INTEGRATED BACHELOR/MASTER’S STUDENT TEACHING EVALUATION FINAL RESULTS:

THE SPECIAL EDUCATION PROGRAM FOR SPRING 2011

During the spring semester of the 2010-2011 school years, IB/M students in the Special Education program participated in their student teaching clinic experiences. The final evaluations were due May 2, 2011. The purpose of this report is to display the overall results aggregated across 13 individuals. This includes the descriptive quantitative results and the qualitative information (without names).

Grade Level Placement

<table>
<thead>
<tr>
<th>Option</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>5</td>
<td>26.3</td>
</tr>
<tr>
<td>1</td>
<td>6</td>
<td>31.6</td>
</tr>
<tr>
<td>2</td>
<td>6</td>
<td>31.6</td>
</tr>
<tr>
<td>3</td>
<td>7</td>
<td>36.8</td>
</tr>
<tr>
<td>4</td>
<td>6</td>
<td>31.6</td>
</tr>
<tr>
<td>5</td>
<td>4</td>
<td>21.1</td>
</tr>
<tr>
<td>6</td>
<td>2</td>
<td>10.5</td>
</tr>
<tr>
<td>8</td>
<td>2</td>
<td>10.5</td>
</tr>
<tr>
<td>9</td>
<td>2</td>
<td>10.5</td>
</tr>
<tr>
<td>10</td>
<td>4</td>
<td>21.1</td>
</tr>
<tr>
<td>11</td>
<td>3</td>
<td>15.8</td>
</tr>
<tr>
<td>12</td>
<td>3</td>
<td>15.8</td>
</tr>
<tr>
<td>Ungraded</td>
<td>2</td>
<td>10.5</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>52</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

*Participants may have chosen more than one option*
## Typical size of instructional group

<table>
<thead>
<tr>
<th>Option</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-3</td>
<td>5</td>
<td>35.7</td>
</tr>
<tr>
<td>4-6</td>
<td>2</td>
<td>14.3</td>
</tr>
<tr>
<td>10-12</td>
<td>1</td>
<td>7.1</td>
</tr>
<tr>
<td>13-15</td>
<td>1</td>
<td>7.1</td>
</tr>
<tr>
<td>22-24</td>
<td>1</td>
<td>7.1</td>
</tr>
<tr>
<td>Other</td>
<td>4</td>
<td>28.6</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>14</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

## Number of Paraprofessionals Worked With

- 0: 8 (42.11%)
- 2: 2 (10.53%)
- 3: 3 (15.79%)
- 4: 2 (10.53%)
- 5: 2 (10.53%)
- 6 or more: 0
- Other: 0

![Pie chart showing the distribution of the number of paraprofessionals worked with.]
Number of Formal Observations by University Supervisor

- 15 (78.95%)
- 2 (10.53%)
- 2 (10.53%)
<table>
<thead>
<tr>
<th>Classification</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attention Deficit Disorder (ADD)</td>
<td>12</td>
<td>63.2</td>
</tr>
<tr>
<td>Autism Spectrum Disorder (ASD)</td>
<td>10</td>
<td>52.6</td>
</tr>
<tr>
<td>Communication Disorders</td>
<td>5</td>
<td>26.3</td>
</tr>
<tr>
<td>Developmental Delays</td>
<td>3</td>
<td>15.8</td>
</tr>
<tr>
<td>Emotional/Behavioral Disorders (EBD)</td>
<td>8</td>
<td>42.1</td>
</tr>
<tr>
<td>Hearing Impairments</td>
<td>4</td>
<td>21.1</td>
</tr>
<tr>
<td>Mental Retardation/Intellectual Disability (MR)</td>
<td>7</td>
<td>36.8</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>3</td>
<td>15.8</td>
</tr>
<tr>
<td>Orthopedic Impairments</td>
<td>1</td>
<td>5.3</td>
</tr>
<tr>
<td>Other Health Impairments (OHI)</td>
<td>10</td>
<td>52.6</td>
</tr>
<tr>
<td>Specific Learning Disabilities</td>
<td>15</td>
<td>78.9</td>
</tr>
<tr>
<td>Speech and Language Disorders</td>
<td>10</td>
<td>52.6</td>
</tr>
<tr>
<td>Traumatic Brain Injury (TBI)</td>
<td>1</td>
<td>5.3</td>
</tr>
<tr>
<td>Visual Impairments</td>
<td>2</td>
<td>10.5</td>
</tr>
<tr>
<td>General Education</td>
<td>8</td>
<td>42.1</td>
</tr>
<tr>
<td>Other</td>
<td>4</td>
<td>21.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>103</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
### Descriptions of areas of instruction observed

<table>
<thead>
<tr>
<th>Option</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Curriculum: English/Language Arts</td>
<td>15</td>
<td>78.9</td>
</tr>
<tr>
<td>General Education Curriculum: Mathematics</td>
<td>14</td>
<td>73.7</td>
</tr>
<tr>
<td>General Education Curriculum: Science</td>
<td>2</td>
<td>10.5</td>
</tr>
<tr>
<td>Cognitive Strategies: Acquisition (Reading)</td>
<td>14</td>
<td>73.7</td>
</tr>
<tr>
<td>Cognitive Strategies: Storage (Remembering)</td>
<td>7</td>
<td>36.8</td>
</tr>
<tr>
<td>Cognitive Strategies: Expression (Writing)</td>
<td>13</td>
<td>68.4</td>
</tr>
<tr>
<td>Cognitive Strategies: Self-assessment, problem solving</td>
<td>6</td>
<td>31.6</td>
</tr>
<tr>
<td>Cognitive Strategies: Communication skills</td>
<td>5</td>
<td>26.3</td>
</tr>
<tr>
<td>Behavioral Curriculum</td>
<td>4</td>
<td>21.1</td>
</tr>
<tr>
<td>Functional Curriculum: Self-determination</td>
<td>3</td>
<td>15.8</td>
</tr>
<tr>
<td>Functional Curriculum: Life skills</td>
<td>3</td>
<td>15.8</td>
</tr>
<tr>
<td>Functional Curriculum: Cooking</td>
<td>2</td>
<td>10.5</td>
</tr>
<tr>
<td>Functional Curriculum: Self-care</td>
<td>2</td>
<td>10.5</td>
</tr>
<tr>
<td>Other</td>
<td>6</td>
<td>31.6</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td>96</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Physically Prepare Space and Materials Needed to Deliver Instruction

