During the spring semester of the 2013-2014 school year, students in the Elementary Education program participated in their student teaching clinic experiences. An online application system (i.e., Checkbox) was used to facilitate the administration of the final evaluation to provide feedback to supervisors, advisors, and students. Results were aggregated across 39 individuals. The results were obtained through analyzing supervisors’ responses on the student teaching final evaluation form for teacher education students in the Elementary Education program.

The purpose of this report is to display the overall results. The quantitative results have been analyzed and the qualitative responses are reproduced verbatim (except for names and/or locations which are omitted).

- Almost all students were rated as making either “Outstanding” or “Satisfactory” progress regarding each NCATE standard.
- For the following 3 “Planning Instructing, Assessing, and Adjusting” standards, at least 97.4% (n=37) of the students made “outstanding progress:”
  o Responds to the group or individual student’s levels of understanding while teaching
  o Plans and implements instruction based on national and state curriculum frameworks and classroom curricular goals
  o Activates students’ prior knowledge and experience
  o Creates positive and supportive interactions with students by using respectful, appropriate, and effective verbal and nonverbal communication techniques
- For the following “Professional Responsibility through Professional and Ethical Practice, Reflection and Continuous Learning, Leadership, and Collaboration” standard, 92.1% (n=35) of the students made “outstanding progress:”
  o Reflects on his/her own practice and uses reflection to grow and change practice; is willing to ask probing questions
  o Makes efforts to deepen his/her own knowledge of subject matter and curriculum materials

* Modification made based on one student’s extenuating situation, per Director of Partnership.
### Grade Level Placement (check all that apply)

<table>
<thead>
<tr>
<th>Answer</th>
<th>Count</th>
<th>Percent</th>
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<tbody>
<tr>
<td>K</td>
<td>6</td>
<td>15.79%</td>
</tr>
<tr>
<td>1</td>
<td>7</td>
<td>18.42%</td>
</tr>
<tr>
<td>2</td>
<td>6</td>
<td>15.79%</td>
</tr>
<tr>
<td>3</td>
<td>8</td>
<td>21.05%</td>
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<tr>
<td>4</td>
<td>8</td>
<td>21.05%</td>
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<tr>
<td>5</td>
<td>3</td>
<td>7.89%</td>
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</tbody>
</table>

### CT Common Core of Teaching II-Teachers Apply This Knowledge by Planning, Instructing, Assessing, and Adjusting

<table>
<thead>
<tr>
<th></th>
<th>Outstanding Progress</th>
<th>Satisfactory Progress</th>
<th>Not Making Progress</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Implements instruction based on knowledge of English language arts and applies reading and language/child development concepts to teach reading, writing, speaking, viewing, listening, and thinking skills in myriad situations, using a variety of materials and ideas</td>
<td>33 (86.84%)</td>
<td>5 (13.16%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>2. Designs and implements age-appropriate inquiry lessons based on knowledge of fundamental concepts of physical, life and/or earth/space sciences to promote student social and personal applications, and to convey the nature of science</td>
<td>24 (63.16%)</td>
<td>14 (36.84%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>3. Engages students in problem-solving, reasoning/proof, communication, connections and representation by implementing instruction based on knowledge of major concepts and procedures that define number and operations, algebra, geometry, measurement, data analysis and probability</td>
<td>34 (89.47%)</td>
<td>4 (10.53%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>4. Promotes students’ ability to make informed decisions as citizens of a culturally diverse, democratic society and interdependent world by implementing instruction based on major concepts, modes of inquiry and integrated study of the social studies (history, geography, etc.)</td>
<td>30 (78.95%)</td>
<td>8 (21.05%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>5. Integrates into instruction the content, functions and achievements of the visual and performing arts as primary media for communication, inquiry and engagement</td>
<td>23 (60.53%)</td>
<td>15 (39.47%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>6. Creates opportunities for student development and practice of skills that contribute to good health by</td>
<td>17 (44.74%)</td>
<td>20 (52.63%)</td>
<td>0 (0.00%)</td>
<td>1 (2.63%)</td>
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integrating into instruction the major concepts of health education

<table>
<thead>
<tr>
<th>Skill</th>
<th>Outstanding Progress</th>
<th>Satisfactory Progress</th>
<th>Not Making Progress</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Fosters active, healthy life styles and enhanced quality of life for students by integrating into instruction human movement and physical activity</td>
<td>24 (63.16%)</td>
<td>14 (36.84%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>8. Responds to the group or individual student’s levels of understanding while teaching</td>
<td>37 (97.37%)</td>
<td>1 (2.63%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>9. Plans and implements instruction based on knowledge of the community context and of students as a group and as individuals</td>
<td>31 (81.58%)</td>
<td>7 (18.42%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>10. Constructs lessons that are adapted to diverse student needs based on understanding of students’ different developmental levels and approaches to learning</td>
<td>29 (76.32%)</td>
<td>9 (23.68%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
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</table>

Outstanding Progress: 31 (81.58%), Satisfactory Progress: 7 (18.42%), Not Making Progress: 0 (0.00%), N/A: 0 (0.00%)

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<tr>
<th>Skill</th>
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<th>Satisfactory Progress</th>
<th>Not Making Progress</th>
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<tbody>
<tr>
<td>11. Connects interdisciplinary concepts, procedures, and applications to build understanding and to help students apply knowledge and skills to real world problems</td>
<td>31 (81.58%)</td>
<td>7 (18.42%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>12. Plans and implements instruction based on national and state curriculum frameworks and classroom curricular goals</td>
<td>37 (97.37%)</td>
<td>1 (2.63%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>13. Activates students’ prior knowledge and experience</td>
<td>38 (100.00%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>14. Asks questions and implements methods that encourage students to think critically</td>
<td>32 (84.21%)</td>
<td>6 (15.79%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>15. Provides opportunities for students to solve problems, explain their thinking, and evaluate their own performance</td>
<td>29 (76.32%)</td>
<td>9 (23.68%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
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</table>

