

1. Teacher Candidate's Name

Rebecca Lowe

2. Internship Start Date

Jan 2, 2014

3. Internship End Date

Feb. 28, 2014

4. School

BF Williams

5. District

Virginia Beach

6. State

VA

7. Evaluator's Name

Dr. Judith Ink

8. Evaluator's Position

Director of Student Teaching Regent University

[Show this Page Only](#)**1. Using the following scale, please rate the teacher candidate's performance in each of the areas below.**

	Outstanding (5)	Above Average (4)	Satisfactory (3)	Needs Improvement (2)	Unsatisfactory (1)	No Opportunity to Observe (0)
Students are actively engaged in learning.		X				
Students are successful in learning.			X			
Students behaviors indicate learning is at a high cognitive level.			X			
Students are self-directed/self-initiated as appropriate to			X			

lesson objectives.

Students are connecting learning to work and life applications, both within the discipline and with other disciplines.

X

Appropriate pace, sequencing, and variety of activities.

X

Value and importance of content is emphasized.

X

Appropriate questioning and inquiry techniques are used.

X

Available technology is used appropriately and effectively.

X

Instruction has been designed to be responsive to learner needs (differentiated readiness, interest, learner modality) if

X

appropriate.

Lesson activities have been designed to promote retention and transfer.

X

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Instruction is based on objectives and core curriculum demands.

X

Content is learner-centered.

X

Strategies promote critical thinking/problem-solving.

X

Strategies include motivational techniques.

X

Strategies are aligned.

X

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Academic progress is

X

monitored and assessed using formal and informal assessments.

Assessment and feedback are aligned with goals, objectives, and strategies.

X

Assessment strategies are appropriate.

X

Student learning is reinforced.

X

Students receive constructive feedback.

X

Teacher provides opportunities for relearning and re-evaluation.

X

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Teacher effectively implements discipline management

X

Teacher establishes climate that promotes self-discipline and self-direction.

X

Teacher interacts with students equitably.

X

Teacher specifies expectations for behavior.

X

Teacher intervenes and re-directs behavior.

X

Teacher reinforces desired behavior.

X

Teacher uses equitable instructional materials.

X

Teacher effectively manages materials, time, and transitions during lesson.

X

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Outstandin Above Satisfactor Needs Unsatisfacto No

	g (5)	Average (4)	y (3)	Improvement (2)	ry (1)	Opportunity to Observe (0)
Appropriate/accurate written communication with students.						X
Appropriate/accurate verbal and non-verbal communication with students.			X			
Encourages reluctant students; plans for special needs.		X				

Comments:

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	Outstanding (5)	Above Average (4)	Satisfactory (3)	Needs Improvement (2)	Unsatisfactory (1)	No Opportunity to Observe (0)
Plans and directs activities of classroom assistants including paraprofessionals, volunteers, and tutor.			X			
Modifies performance based on personal and professional critiques.			X			
Demonstrates flexibility.			X			
Demonstrates initiative in		X				

planning,
management,
and professional
interactions.

Maintains
confidentiality.

X

Demonstrates
effective
collaboration in
one-to-one and
small group
interactions.

X

Fosters trust in
relationships
with students,
families, and
colleagues.

X

Receives and
responds to
constructive
feedback.

X

Comments:

2. Comments on teacher candidate's effectiveness of overall instruction, use of developmentally appropriate strategies, ability to lead the class, professionalism, attitudes, and demeanor throughout the period of observation:

This was a 5th grade inclusion class on math. The lesson began with a review of measurement. They were given rulers and a clip, envelope, popsicle stick and paper clip to measure in centimeters. Various students were called upon to share their results. As the students shared their centimeter results, they were asked how many millimeters that would be. The special education teacher moved about the class and helped some of the slower students. Ms. Lowe has implemented a behavior management system since I was last here. Students started with a clip with their name on it at the number 1 on the number line and, depending on their behavior, move their clip up or down. a Reward system for good behavior and bad behavior has been initiated. A transition was made from measurement to math groups. Ms. Lowe had the directions for the 4 different groups on the Promethean Board. Students repeated back to her the directions they would follow in the small groups. One group was on the carpet with Ms. Lowe placing fractions that were on sheets of paper in order. They used manipulatives to make decisions. Another group was tasked with measuring objects around the room and recording their findings on a sheet of paper. A third group completed an exit ticket on which they measured line segments and recorded the results in both centimeters and millimeters. The fourth group was working on subtraction mixed number problems with like and unlike denominators. This group was helped by the special education teacher. Commendations: 1) The introduction of a behavior modification system since I observed you last is working! 2) Having students repeat directions

and reviewing behavior expectations before going to their groups help set the tone for behavior

3) Asking students to put their eyes on you before beginning a task worked well 4) Having something defined for students to do when finished prevented some behavior problems 5) Nice lesson plan! recommendations: 1) You did much better with monitoring the whole class while the students were in groups. We are still not quite there. The rulers were an issue. Several students were playing with them and hitting objects while you were talking. 2) The directions for rulers were not clear. You told the students to take them with them, but some stations didn't require them which left the remaining groups without the rulers they needed to measure objects. 3) Having students measure objects around the room did not work well. Students were moving around mostly unsupervised. A better way to do it would have been objects that stayed at the station so that students stayed in their seats. Ms. Lowe has made astounding improvement with an inclusion, low socio-economic class with many special needs. She has created activities and lesson plans that have worked well. Classroom management is difficult for any teacher with this population, but Ms. Lowe has improved since she began at this school and learned quite a bit about this type of student.