<table>
<thead>
<tr>
<th></th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Below expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Preparation</td>
<td>18 (94.74%)</td>
<td>1 (5.26%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Learning Environment</td>
<td>12 (63.16%)</td>
<td>7 (36.84%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Technology Facilitation</td>
<td>15 (78.95%)</td>
<td>4 (21.05%)</td>
<td>0 (0.00%)</td>
</tr>
</tbody>
</table>

Additional comments on "physically prepare space and materials needed to deliver instruction"

Always well organized and prepared; uses computer and low tech support; designs hands on activities

X is always prepared in advance. She effectively uses PowerPoint to support her instruction. Outstanding, comprehensive plans that reflect in-depth preparation.

Plans always prepared in advance for critique; always detailed and comprehensive; technology used frequently to support learning.

Without exception, X is well prepared, with all materials (student and teacher) readily available. Working in a wide variety of learning environments, X had instructional plans/activities that were consistent with rules and expectations wherever she might be working. Use of computers for CMT preparation for students, as well as creation of graphs and charting of student progress - great visuals for students/parents.

Lesson plans are consistently thorough, specific and done well in advance. Plans/activities are specific to the learning environment, be it "regular" education classrooms, resource center or alternative locations.

X has done a wonderful job preparing materials and integrating the technology available into the space she is working with throughout her student teaching experience.

Lesson plans were always well organized with attention to detail. All materials were ready and near at hand, maximizing time on task.

X has enhanced the learning space with data walls, student recognitions, learning charts, etc. over and above her daily physical preparation of space and materials.

X allows students to use the computer to accommodate their writing needs and to promote independence.

Lesson plans are always done in a timely manner and all materials are ready

Cooperating teacher: Opportunities to use technology were somewhat limited by program expectations,

X is always prepared with lesson plans a minimum of 48 hours in advance. She is open to suggestion and revision prior to lesson implementation and after. The majority of X's student teaching occurred in the smaller self-contained functional setting in which her cooperating teacher notes that she always prepared materials ahead of time, went shopping for lessons, presented invoices for materials, and informed support staff of lesson activities. Additionally, the majority of the technology that X used within this placement was focused on adaptive technology and communication. She was able to integrate switches, individual student personal programs (Clicker-4), coin-u-lators, etc. throughout her instruction.

Lessons always done in a timely manner and technology was used appropriately

X has become more adept at planning his lessons in a timely manner, taking into account that he may have to make adjustments based on reflection and observation of student response
Design Lesson Plans to Provide all Learners Access to the General Curriculum

<table>
<thead>
<tr>
<th></th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Below expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writes Objectives</td>
<td>14 (73.68%)</td>
<td>5 (26.32%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Selects Critical Content</td>
<td>17 (89.47%)</td>
<td>2 (10.53%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Identifies Relationships in Content</td>
<td>15 (78.95%)</td>
<td>4 (21.05%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Analyzes Critical Content</td>
<td>15 (78.95%)</td>
<td>4 (21.05%)</td>
<td>0 (0.00%)</td>
</tr>
</tbody>
</table>

Additional comments on "design lesson plans to provide all learners access to the general curriculum"

Plans are designed to meet the specific needs of individuals in each lesson; consistent in targeted areas;

Plans are carefully crafted, demonstrating the descriptors listed.

Everything about X's planning is in-depth and meets all criteria to the highest level. Each component is thoughtful and addresses student needs. The details in X's plans demonstrate careful review of student data, prioritization of student needs, connections to life skills, and varied approaches to instruction.

Lesson plans are inclusive in their content (4 parts) and are consistently linked to IEP goals. Even in a group of 3 very different individual's students with very different needs, X was thoughtful and precise in her selection and content for each student in her lessons. X has worked hard to understand student need to know, as well as student interpretation of and connection to curriculum: what is relevant - and why and how - for each student as an individual. X has worked with other staff to analyze, discuss and modify curriculum/lessons as appropriate for each individual student.

Lesson plans are specific to the students involved. Critical content is dealt with in a way to accommodate designated learners in a variety of learning environments. Lesson plans are specifically linked to individual student IEP's.

X is skilled in looking at the whole picture of instruction and then breaking that picture down to task analyze specific parts in order to meet individual student need.

Lessons do reflect careful thought and planning as well as careful attention to identified student needs.

X always provided clear examples and modeled the final outcomes of the lessons. She outlined key features and helped students view learning as relevant and interconnected to their daily lives. She had a variety of motivating activities to supplement the programs she worked with.

X's lesson plans integrate general education curriculum, state standards, and consider individual student need with skill.

X fosters an environment that helps students think critically and creatively.

All lesson plans are aligned with general education classroom topics of study and clear goals and objectives are incorporated to address the students' specific needs.

Cooperating teacher: Goals and objectives were selected appropriately re student needs.
Within the functional education setting, X was able to provide engaging instruction to all learners that allowed them to participate in activities. Within the mathematics functional skill setting, X worked over the course of student teaching to create differentiation within her lessons and activities to meet student need. She demonstrated improvement in this area across her tenure at WHS and continues to reflect and work on this skill in settings outside of the functional classroom that she completed the majority of her student teaching in.

Lessons planned according to CT standards and critical content is selected according to students levels and needs to coincide with the general education curriculum.