Outstanding Progress: 32 (84.21%), Satisfactory Progress: 6 (15.79%), Not Making Progress: 0 (0.00%), N/A: 0 (0.00%)

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<thead>
<tr>
<th>Skill</th>
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<th>Satisfactory Progress</th>
<th>Not Making Progress</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>16. Seeks out and uses resources from a variety of sources to create meaningful and challenging curriculum</td>
<td>32 (84.21%)</td>
<td>6 (15.79%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>17. Creates a respectful, supportive, and challenging environment that supports individual student’s development, construction of knowledge, and motivation to learn; in doing so, demonstrates considerable knowledge of child and/or adolescent development and understanding of the multiple interacting influences on learning</td>
<td>32 (84.21%)</td>
<td>6 (15.79%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
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</table>

Outstanding Progress: 32 (84.21%), Satisfactory Progress: 6 (15.79%), Not Making Progress: 0 (0.00%), N/A: 0 (0.00%)

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<tr>
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<th>Satisfactory Progress</th>
<th>Not Making Progress</th>
<th>N/A</th>
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<tbody>
<tr>
<td>18. Uses informal and formal assessment data to</td>
<td>33</td>
<td>5</td>
<td>0 (0.00%)</td>
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modify instruction and to plan appropriate lessons, including purposeful choices regarding group formations  

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<th>Satisfactory Progress</th>
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<th>N/A</th>
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</thead>
<tbody>
<tr>
<td>19. Sequences learning tasks into coherent units of instruction derived from the curriculum in an effort to effectively scaffold student learning</td>
<td>35 (92.11%)</td>
<td>3 (7.89%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>20. Creates positive and supportive interactions with students by using respectful, appropriate, and effective verbal and nonverbal communication techniques</td>
<td>38 (100.00%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
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<tr>
<th></th>
<th>Outstanding Progress</th>
<th>Satisfactory Progress</th>
<th>Not Making Progress</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>21. Documents student learning in both ongoing and summative ways</td>
<td>26 (70.27%)</td>
<td>11 (29.73%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>22. Uses effective verbal, nonverbal, and media communication techniques to foster active inquiry and collaboration among students</td>
<td>32 (86.49%)</td>
<td>5 (13.51%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
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**CT Common Core of Teaching III-Teachers Demonstrate Professional Responsibility through Professional and Ethical Practice, Reflection and Continuous Learning, Leadership, and Collaboration**

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<tr>
<th></th>
<th>Outstanding Progress</th>
<th>Satisfactory Progress</th>
<th>Not Making Progress</th>
<th>N/A</th>
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</thead>
<tbody>
<tr>
<td>23. Creates opportunities to communicate with families in supportive and empowering ways, establishes respectful and collaborative relationships with families, and involves families in students' learning</td>
<td>27 (71.05%)</td>
<td>11 (28.95%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>24. Collaborates with a variety of faculty members in the school community to support students' learning and well-being</td>
<td>31 (81.58%)</td>
<td>7 (18.42%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>25. Reflects critically on his/her own practice and uses reflection to grow and change practice; is willing to ask probing questions</td>
<td>36 (94.74%)</td>
<td>2 (5.26%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>26. Seeks out and participates in opportunities to grow professionally</td>
<td>31 (81.58%)</td>
<td>7 (18.42%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>27. Makes efforts to deepen his/her own knowledge of subject matter and curriculum materials</td>
<td>35 (92.11%)</td>
<td>3 (7.89%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
</tr>
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</table>
Teachers have knowledge of students, content and pedagogy regarding planning, instructing, assessing and adjusting.

**What 2-4 strengths did the student teacher candidate possess?**

___ has been such a pleasure to work with this year. ___'s confidence in the classroom and in hr planning has shown impressive growth. She was first responsible for lesson plans for one small reading group and a math lesson. By the end of her student teaching, she had taken over all of the planning for every subject and had things consistently planned and well thought out. Her lesson plans were always done in a timely manner so we could collaboratively consider what was to come. ___’s instruction has also flourished. She is able to see areas that she might feel less comfortable with and actively seeks out support. This is an essential skill as an elementary school teacher. She is able to take suggestions and resources and find ways to make them her own, while still maintaining the important aspects of each.

1. When ___ plans for both whole and small group, she is always thinking about the students' background knowledge and prior learning. 2. She will ask questions and does research to present lessons that are engaging while meeting the Common Core Standards. 3. ___ asks higher order thinking questions that foster student discourse. She allows good wait time when asking questions so students have time to think. 4. ___ is very effective at small group lesson planning. She differentiates to meet each student’s level of reading.

*making handmade materials for lessons *is willing to help when asked *shared literature

___ is very knowledgeable about content areas and age appropriate expectations. If she does not know something, she is quick to find appropriate resources for both herself and the students. ___ is very warm and caring towards the students. ___ is very hard working and determined to do her best. ___ constantly is reflecting and adjusting her instruction as appropriate.

___ has many strengths in the area of planning, instructing, assessing and adjusting. She uses the standards to set appropriate objectives and is able to implement her plans very effectively. She uses informal and formal data to drive her instruction and has developed several long term plans for units of instruction in science and math. ___ has exceptional ability in relating to and interacting with her students. Students enjoy her and engagement rate is high.

___ learned of her students individual needs and crafted lessons to meet those needs. She executed lessons with a structure that guided students through new learning. ___ monitored student learning throughout her lessons and made "on the spot" adjustments when needed. This led ___ to become more proficient in differentiating her instruction. ___ used both formal and informal assessments to guide what her next steps in teaching would be. This is an area that ___ will continue to grow with more teaching experience.

