lesson. The students were able to connect learning to work and life applications. Students demonstrated success in learning.

The student actively participated in class. Student behaviors indicated that learning was at a high cognitive level. Students were self-initiated as appropriate to the lesson. Students were able to connect learning to life experiences.

The lesson was student-driven, most were engaged and got through the lesson easily.

The kids were really engaged and excited about the lesson/activity.

the 4 groups were successful and the assignment provided opportunities for critical thinking.

Teacher discusses how to solve problems using pictures and writing equations.

Students worked collaboratively in groups for a pronoun game. They were able to discuss with their team members before answering questions. some groups were unclear at the beginning, but Ms. Brantley noticed and reviewed the concept using sign language activity from earlier in the week. Students caught on quickly and were successful.

Students were successful in learning!

Students were moving around the room, they solved riddles after completing a math problem to tell them which problem to go to next, students were allowed to work cooperatively, turned a packet into an engaging activity

Students were motivated and involved in the learning process. Students are successful in learning. Excellent connection in understanding a "food web". Science lab awesome food students using hands on activity.

Students were excited and eager to play the review games that Ms. McAfee used to prepare them for the test.

students were engaged

The use of technology

Students were engaged, involved all students were working.

Students were engaged throughout the lesson. great job with getting the students interested in similes and metaphors. Anchor chart provided a great reference. The skits showed how the students were able to connect their learning to real-life situations.

Students were engaged throughout the lesson. Great way to teach vocabulary. Students had to really think.

Students were engaged in the learning process. Students were successful in learning !

Students were engaged, focused, and on task. Students were actively solving math problems covering the areas of geometry.

Students were engaged in a variety of hands on activities. Students were able to place quotation marks and commas successfully on their sentence strips. Timer was used for different activities.

Students were engaged in learning and reading with their "peer" buddy. The teacher provided reading books on their level.

Students read and discussed their stories while teacher actively monitored the room. Good pace, good job!

Students were engaged in completing Essay assignment on computers.

Mr Ecby connects learning to real-life situations that may happen within a family.

Students were engaged in reading about The Treaty of Velasco.

Students actively participating in learning the entire class period.

Students were divided into 4 groups, projects were created from the concept that had been taught on volume. Students were motivated to complete their project. It was evident the students understood the concept because of their enthusiasm.

Students were actively engaged in the learning process and discussion. the students demonstrated that learning was a high cognitive level. The students were able to connect learning to work and life's application! Students were successful in learning!

Great lesson delivery and nice voice projection

Students were actively engaged in Scavenge Hunt (Finding Area of Circle Finding percentage etc)

Students were actively participating in solving math problems on the board. (positive integer, negative integer, graph, numberline, etc.). Students demonstrated success in learning.

Students were actively engaged in the learning process. Students applied basic knowledge/skills. The students were successful in learning.

Students were actively engaged in the learning process and discussion. The students demonstrated that learning was at a high cognitive level. The students were able to connect learning to work and life application. Students were successful in learning. The teacher was familiar with content. Nice voice projection.

Students were actively engaged in learning .

Students were actively participating in solving math problems on the board. (positive integer, negative integer, graph, number line etc.).

Students demonstrated success in learning.

Students were actively engaged during the lesson. The students were creating their timeline and answering questions during the review of the information.

Students were able to connect the synonyms of different words. Synonym game. Group activities. Students worked together to find the synonyms of words called out.

Students were able to elaborate after transition words were explained. Students were engaged. Students were able to connect transition words to a game that was played.

Students were able to draw 3-D sketches successfully. Closure - good! Ms. Manigo reviewed over objective taught.

Students were able to elaborate after transition words were explained.

Students were engaged.

Connection of transition word were used playing a game.

Students urged to apply information from previous lessons to determine information in the current lesson. Ample signs of prior knowledge used to participate in current instruction.

Students understood different concepts displayed for game to be successful. Enrichment questions were given as a challenge for students.

Students reviewed for spelling and vocabulary test before it was actually given. All students were engaged in the activities that were planned.

Students relate to you and you are a self-esteem builder.

Students presented skits that they prepared in their group over body images. Students were able to create skits after the lesson on body images was taught.

Students on task and actively participating.

Students listening, participating, engaged. Teacher read story "Gilbert the Great", questions/answers, connecting, lost tooth friends, moved, "sotry". David gets in trouble, vocabulary, emotions/feelings, sharing/partners, indep. reading, bags of books, students were successful.

Students immediately engaged in warm up activities. Connected "Six Flags of Texas" with Six Flags of Texas amusement park.

Has assignment that separates Texas into five states - creative.

Students enjoyed the game. They were engaged. Activity did connect to learning objective. Good lesson!

Students enjoyed different activities. Sing along activities.

Students engaged, participating, and involved

Partners sharing.

Various activities

Various strategies and connected with reading story

Great questions

Wrote letters guided and indep. Practice

Students engaged, real world connections. Positive redirection, connections to student's lives.

Students engaged, participated and involved several activities partners (talk). Indep. practice use reading journal, wrote letters, used different areas of room, strategies connected story.

Students engaged, involved. Various activities, diff areas, students listening, connection Black History. Used board/markers, guided practice, sentence strips, ind. practice.

Students engaged with lesson. Connects to real life. Students work together to problem solve and complete activities.

Students engaged and involved. Various activities, diff areas, students listening. Connection Black History, used board/markers, guided practice, sentence strips, ind. practice.

Students engaged and involved

Various activities

Different area of the room

Connected. Black History

Used white boards / markers/ wipes

Guided practice and indep. practice

Used sentence strips

Students engaged and involved

All were working in science

Creating a fold book

Students demonstrated an understanding of the term tempo by beating the drum according to the sound they heard. Students made a connection by reading music and playing what they read. Mr. King wrote the notes to be played and asked the students to visualize the tempo.

Students demonstrated an understanding of the tempo by beating the drums and counting the beats needed for that tempo.

Connections were made between reading the music and playing the tempo. Had students to visualize the tempo.

Students demonstrate engagement during direct instruction by participating in and completing instructional tasks, volunteering responses to questions.

Students are very willing to answer questions for you. "Someone who has not answered yet". Good!

Students actively participated in class. Students demonstrated success in learning!

Students actively participated in class.

Students (most) were engaged in learning process. Two students were re-directed during instruction due to being off task.

Students were motivated and involved in the learning process.

Students are successful in learning.

Excellent connection in understanding a Food Web .

Science Lab activity was. Awesome

Students were using hands on materials to relate to real life application.

Student engagement and drawing real life connections and examples.

Station activities. Students were able to work in groups without the assistance of Ms. Brantley. Example used to achieve clarity of a word. Emphasized the importance of testing strategies.

Some students were engaged.

Some students were engaged.

Small groups, 2/3 students, guided reading, reading activities, vocabulary development. Sounds (beg./endings), seq. order, reading practice, and vowels.

Skits presented by students on body images were very creative.

Evidence that the objectives on body images were successful.

Skits on body images were presented by students.

Students showed creativity in their skits.

Sets up expectations, addresses misbehaviors, quickly passes out and picks up materials. Students loved Prezi. Let students know why they are doing what they are doing. connects character traits to students personalities.

Reviewing for spelling test before actual test.

Spelling games were played, with each student actively engaged.

Reviewed and connected lesson

Students participated and involved

Used go around cup

Students engaged
Used anchor chart
Guided and independent practice
Good success
Review given before test.

Engaged students with well planned activities.

Review and connected learning. All students participated and involved, go around cup. Students were engaged, in dep practice, students were successful.

replayed the song until students were able to connect the beat with pat. Praised students.

Replayed the song until students were able to connect the beat with the pat. Praised students.

Reminding students to put their pencils down and follow along as students read from powerpoint. Making sure students have correct graphic organizer. holding up an exmample is an excellent way to do this.

Reminder of basics as lesson was going.

Relates project to things that students are familiar with. Connects to learning "what do you think they do when they create the blueprints? Find the perimeter and area." Engaged students throughout the lesson.

Relates curriculum to real life situations both within and outside of school.

Real world apr.

Real world app. Problem solving.

Played a game

Students engaged and participated

Asked questions

Students demonstrated and explained answers to problems

Used graphics/ models

Reviewed strategies for problem solving

Used notebooks

Open book test, page numbers given on test where answers can be located. open book assessment of the circulatory system

Ms. Sullivan was actively engaged in teaching inclusion in a 5th grade math class. Ms. Sullivan did an outstanding job with one students reinforcing reading skills. Ms. Sullivan connected learning to story using voc. words, etc.

Ms. Rahman was naturally able to draw students into her lesson by talking about the author's purpose for writing a story (entertain, inform). She was able to assist students with summarizing a story that students' had read by using the Somebody

Wanted But Then So graphic organizer.

Ms. Rahman began our Teeth unit by reading "George Washington's Teeth" and lead a discussion with students by activating their prior knowledge about their teeth. Ms. Rahman used a Brainpop short video to introduce students to our unit on teeth and also created a visual chart for student's reference. Stop and question during the video.

Ms. Philpott makes sure to provide real life examples during her lessons.

Ms. Philpott during her observation time had a lot of good input to what was taking place in the classroom. She was very willing to assist in anyway that she could.

Ms. Philpott does an excellent job of connecting the learning to real life situations. Students are engaged and excited to participate during the lesson.

Ms. Philpott does a really good job making real life connections to the concepts being taught.

Ms. Melton writes lesson plans that describe lesson objectives, learning acitivities and assessments. She allocates adequate time within a lesson for students to master each objective while maintaining fidelity to district curriculum requirements.

Ms. Melton engaged the students in a well planned lesson on economics. The students were actively involved in a mock business, where they were paid for services rendered. The students also learned how to save money.

Ms. Ledet explained tha teacher is improving. She needs to work on being a bit more aggressive in classroom management.

Teacher is open to assistance.

Ms. jackson clearly stated the class objective for today. Excellent written adn oral communication to engage students in learning math (greater, less, equal , etc.) Studnets applied knowledge and skills.

Ms. Henderson made sure all students were actively engaged in the smart board activities. Connected pictures of alphabets with phonetic sounds.

Ms. Harris showed good questioning throughout lesson, checked for understanding, and engaged students through participation and questioning.

Ms. Edwards made a ladybug vest to use as focus of her lesson. Students were involved in the Read ALoud because they would "turn and talk" with a partner to answer questions.

Ms. Diaz provided visuals and the use of technology to engage students. Ms. Diaz provide spiral word problems to scaffold student's knowledge.

Ms. Brantley began with a whole group instruction while reading a story with the class. She used think-pair-share strategies so all students had the opportunity to be involved. Each students was actively participating.

Ms. Boyd led a small group lesson on reading comprehension of poetry. Students were grouped by level according to assessment data, and the group she was working with were higher needs students. She has a great rapport with students and holds them accountable for effort while providing support when necessary.

Ms Sullivan was actively engaged in teaching as an Inclusion teacher in 5th grade.

Ms Sullivan did an outstanding job with one student reinforcing Reading Skills.

Ms Sullivan connects learning to story using voc. words etc.

Ms Jackson clearly stated class objective.

Excellent written and oral communication to engage students in learning Math. (Greater than, less than, equal, etc)

Ms Boyd encourages all students to actively participate in completing the assignment.

Mr. Manigo discussed the assignment for class today.

Mr. Ecby encourages all students to relate to real world experiences in their writing assignments .

Students actively participated in writing a narrative.

Mr. Ecby discussed the Ballard of Birmingham poem with the students. Students were actively engaged in the discussion on poem. Excellent connection with real-life issues on poem "First Rain".

Mr. Drew actively engaged students in learning, volume, percent, etc. Mr. Drew demonstrated on smart board how to solve percent/volume base X height, etc.

Miss Thomas has a great rapport with the students which fosters the students to respect her as their teacher. She initiates finding lessons that will engage the students' interest. She is confident and receives feedback and criticism well.

Ms. Thomas engages the students and seems to have built a trusting relationship with them.

Makes sure that all students volunteer in class activities.

Majority of students are engaged.

Monitored for correct use of materials and following directions-worked with groups and individual students to check understanding

Lessons are engaging.

Kept students actively engaged.

Students understood concepts, they were able to complete the activities without the teacher's help.

In this lesson, Ms. Boyd presented an interactive read-aloud to teach sequencing of events in the text. She engaged students by making connections with prior knowledge (this was a different version of Goldilocks and the Three Bears), and connecting the book to her own childhood.

I like the monitoring tool where each student is assessed individually and homework is different for each student according to the needs of each student.