X has designed and modified Graphic organizers with the visual clarity and space to meet the specific needs of his students'
### Modify Lesson Plans to Address Needs of Students with Disabilities

<table>
<thead>
<tr>
<th></th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Below expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selects Critical Content</td>
<td>15 (78.95%)</td>
<td>4 (21.05%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Aligns Lesson Plan to IEP/504 Plan</td>
<td>16 (84.21%)</td>
<td>3 (15.79%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Integrates Affective, Social, and Life Skills</td>
<td>15 (78.95%)</td>
<td>4 (21.05%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Uses Developmentally Appropriate Activities</td>
<td>16 (84.21%)</td>
<td>3 (15.79%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Adapts Lessons to Individuals</td>
<td>16 (84.21%)</td>
<td>3 (15.79%)</td>
<td>0 (0.00%)</td>
</tr>
</tbody>
</table>

### Additional Comments on "modify lesson plans to address needs of students with disabilities"

X does an excellent job of designing and adapting lessons to meet the individual needs of his students. His thoughtful attention to detail help to create activities that engage and support student acquisition of skills.

X has reviewed all data on students and aligns her plans with the IEP; she makes connections to real life skills, which enhances her teaching. All lessons reflect alignment with IEP/504 plans; X creatively plans lesson components that meet individual needs. Activities are fun and engaging and support objectives;

Always does a fine job of providing instruction tailored to individual's needs/ All activities appropriate and engaging.

Very clear and very specific alignment to IEP's/504 plans. Thoughtful in addressing lesson plan connection life skill and social needs of individual students. Adaptations are individually determined, no matter what the grouping situation.

Lessons/activates are linked to individual student IEP's/504 plans. When mainstreamed, curriculum for students is reinforced or modified if appropriate. Integration with modifications as needed. Study guides used for designated students were developed with the input of all involved teachers - student teacher, cooperating teacher and 'regular' classroom teacher.

X was careful to look at student EIP (early intervention plan) and IEP goals/objectives in addition to her own formal/informal assessment to design instruction to meet individual need. Further, X was able to design this instruction to be interesting, fun and engaging for students. She creatively integrated all types of media, varied activities, and used creative options for students to demonstrate understanding.

X is always thoroughly prepared with well designed lesson plans based on identified student needs. All materials are near at hand. She continues to put much effort into planning lessons. She creates differentiated worksheets as well as modifies assignments on the spot as needed.

X has become quite adept at monitoring and adjusting lesson plans. She does so with skill and ease, and is able to deliver fine instruction to her students.

X designed lessons that addressed student needs based on previously collected data.

X has a natural ability to modify for students both in practice (in response to students while teaching) and in her detailed comprehensive lesson plans/designs.

Using IEPs, daily work, test results and general observations, X designed lesson plans of high interest and quality which reflected much time and
effort.
X tailors academic activities to students' specific needs within the general education curriculum
Cooperating teacher: X mastered the skill of aligning elements of an IEP into a lesson plan format. She learned to create developmentally appropriate materials and learned to recognize the need to engage learners with authentic and enticing materials.
Specific differentiation is planned to give students access to the general curriculum
X has made significant growth in making modifications to the general ed curriculum for his students
Maintain a Structured Learning Environment

<table>
<thead>
<tr>
<th></th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Below expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manages Classroom Routines</td>
<td>18 (94.74%)</td>
<td>1 (5.26%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Creates a Positive Atmosphere</td>
<td>18 (94.74%)</td>
<td>1 (5.26%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Plans Transitions</td>
<td>18 (94.74%)</td>
<td>1 (5.26%)</td>
<td>0 (0.00%)</td>
</tr>
</tbody>
</table>

**Additional Comments on “maintain a structured learning environment”**

It is anticipated that more technology will be used by the student--and observed--during the second half of her student teaching experience.

Always prepared!

Without exception, the student is always well planned and well prepared with necessary materials. She services her students in a variety of settings and has always been able to adapt any plans/activities to best service her students in the particular classroom situation. She has used technology not only to develop specific awards for her students, but has developed a Jeopardy science review game for her students using the overhead (which her CT asked her to share with the other science teachers in her grade level) as well as using ELMO in English class for a DRP lesson.

Normally has a week's worth of lesson plans done ahead of time and modifies them as necessary as the week progresses. The student works in a variety of classroom settings - and plans vary according to setting and students. Curriculum modifications involve some 'low-tech' materials/procedures: Touch-points.

The student always has everything needed for her lesson prepared including visuals for all guided instruction as well as manipulatives when appropriate.

Lessons always well planned in a timely manner and technology is incorporated where appropriate.
Positively Stated Expectations

<table>
<thead>
<tr>
<th>Behavior Expectations</th>
<th>Exceeds expectations (73.68%)</th>
<th>Meets expectations (26.32%)</th>
<th>Below expectations (0.00%)</th>
</tr>
</thead>
</table>

Additional Comments on “positively stated expectations”

Positive, supportive, while consistently monitoring and adjusting instruction when addressing student behavior.

As mentioned, X has an excellent rapport with her students. She has a sense of how to engage them if off task without embarrassing them; she consistently monitors and addresses nonengagement;

X consistently reviews behavioral expectations before, during, and at the end of lessons. She has developed a variety of systems that help students meet expectations.

X always reviews expectations at the beginning of lessons and reinforces throughout. Students respond to her in a positive way. Behavior plans are in place and are re-evaluated as needed. Tokens, ‘talking balls,’ picture cards, charts, etc. - plans as individual as the students themselves.

Behavior expectations for designated students are reinforced throughout the lesson, being monitored and modified as necessary to accommodate the student in whatever learning environment he is in, and in deference to the classroom teacher’s routines/rules. This can oftentimes be difficult to juggle, but X has done a wonderful job!

It is most interesting to observe how even tempered X remains even when presented with the most challenging situations. By her own example, she was able to guide students to make appropriate choices and to accept the consequences of their actions.

X encourages students through verbal and non-verbal communication.

PBS was developed with students and examples of positive behavior were reviewed periodically.

X not only follows the school wide behavior policy, but has developed a very successful PBS plan with her students in which they worked toward a pizza party.

X’s expectations for student behavior have become more clearly defined and communicates more consistently.
### Reinforces Appropriate Behavior

<table>
<thead>
<tr>
<th></th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Below expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reinforces Appropriate Behavior</td>
<td>18 (94.74%)</td>
<td>1 (5.26%)</td>
<td>0 (0.00%)</td>
</tr>
</tbody>
</table>

**Additional comments on "reinforces appropriate behavior"**

Fair and nonjudgmental.