___ is very thorough and thoughtful when planning lessons. He takes into account best practices, learning styles, and differentiation needs within the classroom. He also takes initiative to collaborate with other teachers and his willingness to work hard and learn serves him well. ___ is constantly reflecting and striving to make his teaching better.

Regularly uses assessment data and student work samples to effectively plan commendable lessons that sequence learning objectives into units of instruction. Clearly and consistently communicates what students should know and be able to do to students with regular repetition of concepts, skills, definitions and strategies being taught while teaching each lesson. In addition she seeks out a variety of staff resources and a myriad of other ways to help her plan specific tasks to benefit individual students’ progress toward achievement accommodating the frequently changing activities and staff in the classroom. ___ successfully plans and implements thematic unit integrated instruction based on ELA and MATH standards by engaging students in “real world” problem solving.
with purposeful communication, while integrating the social studies and sciences. She fosters active healthy lifestyles and positive social-emotional development by: leading students toward the understanding that they are capable, encouraging personal effort with frequent positive feedback, nurturing a desire for learning by planning engaging lessons that include student interests and choices, and by creating a culture of caring for themselves, each other and the greater community. ___ is becoming quite adept at planning engaging lessons that will invite the attention of a particularly active and talkative group of kindergartners. She is learning how to hold students accountable for showing self-control by: creating classroom and individual behavior incentive strategies, giving frequent praise for appropriate behaviors, using silence, hand signals and individual behavioral motivations as redirection.

___ has done a wonderful job taking over classroom responsibilities. She asks appropriate questions and is genuinely interested in the well-being of the students. She adjusts her lessons to meet all academic skill levels.

___ designed effective inquiry lessons in Science that enthusiastic___ engaged students and provided a thorough fundamental knowledge of the area of study. During Mathematics instruction, ___ did an excellent job of engaging the students in problem solving, reasoning, making connections, and creating representations to further their understanding of multiplication, division and fractions. She regularly provided opportunities for students to solve problems and explain their thinking.

___ effectively planned, designed, assessed, and delivered instruction to meet the educational needs of all the students during each lesson. She planned and delivered instruction that was aligned to the state curriculum frameworks. ___ adjusted her teaching practices to meet the student’s individual learning styles. ___’s strengths include her ability to effectively design and implement instruction based on knowledge of English language arts and applied a variety of reading and language concepts and strategies to teach reading and writing skills. She created materials that included graphic organizers, pictorial representations, and work samples that were differentiated to meet the educational needs of all learners. ___ purposefully and effectively sequenced learning tasks into coherent units of instruction. ___ consistently engaged students in problem-solving concepts, reasoning, communication, connections, and representation by implementing her instruction based on knowledge of major concepts and procedures that defined numbers of operations, and measurement concepts. She delivered instruction with a clear objective that was engaging. She modeled instruction, using examples with step by step procedures of the concepts and strategies. ___ had students actively participate through guided and independent practices. She monitored and assessed student work in progress. ___ demonstrates an accurate understanding of the students’ different development levels and approaches to learning by routinely constructing lessons that are differentiated to meet the diverse student needs. ___ actively seeks out and uses resources from a variety of sources to create meaningful and challenging curriculum. She created a variety of lessons that taught the academic concepts for the different developmental levels. ___’s teaching practices gives every student the opportunity to be successful learners. ___ routinely creates a positive and supportive learning environment. She exhibits a consistent and fair approach creating a mutual respect amongst students. She fosters a positive learning environment where students are respectful, responsible, and safe. ___ implemented a bee buck system where the students earn points for their participation and cooperation during instruction and transitions. Her classroom environment is warm and inviting a place where students feel welcomed and supported. ___ effectively planned, designed, assessed, and delivered instruction to meet the educational needs of all the students during each lesson. She planned and delivered instruction that was aligned to the state curriculum frameworks. ___ adjusted her teaching practices to meet the student’s individual learning styles. ___’s strengths include her ability to effectively design and implement instruction based on knowledge of English language arts and applied a variety of reading and language concepts and strategies to teach reading and writing skills. She created materials that included graphic organizers, pictorial representations, and work samples that were differentiated to meet the educational needs of all learners. ___ purposely and effectively sequenced learning tasks into coherent units of instruction. ___ consistently engaged students in problem-solving concepts,
reasoning, communication, connections, and representation by implementing her instruction based on knowledge of major concepts and procedures that defined numbers of operations, and measurement concepts. She delivered instruction with a clear objective that was engaging. She modeled instruction, using examples with step-by-step procedures of the concepts and strategies. ___ had students actively participate through guided and independent practices. She monitored and assessed student work in progress. ___ demonstrates an accurate understanding of the students’ different development levels and approaches to learning by routinely constructing lessons that are differentiated to meet the diverse student needs. ___ actively seeks out and uses resources from a variety of sources to create meaningful and challenging curriculum. She created a variety of lessons that taught the academic concepts for the different developmental levels. ___’s teaching practices gives every student the opportunity to be successful learners. ___ routinely creates a positive and supportive learning environment. She exhibits a consistent and fair approach creating a mutual respect amongst students. She fosters a positive learning environment where students are respectful, responsible, and safe. ___ implemented a bee buck system where the students earn points for their participation and cooperation during instruction and transitions. Her classroom environment is warm and inviting a place where students feel welcomed and supported.

___ has a comfortable and responsive classroom. She has instituted Morning Meeting which has built the climate in the classroom. ___ uses student data daily to plan for and adjust next lessons. She is able to see when re-teaching is necessary. ___ always bases her lessons on the CCSS and finds appropriate resources to implement her instruction.

___ is a powerful teacher. She has strong background knowledge in all of the content areas. Her planning is meticulous, thorough, and well-designed. Her instructional activities provide a logical path to meeting objectives. She is sensitive to the students as individuals and as a community, differentiating and modifying her plans and instruction accordingly. Her formative and summative methods enable her to assess students effectively and help to drive further instruction.