Have activities to connect learning and student success.

Hands on lesson. Great attention grabbing introduction.

Hands on activities.

Engaged students with a variety of activities.

Timer used for change of activity.

Great redirection of behavior so all successful. Great use of positive reinforcements (polanos, red tickets, praise). Students actively engaged in discussion. Connected prior knowledge with reading passage and vocabulary.

Great problem solving activity.

Great job showing excitement.

Great job questioning students for understanding.

Great job making the kids go back and review when they seemed too "zoned out".

Great job getting students to participate.

Great expressions! Read story to students, word list (identify long/short), word wheel, students engaged, extended learning, variety activities, word searches, matching pictures/words. Teacher assisted monitoring.

Great engagement tools. All students were engaged and understanding the lesson.

Great activity. Students seemed to be very interested.

Good warm-up activity (Sante Fe Expedition) question. Students are engaged in learning process. Students writing notes from smart board in portfolio.

Good warm-up (focus) activity. Students able to answer focus question. Video good idea while students finish with folders.

Students busy with folders created for STAAR.

Good use of technology to show and let them respond.

Good job monitoring during spelling test, had partners working together, all students engaged in math game, monitored all tables and helped all students.

Good job identifying a related activity.

Good job connecting vocab to topic. Famine, geography of Asia - rivers.

Good engagement of students, monitored and checked on student progress, check for understanding.

Game. Students engaged and participated, asked questions. Students demonstrated and explained problems. Used graphics/models, revised strategies, used notebooks.

Fun ways to get attention.

Facilitation of student engagement. Gives examples to connect learning - good knowledge of subject matter, helps you achieve this.

Excellent warm-up activity on counting money to engage students in math lesson. Ms. Jackson communicates directions, procedures, and explanations of content. great job!

Excellent job keeping students engaged with the various activities planned. Students worked with a variety of media, and the information was presented in many different formats. Good use of the timer for time management.

Environment is a learning tool. Classroom is exceptional.

Enthusiastic and interesting approach to the lessons. Asking higher level critical thinking and problem solving questions. Routines in place and consistent.

Engagement

Engaged/involved, use manipulatives, activity sheets, worked with partner, varied activities.

engaged/involved, participated in groups with team captains, vocabulary, exciting activity, great review, tone, alliteration, etc.

Engaged/involved use manipulative activity sheets, worked with partner, varied activities.

engaged, involved and participating in activities, all focused on task, used managers, group activity, following directions, creating a pattern, indep. practice, questions/answers.

Engaged students in class by tapping out the beat desired.

Students were able to determine what instruments was being played by listening to different songs.

Does an excellent job of bringing engaging activities to each lesson. Ms. Philpott is very organized and well prepared.

diff. spaces in room, students participating, engaged and involved, brainstormed/discussions, teacher used chart to scribe words, questions, connected - Mother's Day, used helpers, writing activities.

Darrell does a good job encouraging students to rely on prior knowledge. Good job holdign students to task when they just want to wait for you to tell them the answer.

Critical thinking, inferencing strategies used. Good questioning by the teacher. Inference in text, good.

Creativity was used to complete the diagram, it was evident that students understood objectives.

Creativity was used when taking skin samples. Students were engaged in this activity. Students connected the song to what they heard about the objective for today. Placed skin, hair and nail samples in journal.

Connects wwell with kids. Communicates strategies and gives great ideas on how to use them.

Connects learning and engagement.

Connects experiences with animals to students' lives. Most students are engaged in learning. Provided opportunities for students to choral read to keep them engaged.

Connected the objectives on inferences to everyday careers.

Connected the objective on inferences to everyday careers.

Conference held to get to know student teacher and cooperating teacher. Great conversation and insight.

Choral Reading for all students to engage in the reading activity. Excellent vocabulary building skills with challenging words.

Sequencing words.

Choral reading for all students to engage in the reading activity. Excellent vocabulary building skills with challenging words.

Sequencing words.

As students' minds began to wander, you had the class choral read. Made connection to lesson last week (nocturnal animals).

Answered questions, partners - discussion on floor, listening used chart, demonstrated/modeled, engaged/successful questions (good), book bags, silent reading.

Answered questions

Worked in groups

Brainstormed

Variety of activities

Students involved, participated and engaged

Answer questions, worked in groups, brainstormed, students variety of activities, students involved, participated and engaged.

Anita is able to engage the students and has already formed trusting relationships with some students.

All students were engaged and learning from the beginning. Great lesson and introduction of the life cycle of a plant. Students were able to participate in all parts of the lesson. This made te lesson very meaningful to them. Very successful lesson. very good presentation of the life cycle of the plant.

All students were engaged in learning.

All students were actively engaged in the lesson.

All students were actively engaged in learning process. Mr. Drew connects learning to real-life application. Students applied knowledge and skills.

All students were actively engaged and on task.

All students were actively participating by: writing formulas, answering verbally, thumbs up and thumbs down.

All students were actively engaged in learning process.

All students engaged in learning. All students successful in learning.

All students engaged in lesson. All students on task. Students connect learning with personal experiences.

All 4 students are involved and engaged (interesting). Great questions and answers, gave examples, used books, good discussion, small groups, diff. locations in room, reading experiences, vocabulary, story elements.

3-D pictures drawn by students.

Review over objectives given at the end of class.

15 students, 8 males, 7 females. Intro video to badminton - technology. Great introduction, descriptive, involved all students.

Begins and ends each activity well. All students involved.

Areas to Address

You can use gestures and hand signals. Keep them moving. Help the trumpets get it by reducing or change the task so they work on the range technique. Pacing will help with keeping them engaged.

Work on pacing to keep level of engagement high from start to finish.

Work on keeping student attention on the lesson and not on the behavior of others. Address all unacceptable behavior and reward others with spots or extra positive attention.

Work harder to incorporate technology into your lesson

Why separate Texas into five states? Might explain more thoroughly.

When closing a lesson she needs to bring everything together to make a connection.

What are your expectations for learning? There was no link to what they've learned already.

Ways to keep on task if finished assignment

Ways to keep focused if finished assignment.

ways to keep focused if finished.

Use more critical thinking and problem solving.

Try to relate concepts to events that students have experience in today. It's always best to assume students may not know basic concepts. Make sure that you teach the entire concept to make sure all students have a chance to learn.

Try to "show" more instead of "tell" use your technology, let the kids do more of the talking / responding.

Though the majority of the class is engaged in learning, there are a few who need closer attention so that they aren't allowed to "check out" mentally.

Think about ways to engage more critical thinking. Find ways to connect learning with era.

There are no concerns at this time. Ms. Jackson is doing an awesome job. Hats off to her cooperating teachers, Ms. Cox and Ms. Hodges!

The cooperating teacher stated that Ms. Hurst is doing a good job! Each time I visited she was teaching and her performance was really good! Hats off to Ms. Norvosel for sharing her expertise in teaching!

No concerns at this time

teacher candidate needs to pay close attention to differentiating instruction, pace and providing additional support to struggling students.

Students could have had manipulatives

Students could have had manipulatives (shapes) they asked.

Storytime, more predictions, sequential order, story elements.

Some students were off task and unable to answer questions or participate.

Make sure to be clear in expectations and directions.

Several groups did not know what to do because directions were unclear.

Some students not engaged. Walking around the room and standing by those students can re-engage them without causing a distraction.

Some students are becoming distracted or restless. Have activities in place for those who finish early or have free time (read a book, study the study guide, etc.)

Slow down and give kids a second to think about answers before telling them the correct answer.

Showing good progress-no concerns at this time.

Rules should be clarified before game began. Please make sure all answers are correct before starting the game and correcting students.

Remember to keep in mind the age of your audience.

Release students to work and discuss independently.

Questioning, connecting learning.

Questioning

Connecting learning

Questioning - repeated review and recap. Check for understanding, could be specific answers or a thumbs up.

Provide more opportunities for think/pair/share. This will give all students a chance to talk and share.

Provide dictionaries and/or give clues for those unfamiliar words.

Plan activities when student complete the assigned work.

Keep students engaged the entire 45 minutes.

None at this time.

None at this time.

No concerns.

No concerns.

No concerns.

No concerns.

No concerns!

Hats off to her cooperating teachers Mrs. Cox and Mrs. Hodges

Both cooperating teachers stated that Ms. Jackson has done an awesome job!

No concerns at this time.

No concerns at this time.

No concerns at this time.

No concerns at this time.

No concerns at this time.

No concerns at this time.

No concerns at this time.

No concerns at this time.

No concerns at this time! Hats off to Mrs. Detering for sharing her expertise with Racquel

No concerns at this time.

No concerns at this time! Wonderful lesson delivery!

No concerns

No areas to address

No areas of concern at this time. Awesome lesson.

Need questioning. Could have connected/examples.

Need questioning, could have connected/examples.

Ms. Melton needs to adhere to the time allocated for each subject. She also needs to maintain discipline while delivering her lesson. She also needs to choose one lesson before going into another subject.

More questions why? Could have reviewed story. Remember to always connect.

More modeling, faster pace.

make sure when giving a spelling test you use the word in a sentence exactly as they studied it. Maybe have sentences ready.

Walk the room frequently to encourage student behavior - power of proximity (front table throwing tissue and talking). Content knowledge (rising action is 2nd not 1st) (Author's purpose)

make sure they can see signs or posters. letters/numbers could have been smaller.

Make sure there is evidence that students have mastered the skill or TEK for the day. Assessment should match your daily objective.

Make sure students know what is expected when their assignment is completed. Afterwards, she did go have closure with students.

Make sure everyone is helping sort problems.

Make sure all students are following your directions (pay attention to the small stuff).

Keeping students focused on the topic.

Keep growing and developing.

Increase connections

Increase questions. Expand

Inc. corrections, inc. questioning.

How does folder contribute to student learning? Make stronger connection between assessment report and student learning. Note: bloodiest battle of Civil War - Gettysburg. Bloodiest single day battle - Antietam.

Higher level questioning. Confused about expectations and what they were actually doing.

Helping all students succeed.

Having prior knowledge about a subject to be able to relate to the students in order to effectively answer questions.

Having a few strategies in mind to help redirect/settle the class when they got overly excited during the game would have alleviated a few issues with volume and a few boys exhibiting off task behavior. Overall it was largely successful.

Have next steps in mind. Multi-task work groups.

Find ways for students to have more success

Connect learning

Extend questions, always connect to other areas.

Extend questions

Connect to other areas

Ensure that more details are given regarding the minilesson (teach, connect, link)

Engaging students in learning.

Engage everyone regardless. Find a way to include everyone.

Encourage higher level questions at the end of each religion station

During group time to go over the problems and discuss answers with the students there were some slight classroom management

issues with multiple students talking out of turn, or off topic. Eventually she did redirect the class, but it could have happened sooner.

Could have used money (coins), following directions, ways to keep students on task (indep).

Could have used money (coins), following directions, ways to keep students on task.

could have had paper with time, cont to inc. questions.

Could ask students how the Civil Rights movement connects with Reconstruction.

Continue to grow. Develop and make progress.

Continue to develop improved questioning. Use helpers.

Cont. ways to have successful students, continue to connect learning.

Cont. challenge, extend/expand questions, have/give additional assignments for students finishing early.

Connect learning to things known, need more questions.

Connect learning to things known, need more questions.

Challenge them

Extend/ expand questions

Need ways to keep on task after assignment is completed

Challenge students on comparing a simile and personification.

Be sure to check for understanding as you explain instructions. Maybe have them repeat it back to you.

Be mindful of noise level during the learning process.

Be able to gauge success in learning.

Are snacks possible? Connect more (life experiences)

Anita can tend to be shy and unsure of herself, but she is constantly improving in this area.

Always connect to what they know.

Allow students to use context clues to figure meanings of unknown words rather than just telling them the meanings.

Actively monitor, take a stroll around the room and double check that students are keeping pace with you during the lesson.

Actively monitor, a few students were off task and needed to be redirected.

A little more detailed modeling, let students do more with switching.

* Concern- Suggestion for teacher: speak louder so that your voice can be heard in rear of classroom!

Strengths

You allowed the students to learn and explore on their own, giving them ownership of their learning.

You allowed the students to learn and explore on their own, giving them ownership of their learning.

Variety of activities used to interest the students.

Creativity was used to teach commas and quotation marks.

Using the word problems as the "warm up" demo. critical thinking and problem solving. Great statement by teacher "Be clean with your work and you are able to catch mistakes". Then she reinforced the students effort Teacehr reinforced the most important part of the word problems - the question.