- A natural talent! She uses humor to respond to both appropriate and inappropriate behaviors. Her open, honest, direct manner is effective.
- Positive praise throughout. Students enjoy the consistency and attention.
- Feedback always supports students and encourages further on task behavior.
- I know I have used these words before, but praise/encouragement to students is genuine and encouraging - and is given to all students.
- X is aware of all students, providing both whole class monitoring and praise when warranted, as well as individual, student-specific praise throughout the lesson.
- X developed systems for group reinforcement in addition to specific systems for individual students. She focused on behavior within the classroom and also in non-classroom settings (e.g. the hallway) providing students with reinforcement that was appropriate to context/learner.
- X is always fair and consistent with handling discipline. She has successfully followed the WMS PBS program. She is consistently finding ways to compliment and reinforce positive behavior. The students have a strong comfort level with her and as a result they respond quite well.
- X utilized reinforcement throughout student teaching and has worked to refine her systems of reinforcement to target specific student learning and behavioral areas of concern. Her ability to link reinforcement to academic activities by providing reinforcement through creative academics has positively influenced student learning behaviors and academic skill acquisition.
- X consistently gives contingent, positive praise to students during lessons.
- X has worked to reinforce appropriate behavior in the mathematics class setting by linking expectations to reinforcement provided with specific and contingent praise. In the functional classroom setting this is an area that X has demonstrated great skill in. She is thoughtful in providing specific and contingent praise verbally in conjunction with presenting appropriate activities/rewards/etc. that are very reinforcing to individual students.
- She consistently provides specific contingent praise to all students.
- He consistently gives specific praise where appropriate.
Respond to Inappropriate Behavior

<table>
<thead>
<tr>
<th></th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Below expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manages Disruptive Behavior</td>
<td>15 (78.95%)</td>
<td>4 (21.05%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Demonstrates Fairness and Consistency</td>
<td>15 (78.95%)</td>
<td>3 (15.79%)</td>
<td>0 (0.00%)</td>
</tr>
</tbody>
</table>

Additional comments on "respond to inappropriate behavior"

X works hard to develop, maintain and revise plans that address behavioral issues. He is consistent and fair and is able to keep teaching while guiding students back.

As noted above.
X has the ability to manage disruptive behavior, addressing the issue while still keeping to her plan. In one instance, she tried a variety of strategies until student complied. Always positive, always efficient.

Fair and nonjudgmental in her dealings with students, X tends to any off task behavior by refocusing student's attention and restating what is expected.

Behavior plans in place are both subtle and effective. X no longer questions her ability to 'handle' the more challenging students. She now shows self-confidence and consistency in dealings with all students. Nicely done! ;)

Positive refocusing for the student is a key factor here. X has done a great job with this, being fair and consistent with all students. IEP's/504 plans are followed if in place for a particular student.

X was very good at making sure that behavior was addressed as behavior and not personal. She is extremely fair and consistent! Also, her enthusiasm and proactive approach to dealing with disruptive behavior before it occurs is an area of strength.

X utilizes different behavioral strategies to keep students involved and on task. She uses verbal and non-verbal cues to refocus and re-engage anyone who may be off task, and does so in an easy and gentle but firm manner.

X helped students accept responsibility for their actions and their consequences. This was always done in a positive fashion.

X diffused a potentially inappropriate disruption by remaining calm and using kindness and humor. X realized how effective non-verbal cues were to reengage a student.

X is consistent and fair in managing behavior - students are aware of the rules and consequences and have a sense of ownership of the PBS

Cooperating teacher and University Supervisor: Demonstrating fairness and consistency is an area of strength for X.

X has gained significant confidence in her behavior management skills

X has grown in his consistency in responding to inappropriate behavior, he maintains specific expectations, is fair, and focuses on the behavior, not the individual.
Knows and understands each student’s needs and develops management plans accordingly. The plans are simple, yet effective. Students are involved in the creation and there is a reward component, usually a few minutes with an itouch.

**Excellent job implementing PBS etc. She is consistent in her approach and communicates well with students.**

**Exellent.**

Uses PBS and other strategies that align with Plans or that support general behaviors.

Behavior plans in place relate to student IEP’s. Plans are positive and individual in their approach, and are modified when/as needed. Positive interaction with students - encouraging and supportive.

As stated earlier (mid-term), the school district specifies least restrictive environment/least intensive behavior management for all students, this trickling down to individual schools and classrooms. X has followed this policy, as well as individual student IEP’s, in her planning of lessons and in her monitoring/response to individual students.

Although X was not given the chance to work with specific behavior intervention plans designed by school-based professionals in this student teaching placement, she did create some of her own management systems and modified/individualized as appropriate.

Some students were having difficulties settling into the classroom upon arrival. In order to help them become more quickly focused, X implemented an incentive program that resulted in students beginning their class with a set SSR time. Not only do students arrive and become focused more quickly, they have also increased the amount of books they have read.

X provides feedback on a variety of student point sheets. Interaction was positive and easy yet X knew the important boundaries that needed to be reinforced.

X not only implemented individualized behavior strategies for student with disabilities but she also turned those strategies into information that was used by school based teams to design formal behavior support plans and IEP goals.

X has improved a student's behavior plan by extending its use beyond the resource room in order to maintain consistent behavioral expectations throughout the school day.

She has effectively implemented BIP's for students, consistent with their identified needs

X’s cooperating teacher notes that she has done an excellent job in the functional classroom. She has worked with all of the individual students using their behavior plans, positive supports, and her own interventions to support each student. X is able to refocus student behavior with quiet redirection that students have responded to very well.

X has participated in team development and implementation behavior plans

X has had experience in monitoring students with BIP's
Introduce Lesson Content

<table>
<thead>
<tr>
<th></th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Below expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>States Learning Objectives and Outcomes</td>
<td>15 (78.95%)</td>
<td>4 (21.05%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Describes Directions Clearly</td>
<td>18 (94.74%)</td>
<td>1 (5.26%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Reviews Necessary Skills</td>
<td>15 (78.95%)</td>
<td>4 (21.05%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Speaks Clearly and Positively</td>
<td>19 (100.00%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
</tr>
</tbody>
</table>

Additional Comments on "introduce lesson content"

Outstanding in all of the above.