___ has been enthusiastic and professional throughout her student teaching experience. Lessons are well planned and carefully presented, and she fully engages a class that includes several students with behavioral and academic needs. Strengths also include classroom management, her analytic skills and the diligence with which she approaches planning and grading.

___ has amazing rapport with students. She knows her students well and can make connections with them. ___ is able to adjust her lessons in both reflections and on the fly to meet the various needs of her students. She makes differentiated plans based upon various assessments.

___ truly enjoys teaching and provides a positive and nurturing environment for students. She is always organized and prepared for lessons; this allows instruction to flow smoothly throughout the day. ___ thinks she has grown in her ability to think critically and ask questions of her cooperating teacher; this has been helpful in her growth as a teacher. She feels her knowledge of her students has enabled her to meet individual needs in the classroom within each lesson.

___ has built a great rapport with the students. She has good delivery of lessons. They are well thought out and presented in an organized manner. She has always had great questioning to ensure students are thinking critically. She is a natural—very comfortable the students.

1. Planning 2. Communication skills - morning meeting connection 3. Organization 4. Utilization of Technology - SmartBoard, iPad

Excellent job with taking a common core standard and making a rigorous and engaging lesson

___ demonstrated poise, confidence and a solid knowledge base during her student teaching experience at ___. She designs effective, engaging and differentiated lessons and uses a wide variety of strategies, visuals and
technology to enhance these lessons. She sets high expectations for her students. She is able to monitor and adjust her lesson as it is being taught and meets the needs of all her students. She accepts and uses constructive feedback to improve her practice and her own personal reflections are thoughtful and insightful and right on target.

___ seeks out a variety of resources to inform and enhance her lessons. Students are active participants and engaged. She checks for understanding to inform further instruction as well as to plan for differentiation. She has developed a nice rapport with students, parent and staff.

___ does excellent preparation for lessons. Her plans are thoughtful, and organized. She is very cognizant of her own weaknesses and works hard to master concepts prior to instruction. She has done a re____ nice job growing in the area of differentiation and teaching through the workshop model in math, reading and writing. ___ has been integrating technology increasingly, as well as creating her own lessons with technology.

___ successfully wrote report card comments for all of his students for the most recent marking period. His instructional strategies remain strong and he is able to adjust his instruction based on student performance.

___ is a wonderful beginning teacher. She has a strong background knowledge of all content areas. Her planning is thorough and well-designed. Her instructional activities provide a logical path to meeting objectives. She is sensitive to the students as individuals and as a community, differentiating and modifying her plans and instruction accordingly. Her evaluation methods enable her to assess students effectively and help drive further instruction.

___ effectively develops cohesive learning units that scaffold student learning towards the common core objectives. ___ engages in both informal and formal assessments and uses that information to adjust lesson designs and to form student groups. ___ develops meaningful and sincere relationships with students and is keenly aware of their academic and social strengths and weaknesses. ___ is able to develop learning station rotation schedules that provide differentiated activities and levels of support for individual student needs.

___ did a fine job integrating technology in all his lessons. The students were highly engaged and motivated. He learn to differentiate throughout his lessons (continue with independent practice). ___ used a variety of creative ways to make sure that each student met the objective of his lessons.

Since the mid term ___ has made significant progress in her ability to use data to develop lesson plans that meet the diverse needs of her students. These lessons have been well scaffolded and she uses a variety of sources to create engaging lessons. Her classroom management skills have also improved and she relates exception____ well to her young students. ___ comes to class well prepared and organized so her day flows well.

___ used a wide variety of sources to create meaningful lessons within the curriculum. She grew in her ability to adjust lessons to the needs of her students. Her ability to relate to her students with a sense of humor while honoring their uniqueness helped her manage a challenging group of first graders. She made immense improvement in this area during her three months of student teaching.

___’s 4th grade class had some very challenging students and she made tremendous growth with her classroom management skills. Her manner was always gentle and her humor was pervasive. Lessons were well scaffolded and researched. She had great variety in her presentations and asked excellent questions and knew how to move a discussion along at a good pace.

___’s evaluation speaks to the quality of her student teaching. She is an exemplary student teacher who designed creative, dynamic, interesting lessons using a wide variety of sources. Her lessons were well scaffolded, paced well and delivered in a quiet, focused manner. She related very well with her students. Her sense of humor and direct manner helped her have excellent classroom management. ___ designed many of her own formal and informal
assessments. She had a whole class awareness which many students do not have, ___ kept on top of each student even when she was involved in teaching a small group. ___ will have an outstanding career in education.

As is obvious from this stellar evaluation ___ is an exceptional student teacher. From day one she has been motivated to learn, take on responsibilities and do a positively excellent job. Her lesson plans are well scaffolded, created from a wide variety of sources, taught with careful attention to detail and with amazing classroom management. She has a great sense of humor, honors answers from all students and has a great rapport with them. Her students learned to take great notes and use these notes effectively in small groups and classroom discussions. Many of ___'s formal and informal assessments were her own creations. While teaching a small group ___ was ever aware of the rest of her students and monitored off task students efficiently.

___ continues to have a strong knowledge of her students' academic and emotional needs and uses this knowledge to successfully plan instruction for them. She has great rapport with the students and is concerned and interested in them. ___ plans effective units of instruction and is able to "think on her feet"to adjust lessons when necessary. She has also begun to involve students in self evaluating their work.

___ is extremely well planned for each lesson she teaches. She uses the state standards as well as student assessment data to plan highly effective lessons. ___ groups students for additional support daily and differentiates instruction based on the students' academic and behavioral needs. ___ has a wonderful rapport with her students and re-"knows" her students. She goes out of her way to learn more about each of them. ___ also has done an excellent job in planning for units of instruction and asks higher level thinking questions to help the students make connections to the "big ideas" of the units.

___ became very skilled at planning for lessons with her students in mind and adjusting her teaching based on their response. She regularly conducted brief assessments before, during, and after teaching in order to best meet her students' needs.