Using TEKS to guide lessons.

Using IPADs/video, ELMO/white board. Step by step instructions, good questioning, demonstration/illustration.

Modeling/examples, students involved, good closure/review.

used smart board projector, gave objectives, good praise, good encouragement, patience, good pacing, good questions, used computers.

Used letter cards, questions/prompts, sentences.

Used iPads

Smart board

Projectors

Gave instructions

Model was shown

Use of technology was excellent. Moved seamlessly from Smart Board to Document camera. Used a lot of media, timeline, video, smart board interactive software, concept/mind maps. Excellent work embedding other skills into your lessons. Sequencing, timelines, cause and effect, etc.

Use of technology was excellent. Moved seamlessly from smart board to document camera. used a lot of media, timeline, video, smart board interactive software, concept/mind maps.

Use of IPAD, smart boards, projectors. Gave instructions, model given.

TWL statement on reconstruction lesson written on board. Good proximity teaching (moving around classroom). Good use of video on "revolution". Daily activities on board. Hot dates are a good idea.

The teacher utilized technology as part of the instructional process. The lesson was learner-centered and related to the needs of the students. The teacher maintained appropriate pacing and sequencing of the lesson. The students were motivated and involved in the learning.

The teacher used technology as part of the instructional process. The teacher clearly communicated the objective and goals. The instructional content was learner-centered and related to the interests and needs of the students. The students were challenged throughout the lesson.

The teacher used technology as part of the instructional process. The instructional strategies included motivational techniques

and students were engaged in learning. The teacher asked appropriate questions to challenge students.

The teacher stated the objective. The teacher asked appropriate questions to solicit student participation and to challenge students. The teacher stated the objective. The teacher used hands-on material to get students engaged in learning & critical thinking. The instructional strategies included motivational techniques. The instructional content was learner-centered. The teacher used technology as part of the instructional process. Nice closure to the lesson.

The teacher stated the objective. The instructional content was learner-centered. The teacher made appropriate and effective use of available technology as part of the instructional process.

The teacher stated the objective and goals clearly. The content was related to the interest and needs of the students. The teacher maintained appropriate focus and pacing of the lesson. The students were challenged throughout the lesson. Technology was used as part of the instructional process. The teacher asked appropriate questions to challenge students.

the teacher stated the objective. The instructional content was learner-centered and related to the needs of the students. The teacher emphasized the value and importance of the lesson. The teacher used appropriate questioning and inquiry techniques to challenge the students. The teacher used technology as part of the instructional process.

The teacher stated the objective. The instructional strategies promoted critical thinking. The instructional content was learner centered and related to the interest and needs of the students. The teacher asked appropriate questions to challenge students. The teacher utilized technology as part of the instructional process.

The teacher stated the objective. The content was learner-centered and related to the interests and needs of the students. The teacher maintained appropriate focus and pacing of the lesson. The teacher used appropriate questioning and inquiry techniques to challenge students. The teacher used available technology as part of the instructional process.

the teacher stated the objective. The instructional content was learner-centered and related to the needs of the students. The instructional strategies promoted critical thinking and problem-solving. The teacher asked appropriate questions and used inquiry techniques to challenge students. The teacher utilized technology as part of the instructional process. Teacher emphasized the importance/value of the review/lesson.

The teacher stated the objectives. The instructional content was learner-centered. The teacher asked appropriate questions to challenge students. The teacher emphasized the importance/value of the lesson. The teacher utilized technology as part of the instructional process.

the teacher stated the goals and objectives. The instructional strategies were learner-centered. The instructional strategies included motivational techniques to get students involved in the learning process. The teacher used available technology as part of the instructional process.

the teacher stated the objective. The instructional strategies were learner-centered and related to needs and interests of the students. The students were motivated and involved in the learning process. The students were challenged throughout the lesson. The students were involved with excellent hands-on science activities.

The teacher stated the objective. The instructional content was learner-centered and related to the needs of the students. The teacher made use of technology as part of the instructional process. Good lesson delivery!

The teacher stated the objective. The instructional content was related to the interests and needs of the students. The students were motivated and involved in the learning process. The teacher demonstrated equitable student interaction.

Good job with calendar activities !

The teacher stated the objective. The instructional content was learner centered. The teacher had varied activities. Students were motivated and involved in the learning process. The activities included hands on activities such as foldables, T charts etc. The students demonstrated success!

the teacher stated the objectives and goals. The instructional content was learner-centered and related to the interests of the students. The instructional strategies included motivational techniques to successfully and actively engage the students in the learning process.

The teacher stated objective - rules were clear. Students knew what was expected of them. Students were motivated and excited to read their non-fiction text with their buddy and discuss their story. Teacher used appropriate questioning to promote learning.

The teacher stated in objective. The teacher used hands-on materials to get students to engage in learning in learning and critical thinking .the instructional strategies included motivational techniques. The instructional content was learner centered. The teacher used technology as part of the instructional process. Nice closure to the lesson.

The teacher clearly communicated the objective . The instructional strategies were learner centered and related to the needs and interests of the students.the students were motivated. The students were challenged throughout the lesson. The students were involved in an excellent science activity.

The teacher clearly communicated the objective. The content of the lesson was learner centered and related to the interest and needs of the students.

The teacher asked appropriate questions to challenge the students. The teacher made use of technology as part of the instructional process.

The teacher clearly stated the goals and objectives. The content was learner centered and related to the needs of the students

The teacher asked appropriate questions to challenge the students. The teacher used available technology as part of the instructional process

The teacher clearly stated the goals and objectives. The content was learner centered and related to the needs of the students. The teacher asked appropriate questions to challenge the students. The teacher used available technology as part of the instructional process. The teacher emphasized the importance/value of the lesson.

The teacher clearly communicated the objective/goals. The teacher asked appropriate questions and used inquiry techniques to challenge the students. The teacher made use of available technology as part of the instructional process.

The students were knowledgeable about their role in the learning centers.

The objectives and goals were clearly communicated. The instructional content was learner-centered and related to the interest and needs of the students. The teacher asked questions and used inquiry techniques to challenge the students. The teacher used appropriate technology as part of the instructional process.

The objective was clearly stated. The content of the lesson was related to the students interests and needs. The teacher maintained appropriate focus and pacing of the lesson. The students were challenged throughout the lesson. The teacher asked appropriate questions to challenge students. The teacher used technology as part of the instructional process.

The lesson on sequencing was chosen based on 4th grade learning standards and on student need based on previous assessments.

The questioning provided during the read aloud stimulated critical thinking (making predictions, inferences, and evaluations).

the goals are clear. Student play when directed. Students are talking about the subject but sometimes too much.

The goal of the lesson was to increase comprehension of poetry. Students had to think critically about the poem to answer comprehension questions. Discussion questions provided by Ms. Boyd were appropriate and the pace was adapted to meet the needs of the group of students.

The classroom is student friendly.

The classroom is structured in a way that the student has to learn from their peers, examples/participation frequently.

The activity was well aligned with the TEK to be covered in class.

TEKS. Value/imp.

TEKS. Alignment.

Technology was utilized as part of Instruction.

Teacher models and involves students in writing and solving different types of algebraic equations.

Teacher demonstrated using "Spanish and English". The environment was conducive to learning.

Teacher aligns the lessons and content to the needs of each special education student in the resource classroom.

Super job learning how to use the smart board. Make lesson relevant to students.

Summarized why video was significant to their learning. Use of overhead projector to show video.

Students were very engaged throughout the lesson. They were overall excited about meeting together and discussing the topic, because of the way Ms. Bass set it up.

Students were put in cooperative groups after whole group to finish the story and to "solve the mystery". they were given paper to write the solution to the problem.

Students were motivated to play the tempo they heard and he praised them often,

He questioned the students to make sure they understood the concept.

Metronome was used.

Students were mostly on pace with what was supposed to be done today.

Students were engaged in writing the Rotary 4 Test Essay ib computers.

Students were engaged in using technology the entire class period.

Students took notes from teh Elmo.

Students practice, apply and demonstrate the skill and knowledge they are learning during the lesson through meaningful learning activities.

Students participated actively in dental health stations (how to brush, how to floss and observing what some liquids do to out teeth). Ms. Rahman actively monitored and facilitated each station and was able to assist students when required.

Students got to utalize the SmartBoard, Students heard a wide variety of questions in prepartation for their upcoming test.

Step by step directions and instructions

Used real shapes. Hands on

Demonstration

Used strategies and techniques for testing

Used Elmo / smart board

smart board, pretry jeopardy, gave objective/goal, asked for understanding, thumbs up, list on board (words), directions/instructions, give by coop. teacher, students very motivated.

Smart board - students connected the sounds with the pictures.

Seidrick does a good job of involving students in group/collaborative activities.

Scaffolds learning, guiding students through the thinking process. Models work for students, reaches visual learners. States the objective at the beginning of the lesson. Review skills that are necessary to be successful.

Read students a story, good expressions, received/asked questions, students on computer, students involved and participating, anticipation/motivation.

Questions were asked for understanding throughout the class.

Provided lesson plan. Ended lesson well. Requested feedback from the students. Asked questions about the video during the introduction.

Provided lesson plan.

Praised students! Smart board activities.

PowerPoint presentation over 3- D figures.

Played games (jeopardy), gave objective (explained), demonstrated/modeled, gave importance, students involved, great rapport!

Played game/jeopardy

Good objective/ explained, demonstrated, and modeled

Noted value of importance of the lesson

Students involved and excited

Great rapport!

Page numbers given where answers can be found for the open book test.

Pacing, TEKS alignment.

Pacing and sequencing is normally a strength for you. Be careful with materials and supplies distribution.

Overall on target.

Objectives and goals were posted and verbally expressed. Students made real life connections. Ms. Diaz's lessons took advantage of the use of technology.

Objective stated and analyzed for ...verb, what they would do, and how they would do it. Motivational strategies were great. My students are low and Ms. Jackson was able to make the students feel proud of their work. Great use of technology (doc camera and projector). Used deskercise to get students up and moving to wake up.

Notices when a student is struggling and offers one-on-one assistance without prompting.

Ms. Sullivan provides excellent corrective feedback and clarification during instruction. Instructional content related to student needs and interest. She challenges students to answer questions.

Ms. Rahman was able to engage the students by having them share a sequencing activity to improve recall of details.

Ms. Philpott does a good job of asking meaningful questions when teaching and interacting with the students.

Ms. Philpott applies the blooms taxonomy questioning through out her teachings. Students are engaged during the lesson.

Ms. Philpott always motivates the students. She incorporates Blooms questioning very well into the lessons. Ms. Philpott consistently provides students with sentence stems and visuals during the lesson.

Ms. Melton allows the students to make a connection of the lesson content to prior knowledge. Ms. Melton strategically utilizes flexible instructional groups and varied instructional arrangements that are appropriate to the students and to the instructional purposes of the lesson.

Ms. Jackson's interactions were courteous and created a supportive environment conducive to learning. Technology was utilized as part of instruction. Ms. Jackson uses effective questioning to challenge students.

Ms. Jackson uses a variety of assessment methods including technology to enhance student's learning. Class objectives were clearly written on board. She uses effective questioning techniques and actions to engage students in learning.

Ms. Jackson stated the objectives and made sure students understood what they were supposed to do. Teacher monitored class to ensure accurate work and understanding.

Ms. Jackson maintained appropriate focus and pacing of the lesson. Excellent questions to challenge the student learning. She consistently utilizes the smart board during instruction.

Ms. Henderson was a co-teacher with two other teachers, but she focused on her assigned students, praising and encouraging them often.

Ms. Henderson praised a student for at least trying.

Ms. Henderson praised a student for at least trying.

Ms. Harris continuously checked for understanding. Also she allowed for student participation and adjusted questions for students who did not understand.

Ms. Edwards uses many higher level thinking questions throughout the lesson. (stages of development)

Ms. Bass introduced a video "grow plant" to show the parts of a plant. The short video was age appropriate and very engaging for the student. Ms. Bass stated the goals and objective of the lesson more than once.

Ms. Yarborough assisted students in computer Lab with Reading Skills.

Ms. Yarborough consistently utilized technology as part of instruction.

Ms. Sullivan provides excellent corrective feedback and clarification during instruction.

Instructional Content related to student needs and interest.

She challenge student to answer questions.

Ms Jackson uses a variety of assessment methods including technology to enhance student's learning.

Class objectives were clearly written on the board.