Lessons always begin with an agenda, objectives stated, and a warm up. Students are used to the routine. X is always positive, cheerful, and efficient in her delivery.

X has planned so well, that her delivery is seamless. She is thorough, has established routines, gives clear directions, reviews major concepts, and teaches all she sets out to in a 30-40 minute time frame. Amazing!

X does an excellent job with all aspects of instruction. She takes the time to plan thoroughly, so the actual instruction runs smoothly and effectively. She has a wonderfully warm manner which is engaging in itself!

Advance organizer is clearly in place for all lessons. Multiple formats used in lesson execution as needed and as appropriate for the students in question. Consistently speaks clearly and in a positive tone? Awesome! :)

Advance organizers are consistently in place, specifying content and expectations clearly and in forms appropriate for the students in question (oral, written, whole class, individual, etc.). X is very soft spoken, yet is clear and positive in her instructing and her dealings with students.

X tailored her objectives and directions to meet student age/grade level. She posted lesson objectives and learning outcomes with "student friendly language" and provided visuals for students who were not fluent with written text.

X is consistently giving clear directions and often scaffolds the assignments.

Introductions to all lessons were clear and sequential. X became proficient in using the Wilson program, which is used school wide. She learned the techniques and was very fluid in their use. It is a structured program with very set objectives yet she added a creative dimension.

At the onset of a lesson, X provided clear examples and models for expected learning outcomes. X helped students view events from different perspectives and draw meaningful conclusions with real-life connections.

X uses a posted agenda to orient students to the daily lesson. Directions for each activity are clearly stated and modeled.

She continues to clearly state objectives and expectations for all activities.

X has made significant growth in his ability to clearly articulate his directions both verbal and written, and uses modeling effectively.
Maximize Student Engagement

<table>
<thead>
<tr>
<th></th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Below expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maximizes Time On-Task</td>
<td>15 (78.95%)</td>
<td>4 (21.05%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Provides Differentiated</td>
<td>13 (68.42%)</td>
<td>6 (31.58%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Opportunities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Data-Based Modifications</td>
<td>14 (73.68%)</td>
<td>5 (26.32%)</td>
<td>0 (0.00%)</td>
</tr>
</tbody>
</table>

**Additional Comments on "maximize student engagement"**

X makes the most of every moment. His plans include a variety of activities that support the objectives; he is able to modify the pacing and content as the lesson progresses based on student response.

X is able to think on her feet, modifying instruction as needed. She varies the activities in her lessons in order to provide students with opportunities to practice, explore, and learn.

Activities designed to support student needs; materials appropriate; effectively engages students and keeps them on task using a variety of activities, changing pace, and modifying the plan.

Lessons are constructed with various components so that the student is engaged and refocused throughout the lesson. X has accessed all available student data and makes modifications based on that and on student performance.

Maximizes student on-task time with types of lessons planned, behavior interventions used and learning environments all being considered. Lessons are all strongly connected to individual student IEP goals.

X does a great job with transitions - smooth and with little break in instruction. She is sure to provide opportunities for all students to participate in planned activities, be they designated or not. Guided practice, independent practice, retouching, modification, and reinforcement are all in place as needed. Pace and content are somewhat determined by the classroom teacher in whose class X might be working, but that is where she puts her knowledge of accommodations and modifications for her designated students to work. She has done a great job with this.

My observations of X have reflected her strong use of time on task and differentiated curriculum. She has become adept at reengaging and refocusing students who may be somewhat off task. Words of encouragement are provided as students continue the tasks at hand.

Even when faced with students who presented more of a challenge, X was able to redirect them to the lesson by using firm yet gentle reminders, which maximizes student time on task. X used data from reading programs to help design instruction.

X periodically brings back objectives to ensure that students have retained the material.

X frequently uses a graphic organizer designed for individual students’ specific needs for space and visual clarity. Her pacing is flexible, based on observation of student progress.

Cooperating teacher: X with continue to grow in analyzing student work to drive instruction. She had made good progress

X has demonstrated growth in this area across the semester. She continues to show room for growth in the integration of data into her decisions.
surrounding instructional modifications, providing differentiated opportunities, and in increasing student engagement.

A 10 minute engagement sampling during a lesson showed all students fully engaged throughout the lesson. She consistently uses a variety of activities to maintain a high level of engagement.

He has increased his ability to modify pace, content and method of instruction based on objective data.
### Provide Performance-based Feedback

<table>
<thead>
<tr>
<th>Performance-Based Feedback</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Below expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>15 (78.95%)</td>
<td>4 (21.05%)</td>
<td>0 (0.00%)</td>
</tr>
</tbody>
</table>

### Additional Comments on "provide performance-based feedback"

- **Always specific and positive**
  - Guides students during independent time with individual support; accepts answers that may be off the mark, and is able to validate and "make it work", which encourages students to contribute more.
  - Positive feedback, citing specifics encourages students whether it is corrective or based on accurate response.
  - A comment from X re/ a token feedback/behavior system in place for one student: "It is easy to implement during group instruction because it is minimal verbal interaction and the removal of the token can be done while instruction is still going on."
  - Subtle but effective - a smile, a tap on a paper, eye contact.
  - X built inconspicuous feedback into her lessons through group opportunities to respond, providing all students with feedback during individual work times, and provided additional individual instruction/support based on student performance across assessments/lessons.
  - X gives constructive feedback directly to students. Due to the population she is working with, direct feedback is necessary.
  - X provided verbal and nonverbal constructive feedback to students.
  - While students are working independently, she gives 1:1 feedback to each student. In group lessons she uses her knowledge Bloom's Taxonomy effectively to guide questions for individual students.
  - This is an area of strength for X when working 1:1 with students.
Review Lesson Content

<table>
<thead>
<tr>
<th></th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Below expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review Lesson Content</td>
<td>12 (63.16%)</td>
<td>7 (36.84%)</td>
<td>0 (0.00%)</td>
</tr>
</tbody>
</table>

Additional Comments on "review lesson content"

Closes the lessons with a restatement of the objectives and often has students apply new learning in a different manner.