___ creates a respectful classroom climate that is very conducive to learning. She has wonderful rapport with her kindergarteners. In addition, ___ provides many opportunities to solve problems and to explain their thinking.

___ was very organized as evidenced by her planning of lessons, prompt return of corrected papers, and the approach she used for assessment. She has excellent rapport with her students due to the classroom climate she creates that is both supportive and conducive to learning.

-___'s knowledge of content along with her knowledge of classroom management strategies allow her to plan and implement lessons that align with state standards, are engaging, and allow each child to be successful. -___ is extremely reflective about her lessons. This allows her to adjust, not only mid-lesson, but combined with her assessment of children academically and behaviorally, also allows her to plan for follow-up lessons that target individual needs. -___’s demeanor and presence in the classroom exhibits the right balance of firmness and empathy, creating an environment where students feel safe in taking academic risks, are comfortable approaching her with concerns, and receive support when needed.

Classroom management; Connections with students; Sensitivity/respect/support for differences in all learners. ___ is an extremely passionate teacher. She is very caring and pays close attention to students' social and emotional needs. She is very creative in her ideas in lesson planning.

Prepared, knowledgeable, nurturing disposition, thorough, strong class management, interested in students lives and intuitive about their learning styles.

What are 2-4 areas for improvement for the student teacher candidate?
1. ___’s lessons are so well thought out. She wants so much for her students to fully understand and master every objective. She gets so involved with her teaching, that her mini lessons go too long and the "natives" get a bit restless. 2. When ___ plans reading, math, writing, she will incorporate social studies and science. With our school schedule, it is often difficult to teach content each day. She does not feel as comfortable teaching these content areas. With our school schedule . . . testing, progress monitoring, and snow days . . . we did not have the opportunity to develop a whole content unit.

*use initiative *behavior and class and time management *CCCS *assessments While ___ is happy and willing to complete set tasks and follow set plans, she lacks the confidence and initiative to implement these independently.

___ is very much affected when student behavior or a lesson goes off track. With practice and experience she will learn to "brush off" the negative experiences. Behavior management is an ongoing struggle for every teacher.

___ continues to build her skills in the area of differentiated instruction. She also has stated that she wants to focus more on emphasizing students' application of skills she has taught by explicitly stating the connection of the skills to the big idea and application of these skills.

___ has made great improvement in her overall lesson planning. She needs to focus on completing her plans in a more timely manner. She should also continue to learn more about and how to more effectively incorporate technology into her lessons.

___ continues to work on connecting her lessons to real world application. She is working on having her students be able to link the lesson objective to the purpose for learning it.

None

Continue to build on your accomplishments, re: providing differentiated instruction and continuous assessment tools. Continue to work on closure for lessons, and appropriate pacing.

Talking out problems with colleagues would greatly increase the resources ___ has. If she talked out problematic lessons or ideas, she would open up herself to others opinions and expertise. ___ likes to take on her problems alone and this can make teaching stressful.

Improve written and verbal communication skills. Practice clear, concise initiations that provide direction for students. Allow time for closure; it can often be an informal assessment.

___ and I talked a lot this semester about the areas that take time to develop as a teacher- one being transitions. As the semester went on, she learned how to think ahead of the students such as: where to materials, what to do if finished early. This will come with practice. The other thing we discussed was giving directions to students, particularly mid-way through an activity. Don't be afraid to stop everyone - turn off light, ring a bell to get all to stop, look and listen. Lastly, timing, ___ was critical of her timing on some of her activities. We discussed how some activities naturally take longer than others. We also talked about ways to shorten such as limiting examples or picking or picking only a certain number of students to share ahead of time.

Continue to improve on non-verbal cues and cadences

1. Differentiate lessons 2. Continue to implement content from rigor and questioning training

There were 3 areas that were marked satisfactory on her final evaluation. The first two were because there wasn't an emphasis on the healthy lifestyle and health education at her school and the third was because creating and using rubrics for students to assess their own work was not something that ___ focused on specifically.

___ will continue to explore different techniques for classroom management and for handling challenging student
interactions. Satisfactory progress was noted in Health as this was not a focus area in her school. Providing opportunities for students to evaluate their own performance might have been addressed by creating rubrics with students that could be referenced by them to assess their work.

With more experience, ___ will become increasingly aware of the various developmental levels of children. This will further help her differentiate and better understand the intensity or type of instruction she needs to provide her students. Another area in need of further growth is in the area of flexibility with scheduling and re___ following the children. It’s perfectly o.k. to spend a couple of extra days covering a concept if the children are struggling with it. Similarly, it’s just as acceptable to move quickly ahead if mastery has been achieved. ___ has started becoming increasingly aware of the opportunities for interdisciplinary connections. It will be important for this area to develop further, as it is a valuable time saver, and it most importantly makes learning more meaningful for the children. Give yourself a break, and really enjoy the profession! Have fun.

___ worked hard to develop his classroom management skills with this difficult group of students. This is still an area in which ___ would like to continue to grow.

___ has performed superbly during her student teaching experience. Like any beginning teacher, her future teaching experience will allow her to continue to refine her planning, instruction, assessment, and modifications, as well as to strengthen her sense of developmental appropriateness for the grade level(s) she will be teaching.

___ continues to work on making mid-lesson adjustments when student learning or engagement is compromised. ___ continues to develop lessons that provide opportunities which accommodate a wide-variety of learning styles.

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___ knows the challenge of differentiation and will continue to improve in this area during her internship and in her future teaching. Also, asking critical thinking questions that challenge students has not been a strong skill. This, too, comes with experience and knowledge.

Two areas that are re___ areas of life long learning - differentiation and having children explain their thinking - are areas ___ will continue to show improvement as she gains more experience. She also needs to work on pre planning so that all the materials she needs for a given lesson are prepared and ready before teaching begins. In this area she showed improvement as she progressed in her student teaching.