She uses effective questioning techniques and activities to engage student in learning.

Ms Boyd uses effective questioning techniques to challenge students.

Instructional Content is Learner Centered relates to students needs.

Ms Boyd communicated the objective for today,

Technology was utilized as part as instruction.

Very good Foldable act. (Simple sentences,Subject,predicate,compound sentences,etc,)

Mrs Jackson interactions were courteous and created a supportive environment conducive to learning.

Mr. Manigo emphasized the importance of lesson and class activity.

Mr. Manigo assisted students with assignment in Texas History on computers in the computer Lab.

Mr. Johnson asked questions to check for understanding.

Mr. Drew utilized smart board and technology during instruction. Instructional content related to student needs. Mr. Drew communicated directions and procedures for class.

Mr. Drew utilize technology as part of Instruction.

Mr. Drew aligns instructional activities, resources and technologies with objective. (System of equations using INSPIRE activity). Trains in motion. Excellent hands on activity using INSPIRE activity with technology.

Mr. Drew aligns instructional activities,resources and technologies with objective. System of Equations
Trains In Motion

Excellent hands on activity using INSPIRE with technology.

Motivational strategies were used.

PowerPoint over body images.

Motivated the students with praise for their efforts. Questions asked throughout the class. Review was given before students began to play the percussions.

Melronome used.

Motivated students with pizza coupons. Praised students for retrying when off beat.

Motivated students with Pizza coupons. Praised students for re-trying when off beat.

Motivated students to be successful. Time was used wisely. Countdown for attention of all students. Smart board. Rewards given for correct response.

Motivated students to complete the assignments.

PowerPoint over body images were very good.

Motivated students to be creative.

Rules given before activity began.

Powerpoint

Motivated students to be creative. Rules were given before activity began. Powerpoint.

Motivated students to complete the assignments. Powerpoint over body images were good.

Meets all goals and objectives. Uses motivational strategies. Lessons are learner-centered.

Lesson was on target - TEKS were covered. Students were motivated. Pacing was good.

Lesson was learner-centered.

Lesson was learner centered.

Jeopardy game-played as a review for STAAR test. Problem solving techniques used to solve problems.

Interacts well with students. Confirms understanding of students who may seem lost.

In the math resource setting Anita had done a great job with finding the areas of strengths and weakness in the students. She is able to read and understand IEPs and relate those goals to lessons.

In all parts of the lesson, the students were eager to participate. Ms. Boyd presented an interactive powerpoint to teach the concept of characterization, she planned a game in which students could act out character traits, and provided independent practice in which students had to create a poster with one of their own character traits. The powerpoint provided a student-friendly utilization of technology, with graphics that were relevant to the students (such as cartoon character, pictures of children, etc.) to allow connection to the concept.

Has material & aids ready. Keeps students engaged and on task.

Guided practice, great questions, great objectives, stressed importance, all involved. Demonstrated/modeled pleasant spirit, used ELMO/screen prompts, workstations.

Group leaders began to lead the exercises, learner-centered.

Great use of YouTube video!

Great use of technology!

Great use of interaction with powerpoint. Wonderful learner centered activity. Awesome video.

Great use of engaging interactive technology.

great reading by teacher (voice intonation), good questions, directions, goal/objective (2nd story), partner reading.

Great powerpoint.

Great objective

Stressed importance of lesson

All involved

Demonstrated/modeled with chart

Used Elmo/screen

Pleasant spirit

Workstations

Great lessons!

Great job working through student's speech teacher playing angry birds.

Great job motivating students with stickers.

Great at recalling previous learned objectives.

Great activity for students to understand the lesson objective.

Good recaps - questioning and inquiry. Evoke critical thinking and definitely learner-centered.

Good rapport, warm spirit gave objective. Game (students involved). Used smart boards/projector, used journals. Teacher read problems.

Good rapport and warm spirit

Used smart board/computer

Gave objective and played a game

Used math journals
 Teacher read problems
 Good presentations
 Good job explaining concepts about battles and results of each incident.
 Good feedback with "good job", "nice", and "great work".
 Good choice with stations
 Goals post for Republic of Texas unit. Good warm up activity - test previous material covered. Lesson goals explained. Good questioning techniques, good use of technology - could incorporate video clips.
 Goals and objectives listed on board. Models what is expected from students by providing examples. good question on existing borders as Texas evolved. good use of overhead projector.
 Goals and lessons meet in great motivational strategies. appropriate questioning and inquiry.
 Generates a sense of enthusiasm among students. Helps students experience social and intellectual satisfaction.
 gave objective, worked with vocabulary/connected spelling. different locations of the room (floor/desk), gave instructions/guided instructions. Very excited and motivated to learn, many students were called on and gave examples.
 Gave objective, reviewed/great interaction, questions/answers, warm rapport, smart-board, all visual, some very motivated and excited to learn, small groups (rotation), students on computers, individual instruction.
 gave objective, reviewed lesson, read to the students, demonstrated/modeled, gave examples of lang. devel.
 Gave objective, real manipulatives, demonstrated/directions, examples, used computers/projector, involved ind. practice.
 Gave objective
 Real shapes
 Demonstrated and gave directions
 Gave examples
 Used computer/projector
 Involved
 Indep. Practice
 Gave objective and reviewed last lesson
 Read to the students
 Demonstrated and modeled
 Gave examples
 Good language development
 Gave objective - reviewed past lessons, read to the students, demonstrated/modeled, gave examples, long div.
 Gave instructions, used real shapes, step by step demonstration, good questions, guided practice, reminded them of strategies or techniques, used elmo/board.
 Gave examples/demonstrations, use manipulatives, questions, teacher read questions.
 gave examples/demonstrations, use manipulatives, questions, teacher read questions.
 gave directions/instructions, modeled/demonstrated, gave goals/objectives, use helpers.
 Fantastic! You are doing great!
 Excellent math demonstration on board for students in resource math.
 Mrs Sullivan uses appropriate questioning and inquiry techniques to challenge students.
 Excellent math demonstration on board for students in resource math. Ms. Sullivan uses appropriate questioning and inquiry techniques to challenge students.
 Effective questioning strategies. Great pacing and use of technology. Students engaged in vocabulary discussion.
 Different activities used to teach the concept on quotation marks and commas.

Macaroni used for placing commas on sentence strip.
 Different activities were used to teach the concept on quotation marks and commas. Students used macaroni on a sentence strip to determine where quotation marks or commas were needed.
 Darrell asks great questions and has great comebacks when the kids try to stump him.
 Creativity was evident in their projects the students were creating. The concept was understood.
 Counting to a certain number to get students back on task. Praised students for excellent reading and using context clues to answer questions.
 Counting to a certain number to get students back on task. Praised students for excellent reading and using context clues to answer questions.
 Content related to students needs and interests. Mr. Ecby establishes and communicates procedures and routines which foster a safe and orderly learning environment. Mr. Ecby uses appropriate questions and challenges students on poem.
 Color-coded group, good objective, demonstrated/modeled used white board, gave rules, students participated, praise words, respectful.
 Color-coded group, good objective, demonstrated/modeled, used white board, gave rules, students participated, praise words, respectful.
 Classroom is a teaching tool.
 Class objectives were written on board.

Ms Yarborough incorporates technology to enhance student instruction on Reading charts, graphs, etc.
 Checks in with students to see if they need more time. Connects to STAAR test. Checks in with student who frequently

misbehaves and asks questions. Connects what they are doing today with what they have done last week.

Challenging students with bonus words.

Used time wisely.

Challenged students with bonus spelling words.

Used time wisely, students knew what was expected of them after all work was completed.

Bonus spelling word was a challenge for the students. Students' time was used wisely, knew what was expected from them when test was completed.

Body samples were used to demonstrate the integumentary system variety of activities. YouTube video over the integumentary system.

Aware of objective, good focus on your motivator learners. Good use of technology.

Asked questions throughout lesson.

Asked appropriate questions of student. Most students were engaged in activity.

Appropriate questioning - "what does appetizing mean?" "He's appealing to your..."

Applied content to real world-why we need to know and how we use it.

Students were participating-answer questions

Overall good pacing

All students involved, identified and answered questions. Used technology, demonstrated, gave instructions.

All students demonstrated understanding through question and answer period.

All activities are learner-centered. You make organized sports look easy.

Activity aligned with objective.

Activity aligned with objectives, appropriate questioning.

Activities are appropriate for instruction. Follow lesson plans. Good follow through with closure of the lesson.

Activities aligned with objectives thus helping to create a learner-centered environment.

4 stations - students were divided into 4 groups and were able to complete assignments because of directions that were given.

Asked students to visualize.

3-D figures. Powerpoint presentation, smart board.

Areas to Address

You have to establish a way to capture student's attention. Hand out markers by passing them up and down the rows. Make sure the students know why they are engaged in classroom activities.

Work on providing the objectives and goals prior to starting each lesson. We will continue to work on pacing of the lessons.

Work on higherlevel questioning as you get more comfortable.

Why they were listening? Close each activity always give objective.

why are they listening to story?

When changing activities use signal words to re-direct students.

When assigning groups, assign designated spacing for each group. Ensure that the materials each group uses are appropriate reading level.

Welcome suggestions, long. Where is our _____ at? (not at). gonna (going to)

Welcome comments ,ideas and suggestions from students

Wait time should be shortened.

Off task behavior should be limited.

Motivate students to follow rules of listening especially when directions for completing the assignment is given.

Very rigorous. Great job!

Value and importance

Questioning

Use signal words to move to the next activity.

Use of technology, pedometers, etc.

Use more higher level questioning when appropriate.

Use more critical thinking and problem solving.

Try to think of more ways to incorporate technology into your lesson plans.

Time management was always a challenge from my first year teaching as well. Timers are a big help and constant reminders to the kids of how much time they have left will improve this.

Thus far there aren't any areas to address, she will be teaching a reading/Writing class next week; so perhaps there will be some areas to improve at that time.

There are no concerns at this time

The use of technology would be a great tool, but the school doesn't provide a smart board.

The students were SO eager to participate that during the first class, they tried to talk over each other when responding to the powerpoint and in the game. However, Ms. Boyd addressed this in the next class by pulling popsicle sticks to call on the students.

Need to work on higher order thinking skills. Predicting or inferring what will happen next. More open ended questioning to

ensure that the students fully understand the concept. Have them paraphrase or restate what they have read.
 Need to work on higher order thinking skills. Predirecting or inferring what will happen next.
 Need to keep pace going so you don't lose them.
 Need to hear answers when questions are asked (by group), ? time.
 need to hear answers when questions are asked (by group). Time.
 Ms. Philpott will work on improving her use of technology in the classroom such as an Elmo, Smartboard and Airliner.
 More critical thinking activities. Incorporate motivational activities - competitions are a good way to accomplish this. Make sure students know why they are studying the material.
 Making sure that time is adhered to as much as possible during lessons.
 Learn the material more in depth to prepare for students questions. Have students use every moment to review or practice a skill.
 Keep an eye on time. Give follow up directions, "when you are done...", check for understanding. Say exactly what you want done. When going over homework don't spend so much time, do a few examples on board then share other answers.
 Inc. questions
 Needed another learning activity before game
 Pacing
 inc. questioning, pacing.
 Inc. questioning, another activity before game pacing.
 I asked Mary how she could incorporate into this lesson.
 Higher level questions.
 Higher level questions.
 Higher level questions.
 Grow and keep progressing
 Go into more detail when explaining maps and pictures. Point out the small stuff.
 give directions/rules first. inc questioning, pacing, and wait time.
 Give directions/rules first. Inc. questioning, pacing, wait time.
 Give directions and rules before lesson
 Increase questioning
 Pacing
 Note wait time after instruction or question
 Ensure that content vocabulary is at a level students can understand - not everyone understood sentence setup examples. Just a few students not understanding due to limited vocabulary.
 Encourage students to take part in class discussion. Make sure students are listening to directions and following classroom procedures.
 Encourage more student choices (i.e. student generated questions) Closing questions? (i.e. opinion) Technology images.
 Couldn't note, review many objectives. no direct teaching lesson.
 Could have reviewed story. Clear objectives, note understanding, more questions.
 Could have demonstrated dropping down by removing cubes, students could have come to the board (pointed and counted)
 Could have demonstrated taking off one layer of the shape
 Dealing with perspectives and views
 Students could have come to board point or label
 Co-teach with Ms. Guerro and Mr. Hill.
 Co-teach with Ms. Guerro and Mr. Hill.
 Control and keep the pace. Transitions - make sure students know what is coming up next and why. Objectives - don't forget.
 Continue to keep your eyes on student placed at desk. Work on pacing the lesson.
 Continue to improve the use of technology
 Continue to grow.
 Connect the activity with what they read. Why did they read the article? Make connections. Go over your goals and expectations for the period.
 Close attention to the duration of the group activities. Stay in close proximity of the students, trained off task behavior.
 Check for understanding before moving on from seed to butterflies. Introduce with video because they won't pay attention.
 Can do a better job of breaking the lesson into smaller units to keep the students engaged throughout the lesson.
 Being aware of sentence structures when assisting students with filling out the graphic organizer (making sure to use correct sentence structure).
 Before presenting powerpoints, make sure you proofread before presenting. Check for grammatical errors.
 Be clear in questioning and instruction (switched vocabulary used and unclear of what was being asked)

Technology was on, but not utilized. Chart was displayed but never referenced.