Meets expectations and at times exceeds;
Always reinforces concepts taught and connects to life outside of school; consistently has closure.
X has excellent pacing and always has time for proper closure. She makes connections that help students to apply new learning to other areas of curriculum and daily life.

Post organizer is in place - is tied to lesson's critical content - and is connected to individual student life skills/situations.
Post organizer is always in place and adhered to. X is careful to determine what part of the critical content is important and necessary for each individual designated student and to include this in the lesson. X is also consistent in her praise of student effort during the lesson/activity.
X was able to refine her ability to efficiently use a post-organizer over the course of her student teaching and developed skill with lesson closure that hit on all critical components.

At lesson closure, students would articulate ways in which their learning relates to the world around them. X helped them make these connections by using pre and post organizers.
X is becoming more proficient with using a post organizer as the semester has progressed.

She consistently uses a post organizer to review relevant information from the lesson

Cooperating teacher: Post organizers reflected the pre-determined outcomes of her lessons.
X is able to identify this as her greatest area of weakness. She has worked over the semester to integrate more emphasis on lesson closure into her planning and has begun to write informal post-organizers into her plans in addition to verbal reviews of big ideas. She will need to continue to work to formalize this portion of her teaching in the future.

X's use of a post organizer helps to make connections to life outside of school

X has begun to use a post organizer in math more consistently
### Teach Lesson Content Relevant to Student Population

<table>
<thead>
<tr>
<th>Content Relevant to Population</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Below expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>15 (78.95%)</td>
<td>4 (21.05%)</td>
<td>0 (0.00%)</td>
</tr>
</tbody>
</table>

### Additional Comments on "teach lesson content relevant to student population"

- Has studied IEP outcomes incorporates them into his lessons
- Xs Math classes support a range of student needs, those with and without IEPs.
- excellent
- Lesson plans/activities are comprehensive, well-organized and prepared, and linked to student IEP’s. Mastery criteria - whether it is academic, behavioral or social - are noted and are the basis for lessons/activities.
- CMT’s were the focus for students early in the semester, along with IEP’s and grade level goals. CMT’s were not a major focus as the semester continued, but were never quite forgotten. X did a nice job balancing introduction of new content and review of previously taught curriculum. X was able to select and teach relevant content across both kindergarten and ELL populations.
- X uses information based on IEPs, test results, daily work, etc. to design lessons of high interest that meet the identified needs of her students. She helps them make connections to real world experiences.
- Over the course of her student teaching placement, X has learned a great deal about ELL instruction within the instructional setting she was placed in. She was able to reflect on assessments and teaching strategies to modify content and instructional methodology to meet the specific needs of ELL students.
- X created many original worksheets and activities if materials were not available in the classroom to use for certain types of instruction. She provided strong multi-sensory approaches to learning using visual, auditory and tactile inputs. Her lessons were well designed and taught successfully with many positive results.
- X’s lessons are aligned with student IEP’s as well as with East Hartford’s mission and expectations.
Assess Student Ability and/or Knowledge Prior to Instruction

<table>
<thead>
<tr>
<th></th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Below expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assess Prior Knowledge</td>
<td>12 (66.67%)</td>
<td>6 (33.33%)</td>
<td>0 (0.00%)</td>
</tr>
</tbody>
</table>

Additional comments on "assess student ability and/or knowledge prior to instruction"

ongoing gathering of student information and progress, viewing files, assessments, and meetings with team;

X has accessed all files and data prior to instruction and applies this information when planning.
X collects data as well as reviews information about each student prior to instruction (pretests, Wilson, running records, Dolch, standardized tests); her plans reflect this information; she tailors instruction to meet needs.

takes the time to review all available data in order to plan comprehensive lessons to meet individual needs

X uses oral and written questions/comments to attain information regarding prior knowledge. Some programs used have built-in mini-assessments which provide this information, others X has sought-out or developed.

IEP's, formal and informal classroom assessments, parent-provided information and teacher input were all used by X in planning lessons/accommodations for students.

X constantly accesses student's prior knowledge through various methods involving language, discussion, writing, and illustrations.

In order to facilitate her planning, X always referred to previously covered material. She would check student mastery level of skills and use the information to design new plans.

X uses work samples, student assessment data, and IEPs to gather information to design her lessons.

Over the course of student teaching X became increasingly fluid with data collection and analysis to inform her instruction.

X communicated with a parent whose child has difficulty with expressive language. As a result, she gained valuable background information that helped with lesson planning.

X uses informal daily review as well as pre and post testing to track student progress related to their IEP objectives

consistently assess students' prior knowledge prior to introducing new learning as well as reviewing the previous day's lesson to assess student retention

X consistently gathers relevant information about students' prior knowledge
### Assess student outcomes related to IEP during instruction

<table>
<thead>
<tr>
<th></th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Below expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selects Appropriate Assessments</td>
<td>14 (73.68%)</td>
<td>5 (26.32%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Embeds Informal Assessments</td>
<td>14 (73.68%)</td>
<td>5 (26.32%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Establishes Criteria for Mastery</td>
<td>12 (63.16%)</td>
<td>7 (36.84%)</td>
<td>0 (0.00%)</td>
</tr>
</tbody>
</table>

### Additional comments on "assess student outcomes related to IEP during instruction"

- Wilson word test, dictation, running records, cuing systems, formative assessments in math
- Outstanding!
- X created math assessments for several students based on student IEP's and abilities/exceptionalities. A terrific job with lesson plans for a particular novel, using multiple instructional and assessment techniques, with on-going monitoring and adapting.
- X is always aware of individual student IEP's/goals during planning/instructing. Constant monitoring of student progress allowed X to quickly provide reinforcement/make changes in pace or instruction as needed. Nicely done!
- X was able to work with several students across different ability levels in respect to using assessment of student outcomes related to student IEPs during instruction.
- In addition to assessing student outcomes related to IEP information during instruction, she also follows the 5th grade curriculum and modifies for individual students as necessary.
- Within her lessons, X used a variety of formal and informal assessments.
- X meticulously takes notes during instruction about student achievement. This allowed her to better reflect on skills to be covered in the future. She is able to be flexible and adapt during lessons, keeping individual objectives in mind, and plans individualized differentiation.
- Cooperating teacher: X's performance re embedding informal assessment suggests good reflective processes.
- X has increased his use of informal assessments to check progress and drive his instruction.
Assess Student Response to Instruction