Incorporating health and physical activity was difficult. Creating inquiry lessons was also not done very often during student teaching. The two areas of differentiation and asking higher order thinking questions will come as ___ gains more teaching experience.

Differentiation of instruction and asking higher order thinking questions are two areas that ___ could improve in. These are life long learning skills which she will hone as she has more experience. ___ has such limited technology that ___ was sometimes frustrated by this fact. Her internship will provide a wonderful opportunity to incorporate learning with technology.

Differentiation and asking higher order thinking questions were both present in ___’s teaching to some degree. Both of these areas are life long learning activities. ___ will incorporate these skills as she gains more experience.

___ would like to continue to help her students make real life connections to the skills they are learning. She is finding that making learning objectives in content that are more specific helps her to maximize student learning time.

___ stated that she would like to continue to build her skills in developing student centered inquiry
___ feels that she would benefit from more practice meeting the needs of the very highest-performing students in her class.

___ should plan to continue her use of formal and informal assessments to modify and plan lessons. Also, she should continue her excellent efforts to stay current with the curriculum.

___ should continue to be consistent working with PBIS. She consistently used data as feedback to plan future instruction.

___ should continue to seek out professional literature, specialists, and colleagues for the latest practices.

Planning - looking at long term plans and connecting lessons to the bigger picture (tests and standards).
Professionalism - assessments, data, staff expectations

* Pacing, reteaching skills on the spot when it is observed that the majority of the students are not understanding, expand lessons with creativity beyond the teacher manuals, find more ways to monitor understanding ie a notebook with student names to jot down anecdotal notes.

Teachers have knowledge of students, content and pedagogy regarding the professional and ethical practice, reflection and continuous learning, leadership and collaboration

. What 2-4 strengths did the student teacher candidate possess?

___ has been responsible for creating formative assessments in math. She was sure to align her lessons with the skills that were necessary for student learning and objectives. She was able to see the end goal and look at ways to help students attain their goals. ___ will continue to grow as she has recently done, to see the next steps in her own development. This will likely include less formal means of collecting data such as anecdotal notes. She is familiar with similar measures, such as running records, and understands the value of such procedures in guiding her instruction and groupings. Lastly, ___ was able to have a very smooth adjustment to become the classroom teacher. Students now regularly go to her when they need something and usu___ use me as a secondary source. This is definitely seen during her social studies/writing instruction as students know she has more knowledge of their writing and the process they are in than I do, so they seek her out first. ___ has shown great promise, and I truly feel lucky that we were able to be a part of her journey in becoming an inspiring educator.

1. ___ is very thoughtful of each child’s needs. She will adjust her teaching to different learning styles and development levels. 2. ___ is always reflecting on not only her own teaching strategies and asking questions on how she can improve student learning. 3. ___ is an expert on making anchor charts to promote better student learning and to give students a visual to refer to during independent work. 4. ___ has attended parent teacher conferences, data meetings, staff meetings. parent teacher meetings, teacher collaborations and PPTs. Her comments and reflections during these meetings were thoughtful and respectful to the students and their parents. I am very fortunate to have shared this time with her. ___ is going to be an excellent teacher. She is dedicated and hard working. ___ is sensitive to every child's educational and emotional needs. ___ is always looking for better ways to help her students to succeed and become life long learners. ___ has become a part of my class and will be greatly missed by me and my students.

Early Childhood is definitely ___'s niche. She has a lot of experience with preschool aged children. Age and content appropriate material is a huge strength. I would encourage ___ to work to gain experiences with older students in
case she may end up teaching older students. (We will be getting ___ into older classes to visit in her remaining time,) It has been a pleasure having ___ in our class. She has grown as a practitioner over this time. This is a very difficult class behavior ___ and ___ has worked hard to refine her management of the class, while maintaining high academic expectations.

___ has great ability to collaborate with her colleagues to enhance her students' learning. She has been an active participant in the K Data Team and has developed her science unit with another teacher. She created an assessment, lessons to achieve student understanding of the key ideas and even organized a field trip. ___ is a risk taker and has tried many new ideas during the student teaching experience. She is prepared and willing to jump in whenever needed...a great skill for all teachers! ___ also had much communication with parents and collaborated with them to assist their children. Finally, ___ introduced Class Dojo to assist her class with behavior. She then shared this with the K team, her building principal, and finally developed a video to share with all the teachers to explain this useful tool. She has been an excellent addition to the Center School professional staff!

___ is a very eager learner. She is committed to her teaching. ___ is professional in her planning and implantation of instruction. She gives attention to all details. Throughout this experience, she has grown more confident in sharing her teaching ideas and is receptive to feedback. ___ is a natural reflective practitioner. She reflects upon her teaching, but also reflects on her students and what and how they have learned. It's because of this practice that ___ is truly invested in her students.

Tim showed a lot of growth in the area of classroom management. He is gaining more confidence, and continues to work on having a commanding presence in the classroom. He is also learning to have whole-class awareness and use proximity to encourage participation and manage behavior. I would encourage him to continue work on these areas, and to project confidence.

___ is to be highly commended for consistently showing outstanding teaching responsibilities. She dependably shows exemplary preparedness, quickly learns teaching methods and skills modeled and discussed, collaborates and co-teaches with great infectious enthusiasm, energetically seeks out resources and staff knowledge to create lessons and to and further modify her lessons for excellence, regularly accepts teaching challenges beyond the expectations of this student teaching assignment, and already demonstrates a wonderful career long love of teaching.

___’s lessons are always well planned. She collaborates with the first grade team and her cooperating teacher. She is ready for her own classroom. She will do well as a 5th year intern next year.

___ consistently reflected critically upon her practice as a teacher. She used that reflection to grow professionally and improve her overall instruction as classroom leader. ___ demonstrated a willingness to collaborate with faculty members to support student learning and well-being. She was very supportive and caring about individual student's needs and sought out other staff members for expert advice.