Good pacing, but some areas moved too quickly-not enough time for understanding.
 Ask questions throughout entire chapter. There were long sections without questioning to keep the students focused. This will also help gauge student comprehension.
 As a whole, the motivation of all students, more importantly the ones who don't participate as much could improve.
 As a new teacher Miss Thomas is still learning how to differentiate learning for the various students in the classroom. With continued exposure and training I believe she will continue to grow in this area.

Always bring closure, use managers or helpers, need more questioning.

Always bring closure, use managers or helpers, need more questioning.

Activity was great, but did last a little too long. you do not want to lose the students' attention and have to deal with discipline because of activity getting or being too long.

Strengths

Warm up consist of question related to previous lesson - good way to reinforce learning. Walks students through the worksheet activity - asking students questions and having students answer them. Monitors students work on assignment.

Very positive interaction with students. You try out different strategies if another is not working.

Variety of activities used to teach 3- D activities.

Good closure.

Use of notes to complete assignment.

Variety and varied activities, questions/answers, re-taught, gave feedback, thumbs up, correct/incorrect, why? questions, monitored, modeled/demonstrated.

Used good grade appropriate informal assessment strategies.

thumbs up, assessed, re-taught, gave good feedback, questions, reviewed past lessons, teacher walked around, assisted students.

The teacher walked around and monitored the academic progress of the students as they worked on group activities.

The teacher gave constructive specific feedback. The teacher provided re-learning and re-evaluation opportunities of the material.

The teacher walked around to monitor student progress as they did an activity on heavy and lightest objects. All learning was reinforced. The teacher provided re-learning and re-evaluation opportunities of the material. Students received specific constructive feedback.

The teacher walked around and monitored the academic progress of the students as they worked on group activity. The teacher gave constructive feedback. The teacher provided re-learning and re-evaluation opportunities.

The teacher walked around and monitored independent reading. All student learning was reinforced. The teacher provided opportunities for re-learning and re-evaluation of material. Good job!

The teacher provided re-learning and re-evaluation opportunities of the material

The teacher motivated the academic progress of students as they worked on an independent activity. The students were given specific constructive feedback. All students learning was reinforced.

the teacher monitored student progress as they worked on science activity in groups. All student learning was reinforced. The teacher provided re-learning and re-evaluation opportunities of material. The teacher was courteous and gave verbal praises.

The teacher monitored the academic progress of the students as they worked independently. The teacher gave specific constructive feedback, appropriate assessment. The assessment was aligned with the objective.

The teacher monitored and assessed student progress. The teacher gave specific constructive feedback. All learning was reinforced. The teacher provided opportunities for re-learning the evaluation of the materials.

The teacher monitored and assessed student progress

The teacher gave specific constructive feedback. All learning

Was reinforced

The teacher provided opportunities for re-learning and re evaluation of the materials

The teacher monitored the students and gave specific constructive feedback. The students were monitored. All student learning was reinforced. Assessment was aligned with instruction.

The teacher monitored the academic progress of the students. The teacher provided appropriate assessment. All student learning was reinforced. Assessment strategies were aligned with objective.

The teacher monitored student academic progress . All student learning was reinforced. The teacher provided re-learning and re-evaluation opportunities of material. The teacher was encouraging giving lots of verbal praise.

The teacher monitored student progress.all student learning was reinforced! The teacher provided re-learning and re-evaluation opportunities of the material. Students received specific constructive feedback.

The teacher monitored independent students. All student learning was reinforced. The teacher provided opportunities for re-learning and re-evaluation of the material.

The teacher gave specific constructive feedback. the teacher monitored the academic progress of the students and they worked on activities. All learning was reinforced. The teacher provided re-learning and re-evaluation opportunities of the material.

the teacher actively monitored the classroom and provided several opportunities for re-learning under discussion with peers and teachers. Teacher asked high level questions.

The students were given specific constructive feedback. All student learning was reinforced. The teacher provided re-learning and re-evaluation opportunities of the material presented. The teacher monitored and assessed student work.

The students were given specific constructive feedback. Student learning was reinforced. The teacher provided re-learning and re-evaluation opportunities of material.

The re-evaluation process has been very effective and has been the case daily. This is an area that is executed very well.

The lesson topic was chosen based on previous assessment to prepare for the upcoming reading STAAR test. Ms. Boyd monitored students during independent work and provided feedback to students that was motivating and helpful. Relearning was addressed by continuing the concept of characterization with an interactive read-aloud, in which students inferred the characters' traits based on their actions.

The learning is reinforced regularly and constructive feedback is always provided.

the great use of technology allowed teacher to walk among her students. She monitored academics and behavior all students were

"on task". Teacher uses "spiraling" in warm-up [great].

The activities covered a wide variety of topics which was good.

The academic progress of students was monitored and assessed. All learning was reinforced. The teacher provided re-learning and re-evaluation opportunities of material.

Teacher walks around to check for understanding. Informally assess students by verbally asking them questions about the lesson. teacher walked around and assisted, re-taught, step by step instructions, reinforced learning modeled.

Teacher walked around, assisted. Re-taught, step/step instructions, reinforced learning modeled.

Teacher candidate uses clear systems and routines for assessing students understanding during lessons.

Teacher called on students to reinforce their learning and received informal results from students.

Students were shown a picture help them understand the meaning of objects being sung about.

Vocabulary reinforced throughout class.

Students were provided with feedback that was positive and constructive. Ms. Boyd carefully monitored the students for understanding, and redirected when appropriate.

Students were monitored and given feedback when needed.

Ms Boyd consistently reinforced how to use a Rubric to grade Expository Writing Assignment.

Students were monitored consistently during instruction and provided specific feedback.

Students were monitored and given specific constructive feedback. All student learning was reinforced verbal praises used appropriately

Students were monitored throughout the class.

Demonstrated the tempo he was listening for.

Praised students often.

Students were monitored and questions were answered when students were not sure of the assignment.

Students were monitored during instruction.

Students were monitored and given specific constructive feedback. All student learning was reinforced. The teacher provided opportunities for re-learning and re-evaluation of material.

Students were given specific constructive feedback

All student learning was reinforced

The teacher monitored student academic progress as they worked in centers/groups

Students utilize flash cards to write important facts about Private Treaty Public Treaty and problems.

Reteaching opportunities were provided.

Students were monitored.

Students effectively monitored and assessed throughout lesson. Continuous feedback given to students.

Students demonstrated understanding through formal assessment.

Stickers given for success.

Sitting at table with students. Re-teaching, good feedback.

She grades and gets their work back to them quickly to see what needs to be re-taught.

Sequencing reinforced as the story is read. Reading and social studies were integrated during the class. Recalling information.

Sequencing reinforced as the story is read. Reading and social studies were integrated during the class. Recalling information. review questions as warm-up. Positive feedback for correct answers.

Review over objectives with questions presented for understanding.

Re-taught problems that students were not able to solve. Questions progressed from easy to challenging.

Repetition of questioning, feedback on student work, had expectations for all.

Reinforced instructions given by Ms. Guerrero. Positive reinforcements was given.

Quick turn around on graded papers.

Questioning of students, excellent. Literary tools identified by students at the end of the story. Good job.

Praised students often and reinforced rules when correcting students.

Asked questions for clarity.

Praised students often and reinforced rules when make corrections. Variety of activities. Ms. Brantley asked questions to re-evaluate the objectives taught.

Praised students often.

Reinforced rules on commas and quotation marks.

Timer used to exchange to different activities.

Positive feedback was provided.

Ms Yarborough uses appropriate assessment during instruction.

Positive feedback was provided consistently during instruction.

Students were monitored and provided excellent feedback.

Positive feedback was very specific and understandable.

Positive feedback was provided consistently during instruction. Students were monitored, and provided excellent feedback. (great

job).

Positive feedback was provided during instruction.

Students were monitored and provided feedback.

Positive comments!

Oral assessment was great and aligned with objective. the students received specific constructive feedback. All students learning was reinforced. The teacher provided re-learning and re-evaluation opportunities of the material.

Observations were made on samples of the integumentary system after looking in the magnifying glass.

Ms. Terry monitored the groups the students were divided into and intervened when necessary. She provided positive reinforcement throughout the class.

Ms. Sullivan consistently monitored students math skills in addition, geometry, etc. Positive feedback was provided consistently during instruction.

Ms. Sullivan assessment and feedback are aligned with objectives students IEPs. Students were consistently monitored and given specific feedback.

Ms. Rahman was able to ask that students questions as they participated in their stations (e.g. How should we brush? What are our first teeth called?

Ms. Rahman questioned students as they completed their graphic organizer (e.g. Who was the main character? What was the problem in the story?) Facilitating learning by walking around and checking for understanding with each student.

Ms. Philpott is very positive and provides feedback to the students that motivates them to participate and not give up.

Ms. Philpott does a good job of asking the students about what has been discussed, to provide examples and how the information is helpful to them.

Ms. Melton gave positive feedback to the student. Re-directed students who were experiencing some challenges.

Ms. Melton checks for understanding and accurately diagnoses students misunderstanding at key moments during a lesson using a variety of methods. She also provides feedback throughout the lesson that affirms correctly understand concepts clarifies misunderstood content and extends student thinking.

Ms. Manigo had a variety of activities for students to achieve success on 3-D figures. Students were motivated to use notes to complete assignments. Good end of period activity - closure.

Ms. Jackson provided special constructive feedback during instruction. Academic progress of students is monitored and assessed.

Ms. Jackson aligns instructional activities, resources and technology with objectives in math. Ms. Jackson consistently provided constructive feedback. Academic progress of students is monitored and assessed. Students were monitored for success.

Ms. Jackson actively monitored the class and provided feedback and asked high level questions to ensure mastery/or re-evaluation when needed.

Ms. Henderson monitored students throughout the class and reinforced instructions given by Ms. Guerro. Ms. Henderson used positive reinforcement for students to be successful.

Ms. Henderson monitored students throughout the class and reinforced instructions given by Ms. Guerro. Ms Henderson used positive reinforcement for students to be successful.

Ms. Harris had constant monitoring through student participation, questions, and writing activity. Assessment was appropriate and aligned with learning objective.

Ms. Edwards worked with all children during small group reading time. This time together helped her assess their needs.

Ms. Bass walked around during group work and asked questions with the group to deepen their thinking.

Ms. Bass reinforced the parts of the plant by having the students use hands on learning of a live plant. All students were actively engaged at all times. Assessment was appropriate and fun for the student.

Ms Sullivan consistently monitored students math skills in addition geometry etc.

Ms Sullivan assessment and feedback are aligned with objectives and students IEP.

Students were consistently monitored and given specific feedback.

Mrs Jackson provided special constructive feedback during instruction.

Academic progress of students is monitored and assessed.

Mr.Drew consistently uses monitoring and assessment strategies during instruction.

Good Job !

Reteaching opportunities were provided.

Mr. King monitored the students and demonstrated the tempo he was trying to achieve. Reinforce the beat for the students without the percussions.

Praised students often.

Mr. Johnson monitored students during the guided practice. He monitored students throughout the period, answering questions student's presented.

Mr. Ecby monitored and assessed students progress and provided feedback during instruction.

Mr. Drew consistently uses monitoring and assessment strategies during instruction. Good job! Reteaching opportunities were provided.

Moving throughout class, monitoring and assessing activities. This is important and Ms. Gleason did very well monitoring and assessing.

Moves around room monitoring student progress on video questions.

Monitors students' progress, goes over assessment reports with students. Told students that they were doing good on folders, pointed out more unique designs. Focus - reteaches.

Monitors student progress.