<table>
<thead>
<tr>
<th></th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Below expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assess Response to Instruction</td>
<td>15 (78.95%)</td>
<td>4 (21.05%)</td>
<td>0 (0.00%)</td>
</tr>
</tbody>
</table>

Additional Comments on "assess student response to instruction"

EDMARK, Pinpoint Math, Collects data
Ongoing monitoring of student performance which are congruent with objectives.

ongoing review of assessments and intervention to drive future planning

Analyzes assessments and reflects on student performance and reevaluates instructional goals.

X has worked with her Cooperating Teacher and the Special Services team to develop and interpret instructional and behavioral student plans, then modifying these plans as warranted. Nice growth in this area!

X has used IEP goals as the main determiners of her lesson plans, accommodations and modifications. She has worked closely with her cooperating teacher, paraprofessionals, special services team members and classroom teachers with whom she works, to assess student response to presented lessons and determine appropriate interventions if any.

X was able to carefully integrate both formal and informal assessments to create a full picture of student performance/growth leading her to establish future lessons, goals, and objectives for groups of students and individuals.

X has a natural flow in how she instructs the students and transitions to various activities.

When it is apparent that students have not mastered a skill, X plans future lessons that utilize scaffolding techniques in order to better meet the needs of her students.

In the second half of the semester, X has flourished in this area.

X has used a variety of formal and informal assessments to monitor her students' progress

X uses a variety of formal and informal assessments effectively

X conferences with colleagues to supplement data to determine appropriateness of intervention
**Student Teacher Area(s) of Greatest Strength**

Has good instincts, is insightful, understands the learning process, is able to change course during lesson adapting to student needs. He has a keen understanding of how and why students respond the way they do.

X's greatest strength lies in her rapport with her students. As stated, she is open, honest, intelligent, and has a sense humor. Her lessons are organized and reflect in-depth learning on her part prior to instruction. She is also strong in the area of assessment, using informal data to modify and to drive future instruction.

X believes her greatest strengths are self reflection and seeking help to better improve instruction. She seeks advice, collaborates with colleagues, and always tries out suggestions in order to improve her instruction and to better meet student needs. As her supervisor, I would add that she is extremely well prepared, a top notch professional in all ways.

X's greatest area of strength is her ability to modify to meet individual needs with a group; she does an excellent job of differentiating.

X is well prepared and well organized, both with plans and materials. Plans are linked to student IEP's and are considerate of student abilities and necessary modifications. To reiterate a quote from another staff member: "X gets it!" She does indeed. She gets what being a professional is all about. She gets how to be an effective and visible leader in the classroom. She gets about being a student advocate. She gets how to interpret data to plan/execute the very best lessons/program for her students. She gets how to value the whole student for his/her own personal strengths and weaknesses. X does indeed get it!!

Poised and professional at all times. Lesson planning is clear, concise, aligned with student IEP's, inclusive of behavioral considerations and cognizent of the whole child (strengths and weaknesses). Organized. Wonderful job with time management, both in class and with outside lesson and materials preparation. Self - initiation: X asks/offers. Doesn't wait to be asked.

X's greatest areas of strength are numerous! X is a professional who takes time to establish and foster relationships with students, school-based professionals, and parents. Lesson design is another area that X exceeds expectation in. X’s lessons always covered critical content, integrated relevant objectives across areas (e.g. IEP, EIP, ELL standards, general education standards, state standards, etc.) with creative and engaging content. X's behavior management is very proactive and positive. She is a reflective practitioner who is able to adjust both academic and behavioral content/supports as needed with the ultimate goal of increasing student independence.

X is most reflective and analytical about her teaching skills and the ways in which she is able to make a positive impact on learning. She is always willing to try a new approach when presenting lesson content in order to ensure student success, and she has become quite adept at monitoring and adjusting activities as needed. X is a very competent and dedicated teacher. She is an excellent advocate and role model for students. X became an active member of the fifth grade team. In addition to creating in class displays of student work, X took the initiative to design a 5th Grade bulletin board that was complimented by the principal. She willingly accepted assigned duties and responsibilities and completed tasks in a timely and competent fashion. The end results have been creative, artistically interesting and eye-catching displays. In a most professional manner, she would
present important information about programs and materials with which students experienced success. She will make a fine addition to any staff.

X has easily become involved in the daily routines and has quickly developed a fine rapport with both students and colleagues. This is evidenced in the way she has regularly collaborated with the 8th grade team, paraprofessionals, and specifically with the language arts teacher to plan co-taught lessons. X's goals and objectives have been clear and measurable with interesting and creative activities that provided for the needs of a very diverse student population. Using pertinent student information (i.e. oral and written work, IEPs, etc) she was able to address specific strengths and weaknesses. X helped students view learning as interconnected and relevant to their daily lives. She handled discipline in a fair and consistent manner and maintained a positive tone in the classroom. X has conducted herself with poise and confidence and has been a positive role model to all students.

X is always honest and analytical when reviewing her work. She is reflective and perceptive and uses every situation as a learning experience. She is a competent and capable teacher who readily accepts her responsibilities and duties as a teacher. X consistently uses constructive feedback within the classroom and has fostered an environment that helps students to think critically and creatively. X is very organized and always well prepared for her lessons. She maintains a positive and calm demeanor and is very patient with all students. She is confident within her lessons. X also has devised a structured system for both managing materials and lessons.

X is a reflective practitioner who is able to and excited to accept feedback. She has a strong foundational skill set that has continued to expand based on experiences, reflection, instruction, and collaboration with students, families, and staff. X is able to see the whole picture and to also examine smaller aspects of individual situations to create optimal outcomes for students, families, and staff. X is able to integrate technical knowledge of academic standards, instructional methodology, and behavior management into all aspects of her teaching and enhances these facets by applying creativity and a student centered perspective.