___ regularly collaborated with a variety of faculty members in the school community to support the students’ learning and well being. ___ actively collaborated with faculty members during data team meetings reviewing and analyzing student data to align and drive instruction. She also participated in parent-teacher conferences where she shared information to parents regarding students’ academic goals and progress. In addition, ___ also participated in staff professional development meetings and monthly staff meetings. ___ consistently reflects critically on her own practice and constantly uses reflection to grow and change practice. When ___ taught a maths lesson on equivalent fractions, she felt the students didn’t clearly understand the lesson concepts so she researched the concepts and re-taught the lesson the next day. ___ consistently monitors students understanding and checks work in progress, then implements changes in the lesson plan as needed to ensure students’ knowledge of the lessons content. ___ actively makes efforts to deepen her own knowledge of subject matter and curriculum materials. She enthusiastically seeks more information utilizing the internet, the smart board, Elmo
technology and other resources to enhance her lesson content. She purposely delivers instruction that is engaging and informative. ___ uses a variety of resources to enhance the curriculum content and develop lessons that are meaningful and productive incorporating the CCSS across the curriculum.

___ has continued to build her relationships with her colleagues in the building. She collaborated with the reading and math specialists as well as the school psychologist. ___ is always exploring new ways to improve her instruction.

___ is a perfectionist and expects nothing less from herself. Throughout her student teaching experience, ___ has demonstrated a very high level of professional competence when interacting with students, parents, her fellow teachers and other professionals. She is confident and knowledgeable in all her exchanges, and thoughtful and reflective in her responses.

___ has taken a lot of time and great care to build relationships with her students, and to encourage social problem solving among the students themselves. She does this in discussions over lunch with students who have conflicts with each other, and by individual and group reminders to students that reinforce the idea of classroom as community. She is always open to collaboration with her cooperating teacher, grade level team, and support staff to enhance and/or modify the learning experience of her students. Jess has become a contributing member of the grade level team, and takes advantage of the support offered by the support services staff. She took a leadership role by initiating and planning, with her cooperating teacher, a World War II social studies unit that she piloted in her fourth grade classroom. It may be included in the grade level curriculum next fall.

___ seeks out knowledge on her own to fully understand the new Common Core State Standards that she has taught. She willingly attended all our curriculum writing sessions and gave insightful ideas for our curricula.

Excellent at reflection; honest and fair; desire for continual learning/improvement. Collaboration with her cooperating teacher, grade level team, and support staff to enhance and/or modify the learning experience of her students.

___ is very insightful of the students. She quickly identified individual needs and provided good suggestions to try with students. We had many professional conversations about certain students. From the beginning I could tell she had a lot of experience with school age children.

1. Very professional - Prompt, respectful 2. Reflects on craft, seeks improvements, researches resources 3. Collaborates with all staff

Empathetic, patient

___’s collaboration was outstanding and contributed to the successful implementation of the Co-Teaching model at O’Connell. Her knowledge base was solid and enabled her to become a reflective practitioner. Her lesson design was outstanding and she was able to provide for her students’ individual needs.

___ has gleaned a lot of information from Professional Development opportunities and has worked to increase rigor in her lessons. Attending the Depth of Knowledge workshop has furthered her own learning and enabled her to apply it in her practice. She has actively participated in Parent/Teacher conferences and attended a wide range of Community/School partnership activities. ___ collaborates with staff and is always open to constructive feedback.

___ has done excellent professional development this year. For instance, she attended a two day workshop for supporting ELL children in the classroom, and she attended the Teacher’s College Reunion at Columbia University in March, where she went to various seminars on reader’s and writer’s workshop. The information acquired here will be valuable to her when she has her own classroom. ___ is a self-reflector. She constantly thinks about her teaching and how she can improve it in the future.
___ found ways to communicate with parents the second half of the semester. He also remained consistently reflective of his teaching practice.

One would be hard-pressed to find someone who took her professional responsibilities more seriously this semester. ___ became the lead teacher very early-on during her student teaching experience when she lost her initial cooperating teacher. Her strength of character, work ethic, and initiative enabled her to learn quickly and provide her students with a stable environment with quality academic and social programs. ___ is proactive in seeking out further growth opportunities and works very well with colleagues.

___ has developed a solid understanding of the Common Core Standards and also implements the concept of inquiry based learning to engage students. ___ researched and implemented the pedagogy of problem solving, particularly in regards to mathematics. ___ attending many professional development opportunities, data team meetings and co-planning meetings. She shared relevant, insightful comments as well as lesson ideas. ___ is very efficient both when instructing and behind the scenes, making the best use of limited time frames. ___ is a naturally reflective educator; and her reflections guide her collaborative discourse, planning and instruction.

___ always perform in a professional manner, working with well with all staff members. He consistently seeks new instructional techniques in an effort to better meet the needs of his students.

___ has increased her participation and collaboration with her grade level peers and other teachers in her school. She has benefited from data team meetings and this has aided her instruction. During the entire three months of student teaching ___ has been very reflective about her practice and very open to input from both her cooperating teacher and supervisor. Her willingness to learn and grow are qualities that will benefit her career in the years ahead.

___ was continually reflective about her teaching and open to input. She created a good format for morning meeting which is a part of PBIS. As she gained greater experience she was more adept at creating groups of children who worked well together and are on the same level. She worked well with her grade level peers in both planning and interpreting data.

___ reflected continually on her practice and was open to input. She asked excellent questions in an effort to grow and develop her teaching skills. She worked with her grade level partners and the data team to create meaningful lessons driven by data. ___ has a quiet presence and wonderful work ethic she will be a leader when she is a more experienced educator.