Monitoring progress, and alignment.

Monitored/assisted, modeled, demonstrated, step by step, good feedback, re-taught, reminded to use complete sentences.

Monitored/assessed, retaught, good clarity of understanding.

Monitored/assessed, retaught, good clarity of understanding.

monitored, reviewed past lessons, retaught, gave good feedback, modeled/demonstrated, good encouragement.

Monitored, retaught, good feedback. Assessed - checking for understanding, learning was reinforced. Oral/written/visual good prompts.

Monitored, re-taught (edges), gave feedback, continuous learning, gave assistance.

Monitored, assisted.

Monitored, assessed, re-taught, reminder strategies, step by step, examples, directions

monitored, assessed, good praise, learning reinforced, gave good feedback, re-taught.

Monitored

Re taught

Gave good feedback

Continuous learning

Gave assistance

Monitored

Assisted students

Monitored

Assessed

Retaught

Reminded students of strategies

Step by step examples directions

Monitored walked around

Assisted individuals. Several special needs students

Re taught

Encouraged and gave feedback

Good closure

Monitored throughout the class period. Elaborated on synonyms students had difficulty with. Played the synonym game for relearning.

Monitored the students throughout the test, answered questions when students were not sure. Students given an opportunity to be successful on their assessment by scoring and giving back to correct.

Monitored students.

Questions were asked to verify understanding.

Monitored students even though she worked with a small group of students. Strategies for STAAR testing was emphasized.

Questioned students for understanding.

Monitored continued to walk around

Repeated directions

Gave instructions/ rules for the review game

Reinforced learning

Gave feedback

Assisted individual students

Monitored and assisted.

Monitored and assisted students.

Monitored and assessed throughout lesson.

Monitored (walked around), individ. assisted, re-taught, encouraged and gave feedback, good closure.

Monitored (walked around). Repeated directions/instructions/rules for game. Reinforced learning, gave feedback and assistance.

monitored (walked around), individual assisted, re-taught, encouraged and gave feedback, good closure.

Monitored

Monitored

Mary gave immediate feedback and corrections. Retaught as necessary.

Listen to song on counting and was reinforced by counting orally with Ms. Henderson. Praised students often.

Learning was reinforced with a sequencing activity after the read-aloud, for students to practice the concept. During the activity, Ms. Boyd actively monitored and facilitated the students when necessary.

Has students read and answer so its not just teacher talking. "Wait til everyone is quiet", Asks students what they would do.

Great questioning.

Great praise! Re-taught, monitored, assisted individuals, positive feedback and encouragement. great instructions/directions.

Great praise

Re taught and monitored

Assisted individuals

Positive feedback and encouragement

Great instructions and directions

Great monitoring, consistent alignment, learning enforced, various activities, re-taught.
 Great job monitoring and assessing student progress.
 Great feedback when kids volunteered information. Very positive.
 Great feedback when students ask questions. You could tell students were really thinking about what was taking place.
 Good role model. Varies activities appropriately.
 Good job at asking students "how" they got an answer. great reinforcing.
 Good job assessing students during the activity. Good job communicating/encouraging students during activity.
 Good job answering and addressing student concerns and questions.
 Good interaction with calling on students to answer and give feedback.
 Good activity to reinforce parts of a set.
 Gives frequent feedback which motivates or helps redirect the student.
 Gave students the opportunity to do the problem, and then discussed it with them to make sure they addressed any areas of weakness
 Games played to reinforce spelling words.

Clarification was given when students were not sure of a word.
 game (jeopardy), reteaching, scores are given, monitored, review (before test time).
 Feedback and reteaching.
 Explains "it is correct because..."
 Excellent job of monitoring and assessing student progress.
 Everyone given a chance to create a sentence using transition words. Praised students often. Guidelines given before assignment was given to students.
 Encouraged students. Students responded appropriately.
 Does a great job of reinforcing previous lesson. Also, includes exit questions at the end of all lessons.
 Darrell does a great job walking around and making sure all students are on task and completing their work correctly.
 Creating assessments. Reteaching.
 Created assessments that were aligned to the TEKS and how the lesson was taught. Students were given all of the skills to be successful on the assessments during the lesson. Excellent work designing lessons and implementing them in the classroom. the synthesis of many skills into one subject was great.
 Created an assessment that was aligned to the TEKS and how the lesson was taught. Students were given all of the skills to be successful on the assessment during the lesson.
 Constructive feedback at all times to students.
 Constructive feedback for wrong answers (It's ok to be wrong). Assessment matches instruction, so positive about not being perfect.
 Consistently gave feedback to students walked around to monitor students' work and progress.
 Circulated to each group and interacted with students.
 Circulated and interacted with each group.
 Checked for understanding as lesson progressed.
 Before vocabulary test was given games were played to reinforce concepts.
 Ms. Gabel provided clarification of words students were not sure of.
 Before vocabulary and spelling test a game was played between girls/boys. Ms. Gabel provided clarification of a vocabulary word that students were not sure of.
 Assessments strategies are appropriate to valued characteristic of students. (Reg. and Resource students)

Assessment strategies are appropriate for all students.
 Assessment and instruction are aligned. Gives students constructive feedback.
 Assessing, monitoring progress.
 Assessed (good) re-taught, teacher worked 1/1 with student. Monitored/assisted, gave feedback, small group.
 Ask students questions throughout the lesson.
 As teacher monitored, students were given many chances to ask any questions that came up after they began the assignment. Ms. Jackson also asked high level questions. Students who hurried to complete work were given papers back to redo.
 Appropriately follows what TEKS, etc. will be tested when presenting information, quick learner.
 Appropriate assessment during fitness testing. Constructive feedback.
 Anita created a Math Test that was modified, reduced and aligned with the students IEP. I was very impressed with her work.
 She also modifies and reduces assignments for a reading/writing class, she has done a wonderful job at aligning the IEP goals, TEKS and taking into account the students different learning styles.
 All students were actively engaged, creating sentences using transition words.
 Praise often given.
 Guidelines given before activity started.
 All students were able to have an opportunity to participate in the assessment of the lesson.
 All students learning was reinforced. The teacher gave specific constructive feedback. The teacher provided opportunities for relearning and re-evaluation of the material.
 All students are required to use (answer questions) completed sentences.
 All student learning was reinforced. The students were given specific constructive feedback. The students were given

opportunities for re-learning and re-evaluation of the material.

All student learning was reinforced. The teacher provided opportunities for re-learning and re-evaluation of material. The teacher monitored assessed the academic process of the students! Keep up the good work Ms . Brisker She is doing a great job!
"try it again" "tweak that a bit"

Areas to Address

When example says "it's hard", give a little more detail/guidance. Don't just say "put it in your own words". Ex: put it in your own words by saying, "it says _____, or I could say _____.

When addressing an incorrect answer, such as was on the board, show the correct way to find the answer, or you could ask another student to do the problem. Vary your responses to correct answers (very good, correct, good job, etc.)

What is the next step with this lesson? How could you extend the learning?

very strong in this area because you quickly pick up what is important.

Use proximity teaching (monitor room by moving around). Use clicker to control smart board.

Too much distraction in class and not enough instruction.

There are no concerns at this time.

Teacher candidate needs to have a clear plan in place to address the students who are struggling.

Select students to solve Math problems on board.(base x height)

Reteach, reinforcement.

Reteach when a majority are not on task.

Reteach when a majority are not on task.

Re-teach objectives that are commonly misunderstood by students.

Re-teach if not following directions (when monitoring).

Re-teach if not following directions (when monitoring).

Remember to smile. Don't be nervous you are doing a great job!

Remember always monitor all.

Relearning - repeated review to check for understanding.

Questioning.

questioning.

Questioning.

Questioning

Questioning

Pull those students that need more examples to a small group.

Providing opportunities for reteaching.

Provide feedback that is consistent and positive

Not every student will need the second review time. Possibly giving the students that had the correct answer some free time while you discussed the questions with those that struggled could have helped focus the reteaching a little more.

None at this time. She has vastly improved in this area.

No concerns.

No concerns.

No concerns at this time.

No concerns at this time.

No concerns at this time!

No concerns at this time

No concerns at this time

No concerns at this time.

No concerns at this time.

No concerns at this time.

No concerns at this time.

No concerns at this time.

No concerns at this time

No concerns at this time. Keep up the good work!

No concerns at this time.

No concerns at this time.

No concerns at this time.

No concerns at this time

No concerns at his time.

No concerns

No areas of concern at this time.

Need to reteach

Assess

Need to continue to re teach

Always assess

Ms. Philpott will be more involved in creating the assessments for students.
 Move around the room to make sure all students are where they need to be.
 More activities to assess what was learned. In this instance I do acknowledge that we were limited on time which may have prevented going into greater detail on discussing what was learned.
 Manage time on correcting lessons and giving feedback during instructional time.
 Make sure you are meeting the needs of all students.
 Make sure to monitor all students or groups-one group did not know what to do.
 Make sure the assessment piece is not crowded. As in words in word bank are spaced appropriately and that sections fit to one page.
 Make sure assessment pieces are neat, spaced out and easy to read. With younger grades make sure you limit how many things are on a page.
 Keep assessment rigorous using various methods of assessing.
 Keep all students engaged while still working on behavior concerns.
 It is clear that you are not familiar with these instruments. You do much better with percussion. Need to work on knowing what the bus should sound like.
 If time allows, spend more time talking with the students about their academic performance.
 I suggest randomizing and calling on students not participating.
 How can we measure our student success?
 How can it be evident that all students have mastered the objective?
 Good job!!!!!! :)
 Give clear directions, waiting and checking for understanding. When giving directions, make them stop then give directions. follow through, make sure everyone is doing what you asked.
 Faster pace lesson, too long between problems.
 Establish if they understand, note wording of questions. Why are you doing ____? Are you following directions?
 Could stop video at different points, reviewing content with students.
 Could have used peer tutoring
 Could have used partners/peer tutoring
 Continue to grow, make progress.
 Continue to develop and grow. Note: keep them on task. Video - all are viewing.
 Cont. to re-teach, always assess.
 Check for understanding as you are presenting the lesson. Connect objectives for higher level questioning.
 Cannot include all students each time when informally asking.
 Being able to expound on some answers, and go into a little more depth after the student gave the simple/base answer may help some of the students.
 Be sure to monitor feedback from the students who allow themselves to be looked over or disinterested. It often takes the teacher to further engage those students.
 Be specific with expectations on posters. I would model or show an example of how you want them to take the information gathered and use it. This is a new skill. Tell students they will be presenting when introducing assignment.
 At the closing of the lesson, restate the learners objective to make the learning meaningful to the student.
 At end of chapter, summarize what was read - the chains should have been the assessment.
 Assessment and instruction needs to be aligned. Student progress should always be monitored and assessed.
 Assessing learning.
 Ask more context clues questions from the story. This story has the potential to fun/funny so have fun with it and explain why/where it is funny. The objective is inferencing. Ask more inferencing questions and review how to do it.
 Ask kids more questions to make sure they are grasping information presented.
 Anita could use some work on approaching the students with constructive feedback, she tends to rather not say anything if it is negative feedback that is needed.
 Allow time for students to ask questions.

Strengths

Writing student numbers on the board as to what their job assignment would be that day.
 Demonstrated activity before assigning to students.
 Wonderful job stating expectations and redirecting. Students never showed signs of not responding to Ms. Jackson. Awesome management skills.
 Whitney is very good at establishing herself as the leader in the class and handles negative behavior issues appropriately.
 While you are finishing, go ahead and start those that are finished on the next activity.
 well-behaved students gave expectations, materials ready. Praise words (encouragement). Called on many students, gave time limits, redirected "are you listening?"
 well behaved, class raised hands to speak, different areas of room, smooth transitions, familiar with procedures.
 well behaved class, high spirit to learn, materials ready, quick pace, following rules of game, very exciting activity, redirected/reminded of rules.
 Waited for all to be listening, questioning, proximity.
 Very prepared with all materials ready.

Very good job monitoring, walking around, answering questions. Excellent job redirecting off-task behavior.
Very good interactions with students .

Students behavior is consistently appropriate for learning.

use helpers, materials/receipt/ready, thumbs up, good praise/encouragement, materials ready, procedures, practiced, well behaved class.

Touched student on the shoulder to get him back on task.

Time management has been executed well. There is usually little time left when the instructional period is finished, so that usually leads to optimal learning.

they raised hands to answer, redirected disruptive behavior, materials ready, gave rewards, warm atmosphere.