X is passionate about teaching. Her nurturing, energetic personality is reassuring to children. She is a true professional when she shares valuable information about her students. X's excellent organization skills allow her to juggle a variety of student needs at two different grade levels. Her objective criteria were linked to local, state, and national standards. Objectives were clear, detailed, and measurable. X is analytical and reflective about her teaching skills in order to provide the best possible education for her students.

X's areas of strength include: classroom management careful planning of each lesson use of a variety of learning strategies that are incorporated in the lesson professionalism in dealing with staff and students knowledge of paperwork involved in writing IEP's and running PPT's

Developing a structured environment; presentation style; is truly self reflective; elements of transitioning are excellent

X demonstrates several areas of strength. She is very reflective, open to feedback, and always ready to learn and grow. X is thoughtful and takes time to make sure she is collaborating with all parties (e.g. school-based staff, co-teachers, student volunteers, etc.) to maximize outcomes for students. X is able to reinforce students using resources that meet their needs explicitly. Her personal devotion to the school community both inside of her classroom and to the entire school has been exceptional. X has spent nearly every afternoon after student teaching assisting with the drama club in addition to other school activities.
X's greatest strengths include: - personal reflection - ability to accept and apply constructive criticism - use of varied techniques to instruct and assess students' progress - organization skills - rapport with students

Enthusiastic; caring; well organized; collaborative; good rapport with students Use of technology; transitioning skills; development of advance organizers Additionally, from cooperating teacher: "X is ready to step into a special education classroom"

X's strengths include: 1:1 interactions with students - giving positive and specific feedback Increase in class management Increase in flexibility to modify and adjust lessons to meet students' needs always professional in interactions with all stakeholders

Good rapport with students, who see her as the teacher Good lesson introductions/advance organizers; excellent transitions Good/engaging questioning techniques; regular/effective use of instructional technology Instructional design; varies lessons to incorporate different modalities Very reflective re lessons; very prepared; creative

### Student teacher area(s) of greatest growth

Assessment and literacy are areas that X would like to develop more fully.

X would like to strengthen her understanding of (be more comfortable with) the IEP process, as well as her knowledge of classroom management strategies.

X would like to strengthen her knowledge and depth of understanding of math instruction.

X feel that she needs to strengthen her involvement when collaborating with colleagues. She is naturally a quiet person, but speaks up when in a position to advocate for her students. This is a skill that comes with time and experience.

X has developed a real confidence in her abilities as a teacher and her true concern/liking for this particular population of students (a population she has not worked with previously). She has shown great joy in what she calls "those little victories" the student’s experience - and has become a real advocate for them in her dealings/collaboration with other staff on their behalf. When I conferred with X's Cooperating Teacher about her progress/grade, I stated, "I assume you wouldn't be upset then if I gave X an A for her student teaching grade?" Her answer? "I would be upset if you didn't!" Enough said.

Significant progress has been made in the area of whole class management, as opposed to individual or small group. More exposure in this type of setting would be welcome and beneficial.
Overall X has demonstrated an excellent understanding of teaching given her student teaching placement. The majority of this placement and her responsibilities focused on kindergarten level students who were not yet identified through the PPT/IEP process. Therefore, an area of growth for X would be to continue to develop her fluency with implementing and integrating IEP goals and objectives as well as formalized behavior intervention plans into her teaching.

X has made tremendous growth in the area of classroom management. She was a little hesitant and unsure of herself in the beginning, but she was always willing to take a risk. She would say if she felt like she wasn't quite ready for something, but always steadily moved ahead in that direction. She is now very sure of herself and is confident in the area of classroom management. She has established herself as a leader in the classroom, and as a result delivers instruction effectively and provides an orderly and safe environment.

X has become more consistent with the use of post organizers in her lessons. She has also become more fluid with informally assessing students throughout the lessons. She uses questioning techniques effectively to ascertain the level of student understanding, and makes adjustments accordingly. In the general education classes in which X is involved, she has become more of a presence as she has gotten to know the students better. Students see her as a teacher and seek her out for assistance.

X was unaware when arriving at Hall Middle School that she would be teaching within a co-teaching setting. She has become extremely comfortable within the classroom and has accepted the responsibilities of a co-teacher. Her comfort level in front of a large class has developed beautifully. Also, X has become more confident in behavior management both in the co-teaching classroom and resource room.

Areas for continued development for X include integrating more spontaneity into her teaching (e.g. continuing to adhere to the structure she has created but with more fluidity) and to continue to develop her ability to collaborate with all staff to introduce new initiatives and enhance student learning.

X collaborated with classroom teachers and paraprofessionals to improve the consistency of instruction. She aligned her lesson plans to address student needs and grade level skills taught in the general education class. Written post organizers have been utilized in order to make lesson content more meaningful for the students.

X has shown great growth in: incorporating different learning strategies to meet the needs of each student using IEP to know the strengths and needs of each student and then focusing on the modality which is the strength of each student

Linking student IEP goals and objectives appropriately to lesson plans; implementing literacy instruction; developing appropriate materials; class/behavioral management; presentation style; creating complete and appropriate behavioral/instructional objectives

X’s areas for greatest growth are in the areas of assessment, lesson closure, and task analysis. X has demonstrated growth across the semester in all of these areas and is aware of her need to continue to improve. She is open to suggestions, reflection, and willing to making changes to maximize outcomes for her students and her own professional practice.

X has made significant growth in time management and transitions Her goals for further growth include classroom management and
development of a "teacher voice"

Day to day operations; learning/using special education student management systems Development of appropriate/complete goals and objectives and related assessment components

X's goals are: development of appropriate goals and objectives for students' IEP's use resources to seek out more variety of lessons and activities using supplemental materials become a more active participant in team meetings

Comfort and confidence as a teacher; more flexible Ability to think while teaching; adaptability Development of complete/appropriate instructional/behavioral objectives

Student’s Grade Information

Grade: (19 Responses)

- A: 17 (89.47%)
- A-: 2 (10.53%)