___ is a very self motivated person. From the beginning of student teaching she was eager to take on more and more responsibility. Her self reflection drove her instruction. She was always looking for new ways to present curriculum so it would be more engaging for her students. She had great interactions with grade level partners and parents. Her professionalism was very evident from day one.

___ is a very self motivated person who reflects constantly on her teaching. She was always professional and worked cooperatively with her grade level partners and other staff members. Her eagerness to grow and develop was impressive. I know Anne will have a very successful career in education.

___ is seen as a fellow professional by her colleagues and building administration. She is an active participant in grade level data teams and has collaborated with the reading specialist and librarian as well as her grade 2 teammates.

___ is constantly reviewing the CCSS to assure that her instruction is on target. She also spend enormous amounts of time looking for and developing resources to achieve her learning objectives. She is a "master of media". ___ has high expectations for her students and will do whatever it takes to help them to achieve these expectations. She has good communication with the support staff and interns within the classroom. She also is a strong member
of the grade level data team.

___ became a contributing member of the fourth grade team in her school when they planned together, often suggesting strategies and routines that the team agreed were worthwhile. She brought fresh ideas to the teaching of the fourth grade curriculum by applying her learning from her coursework and readings.

___ collaborated well her cooperating teacher, K team, and support staff. She was very reflective about her lessons, always striving to improve her performance in the classroom.

___ was very sensitive to the school's urban setting and to its cultural diversity. She worked well with parents and played an important role in the spring conferences. She was very reflective about her performance in the classroom, and integrated feedback from her university supervisor and cooperating teacher.

- ___’s professionalism and dedication to her craft have led and will continue to lead to tremendous growth in her teaching abilities. - ___ has maintained a high level of dedication, ethics, understanding of confidentiality and professionalism when discussing students and their educational needs. This professionalism is also exhibited when working with staff during professional development and managing tutors within the classroom. - ___’s ability to reflect on teaching practices and her role as a teacher, ensure that her students receive instruction which accommodates each individual's needs. - ___ began her teaching experience with a high level of dedication and professionalism and maintained it throughout. Her constant reflection and eagerness to grow as a professional will ensure that she remains a teacher performing at the highest level of her craft. It is a pleasure to call her a true colleague.

It was wonderful to work with someone with such a positive attitude. She is going to do a great job connecting and making meaningful relationships with students.

* Very social and comfortable and confident with all adults, calm and collected; she never got frazzled or anxious during a lesson, curious about content and how to pace lessons, finds multiple ways to engage all students, presents herself in a professional manner.

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<th>What are 2-4 areas for improvement for the student teacher candidate?</th>
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___ is working on ways to follow up with parents on homework completion and parental involvement. She is thinking of ways to improve the logistics of differentiating instruction and providing support for missed classwork and homework.

___ needs to seek out expanded curriculum materials and incorporating them into her lesson design; showcasing student work, and displaying her creativity. I would encourage ___ to utilize more assessments as part of her reflective practice and consider how they could drive planning and lesson pacing to positively affect student learning outcomes.

___ has expressed an interest in learning more about small group reading instruction as well as using the Daily Five for language arts.

I expect ___ to continue to develop her already remarkable professional/leadership skills.
___ should continue to seek learning opportunities outside her academic program.

Again, spoken grammar and ability to write clearly.

___ is very reflective. She always would seek suggestions on how to improve her teaching. She and I would have great conversations and design lessons together. Although she is reflective, she has to also cut herself some slack. She can be very hard on herself. She does a great job teaching and at times I think she doubts herself. I'm sure this will change with experience/time. She also seeks out other opportunities to grow and learn by wanting to observe other grade levels.

1. Continue to work effectively with parents - if and when necessary
2. Continue with professional development

Continue to work with colleagues

None

None

Two areas which would benefit from further development are the areas of parent communication and collaboration among staff.

___ will no doubt continue to develop and excel in all of these areas with experience.

___ continues to effectively reflect on his lessons and has improved on adjusting his instruction when needed.

___ has the qualities of a leader and when she becomes comfortable and knowledgeable in a school I expect she will become a wonderful and creative educational leader. I also believe her commitment to education will make her a life long learner always honing her skills and being open to new ideas.

The areas that ___ simply did not have much time for were collaboration with other teachers in her school and attending professional development opportunities. Both of these areas will be more available to her during her internship year and in her future years as an educator. I see her as a person who will seek out opportunities to grow profession___.

As a student teacher there is limited time for professional development but ___ in the future will take advantage of PD opportunities. She will also become more familiar with the Common Core and how to incorporate it into her lesson planning on a daily basis.

___ has the qualities of a leader and it is my hope that she will become an educational leader in whatever school she teaches in. She will improve in all areas of education because she demands the best of herself just as she demanded the best of her students.

___ demands the best of herself and she will continue to do this throughout her educational career. She has the makings of a leader and hopefully she will use her expertise to become a leader in whatever capacity she has in education. As she continues her career she will continue to hone and improve every facet of her teaching.

___ has built her confidence and is learning to ask for help and allowing others to help her. She wants to continue to learn to coordinate the use of support staff in her classroom.

___ is hoping to build her skills in working with the support professionals in the building as this has not been part of her student teaching experience this semester.

As she has done during her student teacher experience, ___ should continue to seek out opportunities for continuous learning and leadership.

As she has done during her student teacher experience, ___ should continue to seek opportunities for continuous...
learning and leadership. Also, she should continue to work collaboratively with her team, a task she successfully accomplished during her tenure in first grade.

___ should continue to seek out professional literature, specialists, and colleagues for the latest practices.

Following procedures/expectations of assignment: punctuality/attendance; completion of written lesson plans in timely manner with required components; reflections completion in timely manner thinking about effectiveness of practice and plans and changes for future; data collection unclear if ever done - no evidence present.

Reflect on lessons to determine what went well and how it could be altered to make it better for the next time, collaborate with other teachers, communication with parents on a more frequent basis

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