The teacher re-directed disruptive behavior and praised those on task. Great classroom management.

The class was very orderly, respectful, and there wasn't down time where students were bored or off-track.

Teacher/student interaction throughout the class.

Teacher monitors progress of students. Warned students to put up phone - He did not do so, so student teacher took up phone.

Teacher is well organized. The cooperating teacher calls her "an overachiever". Rules for behavior were posted for all to see and reinforced verbally and non-verbally. "Loud and proud". "Hands" everybody should be looking at me. Redirecting student behavior.

Teacher interacted with students.

Students/teacher interaction was shown throughout the class period.

Students were well behaved and it was evident that the discipline procedures had been reinforced and what her expectations were.

Students were well behaved. Reward/point system was used to guide behavior.

Students were seated on the carpet for the read-aloud, which allowed for student focus and monitoring of behavior. Students were engaged and excited about the story, and behavior problems did not occur. Desired behavior was reinforced by calling on students who were following classroom expectations. The time allotted read aloud and subsequent activity were appropriate.

Students were on task and engaged in the lesson. Although behavior problems did not occur, Ms. Boyd works with the students in a calm, professional manner which encourages on-task behavior and student engagement, and prevents disruptive behavior.

Students were on task and behaved appropriately Classroom management was good!

Students were on task and behaved appropriately. Classroom management was good. The teacher gave lots of verbal praise.

Students were on tasks and behaved appropriately

Classroom management was good. The teacher gave lots of verbal praise

Students were on task. Classroom management was good. Any off task behavior was corrected immediately.

Students were on task and classroom management is appropriate for learning.

Students were on task and classroom management is excellent.

Students were lead by the teacher. Variety of activities.

Students were engaged and on point.

Students knew behavior that was acceptable and Ms. Gabel gave a signal word/look for students to know when they were off task.

Students were well behaved. Reminded students of what she expected and said that "it wasn't an option". Good!

Students entered class in a talkative mode. Teacher immediately said "I need your help". Students immediately stopped talking.

Classroom management excellent. Each kid at a table is assigned a number.

Students come in, put up backpacks and pick up portfolios. They go to seats and start warm up activities. Student teacher moves around room monitoring student progress. Redirects students - keeps their focus.

Students are consistently engaged in appropriate self-direction and self-management.

Students are consistently engaged in appropriate self-direction/self management. Very good interaction with students.

Students adhere to behavioral expectations and rules, but require frequent redirection.

Student/teacher interaction was appropriate continue work on your discipline procedures.

Student/teacher interaction was done throughout the class.

Student teacher interacted.

Student numbers were written on the board who would assist the teacher.

Demonstrated activities before assigning to students.

Student numbers were written on the board that would assist Ms. Brantley demonstrate activities before giving to students.

Student entered late. She identified him by name and incorporated him into the lesson smoothly without disrupting the other students.

Student are consistently engaged in appropriate self direction and self management.

Very good interaction with students.

Student are consistently engaged in appropriate self direction / self management.

Stood by student that would not stay on task. Redirected the student by talking to him quietly.

Stickers are a great motivator.

Station activities, redirected behavior by asking student what would his grandmother think about his behavior. Praised the student about the correct choice he made.

Signal words/look was given when students were off task.

Students were well behaved.

Reminded students of her expectations and said it wasn't an option. (

Shared what you expected from the students.

Reinforced desired behaviors - "Hands!". redirected off-task behaviors - "Are you following along?"

Redirection of students shouting out in positive manner. Very positive with students.

redirection of students was excellent. Follows procedures established in the classroom of positive reinforcement through giving students starbucks for correct answers and good behavior. When redirecting students, always discuss what the appropriate behavior should be (i.e. raising hand without talking, staying in chair)

Redirection of students is done in a way that does not distract from flow of class.

Redirecting.

Re-directed students who were off task.

Redirected most disruptive behavior

Overall good pacing and use of available materials

Overall good lesson! :)

Redirected behavior when students were off task.

Reinforced behavior she was expecting.

Raised hands to speak, well behaved students, materials ready, praise words.

Procedures - hear me, raise hand. Improved - wait period and listening time. Use helpers, materials ready, good praise (good job), reminded of rules.

procedures - hear me raise hand. improved - wait period and listening time. use helpers, materials ready, good praise (good job), reminded of rules.

Praised students for good work. Reinforced desired behavior.

Praise, warm mild support. all eyes on me, thumbs up, re-directs behavior, materials ready.

Praise! warm, mild rapport, all eyes on me, thumbs up, re-directs behavior, materials ready.

positive reinforcement for behavior. Great positive student/teacher interaction.

Positive redirection of misbehavior. "I'll wait", "Thank you for raising your hand".

Pacing the class. Great job dealing with disrespectful student today. (I'm proud of you)

Outstanding!

Organized

One on one instructions were given when students didn't hear the tempo.

Noted disruptive behavior and asked them to stop, students raised hands to answer, great praise/rewards, materials ready, encouraged participation.

Ms. Terry interacted and intervened with students. She redirected students that would get off task and those that were willing to cooperate with the group.

Ms. Sullivan establishes a classroom environment and encourages self-discipline appropriate for learning. Excellent interactions with students.

Ms. Rahman was able to follow classroom rules and procedures and was able to consistently manage the students by using "I'll wait" and "I need your help" and holding up her hand to capture the students attention. She also used the "warning system" effectively "This is your warning".

Ms. Rahman was able to follow classroom rules and procedures and was able to consistently manage the students by using "I'll wait" and "I need your help" and holding up her hand to capture the students attention. She also used the "warning system" effectively "This is your warning".

Ms. Philpott is good about setting the expectations for the students. She has established a reward system with the students.

Ms. Philpott immediately redirects disruptive behavior in order to prevent from the situation escalating.

Ms. Philpott during the first week of observing the students began to establish a rapport with the students. She reinforced the classroom expectations and assisted the students as needed.

Ms. Philpott developed a very good rapport and established a reward system with the students with great success. Ms. Philpott also used various strategies to accommodate the different learning styles in the classroom.

Ms. Melton's interaction with the students is good.

Ms. Melton redirects student behavior in a manner that shows lesson momentum and disrupts the learning process.

Ms. McAfee has developed a good relationship with the students.

Ms. McAfee does a really nice job of developing a relationship with her students. She has already achieved a moderate level of trust with them which is fantastic.

Ms. Manigo redirected and reinforced behavior expected.

Ms. Johnson interacted with each group, asking questions.

Ms. Jackson prepares materials, resources, and classroom organization prior to teaching. Teacher's interactions are excellent with all students. Excellent classroom management.

Ms. Jackson communicates and implements discipline procedures. She maintains dignity, and respect for all students emphasizing cooperation and teamwork.

Ms. Henderson redirected behavior that wasn't acceptable and then waited for the behavior to change before moving to assist other students.

Ms. Henderson redirected behavior that wasn't acceptable and then waited for the behavior to change before moving to assist other students.

Ms. Harris made sure to redirect off task/disruptive behavior. She also used various strategies, sayings, and tools to gain students attention.

Ms. Gabel has a great rapport with the students. I believe this helps with disciplining them when needed.

Ms. Gabel expectations for students behavior was clearly obvious. Waited for desired behavior before continuing activities.

Reinforced rules for desired behavior.

Ms. Edwards is doing a better job of scanning the room and redirecting off task behavior. Ms. Edwards changed groups every 15 mins.

Ms. Davis monitored the students as they worked in cooperative groups. Loved the way you relaxed and gave the students opportunities to self-correct their behavior. Gave clear expectations.

Ms. Davis monitored the students as they worked in cooperative groups and redirected students as needed.

Ms. Yarborough re-directs inappropriate behavior as needed during instruction.

Ms. Sullivan establishes a classroom environment and encourages self discipline appropriate for learning.

Excellent interactions with students.

Ms. Jackson communicates and Implements Discipline Procedures.

She maintains dignity and respect for all students emphasizing cooperation and teamwork.

Mr. King gave one on one instruction to his students, constantly demonstrating the tempo desired.

Modeled the beat. Students needed to pat out.

Modeled the beat students needed to pat out.

Materials ready, time management.

Materials ready, good praise, rewards given.

Materials ready, called on many students, rules displayed/discussed, thumbs up.

Materials ready

Many students were called

Rules for game displayed and discussed

Used thumbs up

Materials ready

Good time management

Listen more and try to get a better sound from class.

Interacted with each group.

I see the potential for greatness in you. You have a heart for the students. I know you will be an awesome teacher. Keep up the good work.

I really like the way Darrell remains calm when things don't go as planned in the classroom.

I know you will do a great job establishing your classroom environment, setting your expectations, and implementing a behavior management plan. Find one you are comfortable with and have it fit your needs.

Has greatly improved with student discipline. She plans appropriate lessons with the implementation of a variety of materials, manipulatives and instruction.

Hands to yourself "Remember nobody should be touching each other". Teacher reinforced desired behavior. All materials and centers were ready and explained so that kids understood.

Hands to yourself - "Remember nobody should be touching each other". Teacher reinforced desired behavior. All materials and centers were ready and explained so that kids understood.

great redirection of student behavior. Great use of positive reinforcement (polos, red tickets) Students know what is expected of them. Reluctant student was redirected to desired activity.

Great praise and encouragement. 1 more min. - time. Had materials ready, redirected, well behaved class, thumbs up.

Great praise and encouragement

Good time warnings

Materials ready

Redirected behavior

Well behaved overall

Thumbs up

Great management of class. Redirects disruptive behavior.

Great job walking around/monitoring during daily challenge. Love that you say "sir" and "ma'am" to the students.

Great classroom Management! Students were on task, and behaved appropriately.

The teacher gave verbal praises! Students were attentive and motivated.

Great classroom management. Students were on task and behaved appropriately. The teacher gave verbal praise.

Good teacher-student interaction.

Good redirection of student behavior - students began talking and student teacher appropriately asked them to quiet down and stay focused.

Good praise. Warm, mild, rapport

Used eyes on me strategy

Thumbs up

Redirected behavior
Materials ready

Good praise, great encouragement, redirected (quietly). Called on different students. Materials ready, well-behaved class. Gave time to complete problems, rewards given.

Good praise and great encouragement

Redirected behavior

Called on different students

Materials ready

Well behaved class

Time reminders to complete problems

Rewards were given

Good pacing, materials ready, used managers, well behaved class, called on many students. Raised hands to speak.

Good pace on lesson and warm-up. Teacher redirected unwanted behavior while stating expectations. Teacher called on a variety of students ensuring equitable calling.

Good discipline procedures. Reinforces desired behaviors. Explains expectations.

Give specific times 4 or 5 minutes. Etc.

Used go around cup

Well behaved and organized class

Students raised hands to speak

Students followed directions

Used thumbs up

Gave them specific times (about 4-5 min), used go around cup. Well behaved and organized students, raised hands, followed directions. Thumbs up!

Gave rules/expectations, re-directed, groups, materials ready, students raised hands, praise words.

Gave rules/expectations, re-directed groups, materials ready, student raised hands, praise words.

Gave expectations, praise "good", good encouragement, "I think you can", no discipline (2 students).

Gave expectations

Praise "good"

Good encouragement

"I think you can"

No discipline problems

Fair and positive approach to students behavior. Follows through with consequences.

Excellent!

Excellent use of time.

Excellent participation in answering questions. Tells them last activity may be a grade to get them to work. Very helpful and takes initiative when she sees something has to be done.

Excellent interactions with students. Classroom management was excellent.

Excellent interactions with students.

Classroom Management was Excellent

Excellent Classroom Management.

Excellent interactions with students.

Excellent classroom management.

Enforcing rules/procedures, redirecting disruptions - proximity. Clear expectations.

Encourage positive social interaction and active engagement in learning.

Does not hesitate with initial reinforcement which is very good. However, must continue to reinforce during whole group activities. I think as time progresses, Miss Gleason will feel more comfortable with firm, tactful delivery of reinforcements when needed.

Does an excellent job of redirecting those students off task.

Disruptive behaviors were dealt with quickly and effectively.

Discipline/classroom management - Ms. Brantley redirects disruptive behaviors seamlessly without interfering with instruction.

Discipline.

Discipline problems were minimal, but Ms. Boyd redirected students who were off-task or who were not following classroom expectations in a respectful, calm manner. The well-planned, engaging lesson prevented misbehavior.

Discipline and management.

Discipline and expectations.

Demonstrated activity before students. Variety of activities. Redirected students when off task or when they were too loud.

Respect one another when talking.

Continually follows discipline procedures, re-directs disruptive behavior, forms positive, respectful relationships with students, expectations clear.

Completed lesson cycle, ended with closure. Students answered questions demonstrating understanding.

Classroom management is excellent! Students are very aware of routines and procedures.

Classroom Management was good. Students were on task and behaved appropriately.

Classroom Management was good!

Off task behavior was corrected immediately

Classroom management timer used to manage time and activity change. Teacher/student read the story orally.

Classroom management is appropriate.

Classroom Management is appropriate for learning.

Classroom Management was great ! Students were attentive and on task. The teacher demonstrated equitable student interaction.

The teacher effectively managed time and materials

Classroom Management was great students were attentive and on task.

Classroom management was great! Students were attentive and on task throughout the lesson the teacher encouraged students by giving lots of verbal praise. The teacher was courteous and supportive to the students. She demonstrated equitable student interactions

Classroom management was good. The teacher's interactions with the students was courteous and created a supportive environment conducive to learning. The teacher managed her time and materials effectively. The teacher reinforced desired behavior.

Classroom Management is appropriate for learning.

Classroom management was good! Students were well-behaved and on task. The teacher has good rapport with students. The teacher encouraged and supported students that were having difficulties.

Classroom management was good. The teacher demonstrated equitable student interaction. The teacher re-directed off task behavior when appropriate. The teacher implemented discipline procedures and classroom rules.

Classroom management was great! Students were attentive and on task. The teacher demonstrated equitable student interaction.

The teacher effectively managed time and materials.

Classroom management was good. Students were on task and behaved appropriately. Off task behavior was corrected immediately. The teacher reinforced desired behavior.

Classroom management timer used to manage time and activity change. Teacher/student read the story aloud.

Classroom management was great. Great rapport with students. The teacher encouraged and supported students who were having difficulties.

Classroom management was good. Students were on task and behaved appropriately.

Classroom management was great! The students were well behaved and on task.

Classroom management was good. Ms. Edwards encouraged students. Students were on task.

Classroom management was good. The teacher corrected off task behavior immediately. The teacher interactions with students were courteous, and created a supportive environment conducive to learning.

Classroom management was good. The teacher demonstrated equitable student interaction. The students were on task and behaved appropriately.

Classroom management was great! Students were attentive and on task throughout the lesson. The teacher encouraged students by giving lots of verbal praise. The teacher was courteous and supportive to the students. She demonstrated equitable student interactions.

Classroom management was good! The teacher's interactions with students was courteous and created a supportive environment conducive to learning. Keep up the good work!

Classroom Management procedures were implemented consistently.

Very good interactions with students.

Classroom Management is appropriate for learning.

Classroom Management was good! Off task behavior was corrected immediately.

The teacher reinforced desired behavior when appropriately.

Classroom management was good. The teacher had to remind students that the noise level was too high. The teacher corrected off task behavior immediately. The teacher reinforced desired behavior.

Classroom Management is appropriate for learning.

called on many students, redirected, materials ready, use discipline procedures (raised hands to get attention)

Behavior was redirected by calling students who were off task.

Counted down when behavior needed to be corrected.

Voice level changed for desired behavior.

Dismissal rules.

Behavior was redirected by calling students by name who were off task. Counted down for students to change their behavior.

Voice level was used to remind students what was expected.

Behavior was redirected when students got off task.

Wait time for students to get on task.

Asked if students understand directions, waited for 100% participation, gave Hawk Bucks for students proximity.
 Ask student to focus to get them quiet. Rules posted - remind students of rules. Good movement around room. Asked female student to control herself, but the problem was the young man in the 2nd row.
 Anita has great strength and patience in redirecting poor behavior.
 All students were engaged and wanting to participate. much better at redirecting and correcting off task students. Did not let behavior interfere with your lesson.
 All students on task and very well behaved.
 Active monitoring. Set up expectations "somebody raise your hand and tell me". Redirects students that are not following directions. Set up project expectations.

Areas to Address

Work on time management to ensure staying on schedule.
 Work on holding yourself to a set time for your lessons. It is hard to do. This is an area that I work on all the time.
 With small groups there were no discipline problems.
 While working with some students, other students are talking or off task. Address expectations for behavior during independent work. Watch volume for students working in groups.
 When student is off task, call on that student to read or participate and refocus him/her.
 When student is off task, call on that student to read or participate to reinforce him/her.
 When grading and/or teaching, also move around the room (don't forget the back). Check that most are at the same point when working with iPads. Sometimes there are issues with technology and students get behind.
 Use popsicle sticks/randomness strategies to ensure that all students are given the chance to participate. Reinforce desired behavior by complimenting students that are following the procedures.
 try to call on as many students as possible. Time.
 too much talking during the time you are taking roll. Develop new strategy for taking roll.
 Time management is something that takes lots of practice to master. You are doing great!
 Time Management Explain class directions and class procedures before student start working at computers.
 45 min working on class assignment
 10 closure - summarize the lesson for today and reinforce downloading the document on to the computers.
 Time lapsing between activities. Students become distracted. Take your time, set expectations regarding behaviors. Commend 100% student attention before proceeding with lesson.
 Think positive reinforcements for doing good things/following directions.
 Suggestion: Supervisor advised the teacher to get the attention of students when teaching and not to try and talk over noise.
 Students did adhere to the different techniques used to get students back on task.
 suggest to use managers/helpers.
 Students should have activities to complete while waiting on others to finish. Students talking across the class to other students.
 Students should be redirected when they are off task. Maintain discipline procedures throughout the class period.
 Students do not consistently adhere to behavioral expectations and rules.
 Side bar conversation among students. Calling out answers of students should be kept to a minimum.
 Set expectations for behavior (no calling out, raising hand, etc.) Students talking during the lesson over you, stop and address the behavior.
 Set clear expectations of behavior. Follow through on discipline and consequences.
 Separate more talkative students. Students are too disruptive. Express expectations for behaviors. Have to get a handle on some of the disruptive students.
 Self discipline - students should know what is expected when assignments are completed. Stay in control at all times. Student rules for chewing gum.
 Seidrick need more work with classroom discipline.
 Remphasize behavior expected when working in groups.

Have activities plan when assigned work is completed.
 remind them of the rules/expectations first. Use helpers/managers, questioning/expand. have attention of all when you are talking, called on same students.
 remind them of rules/expectational first. use helpers/managers, questioning/expand, have attention of all when you are talking, called on same students.
 Remind them of rules and expectations
 Use helpers or managers
 Increase and expand questions
 Get attention of all during instructions
 Note* beware of calling the same students
 remind them of desired behavior.
 Remind students of the behavior expected. Dismissal procedures.
 Remind students of the behavior expected. Dismissal procedures.
 Rememehr classroom procedures have to be enforced daily. That is an important step in classroom management.
 Remember to praise.

Remember the interest level of the students to keep them engaged.

Reinforcing the expectations.

Reinforcing desired behaviors.

Re-emphasizing behavior expected in groups, make sure students know what to do when assignments are completed.

Redirect all off task behavior. When you say "next time I have to correct you" include a consequence. Expectations for behavior , have this discussion.

Reaching some of our difficult students.

Provide same expectations for all students. If you have one student pick their head up, have everyone do the same.

Praise more

Plan more than you need. If you asked more questions and had them make inferences it would have taken more time. Explain how to complete the chart and review the answers.

Plan activities for students who complete the assignments and have extra time.

Keep talking to a minimum reinforcing class rules.

Reinforce behavior desired for group activities.

Have the entire attention of the class before giving directions.

Off task behavior.

Formation of groups and behavior desired when in a group.

Students actively engaged at all times.

Behavior expected when visitors are present.

Notice and address distracted and talking students more.

Note: behavior, remember attention spans.

Note: behavior, remember attention spans.

None at this time.

No concerns.

No concerns.

No concerns.

No concerns at this time.

No concerns at this time.

No concerns at this time.

No concerns at this time.

No concerns at this time.

No concerns at this time.

No concerns at this time.

No concerns at this time.

No concerns at this time.

No concerns at this time.

No concerns at this time!

No concerns at this time.

No concerns at time . Cooperating teacher speaks highly of the student teacher's performance.

No concerns at this time

No concerns

No concerns

Needs to work on pacing of instruction.

Ms. Philpott will work on establishing expectations from the beginning of the lesson.

Ms. Philpott will continue to work on time management.

Ms. Melton needs to set clear expectations and rules to the students.

Ms. Melton has a good relationship with the students, but needs to let them know who is in control.

more positive reinforcement.

Maximize instructional time. Find other ways to correct behavior problems.

Making sure you actively monitor by moving about the room to ensure all students are learning. Make sure to call on students who do not have their hand up to make sure all kids are staying focused and paying attention.

make sure you know the schedule. Work on communicating your expectations. Work on being an authority figure in the classroom, demonstrate respect, and they will reciprocate.

Make sure that all students are on task. Remind them of your expectations.

Make sure students stay on task. Position students where they work together as a team (ex: turn chairs in a circle).

Make sure students follow your directions, especially when it is related to behavior. Follow daily routine that is very important. It gets each class off to a good start.

Make sure all students are actively engaged at all times. Redirect those that get off track
 let them know they will get a chance, give expectations, note - view entire class, maintain control.
 Keep up the good work.
 Keep them focused
 Remember to praise
 Maintain control of class
 Keep the flow moving from beginning to end. You are in control, if you feel you need to make changes along the way.
 Keep students engaged at all times.
 Position students in a circle when team work is required.
 Remind students behavior expected when their's a visitor in class.
 Keep focused, remember to praise, maintain control.
 It is ok to be firm with a class that needs it. It is easier to stop the problems before they have grown, so make sure that you don't
 let a situation get to far before dealing with it. That can be a balancing act and with experience it will come.
 Including the reluctant or struggling students.
 I would like to see Ms. McAfee be a little more proactive about classroom management. If she can deal with some issues a little
 sooner (talking, off-task behavior) she can prevent them from spreading and becoming a larger issue that is effecting numerous
 students in the class. That of course, will come with experience.
 Have students get started sooner at the beginning of class. Use seating chart - quicker. work on proximity teaching (move around
 classroom), praise good behavior.
 Great job establishing rules and expectations. The students behaved excellently.
 Good job!
 Give expected behavior.
 give expected behavior.
 Give expectations.
 Give expectations, re-direct.
 Fillin activities to keep students on task and less talk time. Reinforce rules reinforce behavior for group activities. When giving
 instructions make sure you have eveyone's attention.
 Encouraging self-discipline, routines.
 Encourage all student to raise their hands before answering questions aloud.
 Don't use time-out as a consequence for every infraction.
 Don't be afraid to be firm. Use students who are on task as examples-to get others to have desired behavior.
 Do not let students talk while you are teaching unless you are ok with it. Lots of talking nad playing while you are talking.
 Moving slow.
 Do not give as many warnings. One warning and then give that conduct cut.
 Do not disrupt, lesson for discipline.
 Disciplineprocedures. Students talking, throwing and not on task. Need to redirect.
 Discipline, need to redirect, reinforce desired behavior, stronger voice tone.
 Discipline
 Need to redirect
 Reinforce desired behavior
 Stronger voice tone
 Discipline procedures, students talking, throwing and not on task. Need to redirect.
 Cut down on student stories it takes time away from actual instruction. Give expectations of behavior during partner work.
 Continue to reinforce behavior expectations and reward good behavior.
 Continue to progress
 Classroom management usually improves with experience. Focus on what your expectations are in this area and strategically plan
 to implement a plan that will reflect that in your future classroom.
 Classroom management
 Classroom management. Additional activities should be ready for when students finish.
 Can work on immediately restoring sensible discipline. Use techniques learned in ENVOY to restore discipline.
 Behavior in group activities. Attention of all students before moving on to next task. Group rules when working together. Teacher
 should have complete control at all times. Use signal words to quiet students.
 Be sure to work all the room - back tables also. you did more of this toward the end of the class.
 Be sure to give expectations before students are released to work independently. Praise those students that are on task. Address
 misunderstandings as a class when several students have the same concern.
 Be sure all are focused during instructions.
 Be sure all are focused and paying attention during directions or instructions
 Be clear of expectations and redirect all behavior issues quickly and positively.

Materials-make sure all students/groups have what they need. One groups did not have all materials, so they could not complete
 all of the activity.
 Anita can be a little too lenient with bad behavior. This is an area we discuss often and she is improving in.
 But if you give them too many they are more focused on the stickers than the lesson.