

1. Teacher Candidate's Name  
 Rebecca lowe  
 2. Internship Start Date  
 March 3, 2014  
 3. Internship End Date  
 April 25, 2014  
 4. School  
 Butts Road Intermediate  
 5. District  
 Chesapeake  
 6. State  
 VA  
 7. Evaluator's Name  
 Dr. Judith Ink  
 8. Evaluator's Position  
 Director of Student Teaching, Regent University

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1. Using the following scale, please rate the teacher candidate's performance in each of the areas below.

<b>Outstanding</b>	<b>Above Average</b>	<b>Satisfactory</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>	<b>No Opportunity to Observe</b>
(5)	(4)	(3)	(2)	(1)	(0)

Students are actively engaged X  
 in learning.  
 Students are successful in X  
 learning.  
 Students behaviors indicate learning X  
 is at a high cognitive level.  
 Students are self-directed/self-initiated as X  
 appropriate to lesson objectives.  
 Students are connecting learning to work X  
 and life applications, both within the

discipline and with other disciplines. 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 appropriate. X

Lesson activities have been designed to promote retention and transfer. X

*Comments:*

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Instruction is X

based on objectives and core curriculum demands.  
 Content is learner-centered. X  
 Strategies promote critical thinking/problem-solving. X  
 Strategies include motivational techniques. X  
 Strategies are aligned. X  
 Comments:

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Academic progress is monitored and assessed using formal and informal assessments.		X				
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		X				

opportunities  
for relearning  
and re-  
evaluation.

*Comments:*

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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			X			

materials, time,  
and transitions  
during lesson.

*Comments:*

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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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Plans and directs activities of classroom assistants including paraprofessionals, volunteers, and tutor.						X
Modifies performance based on personal and professional critiques.		X				
Demonstrates		X				

flexibility.

Demonstrates initiative in planning, management, and professional interactions.

X

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:

The student teacher transitioned from another subject by asking students to "brush off" that subject. The student teacher didn't start the class until everyone was ready. This was a third grade writing class. The student teacher reviewed the word "conservation" to begin the lesson. The student teacher did a 3-2-1 activity. They were asked to list 3 things they learned about conservation, 2 questions they still have and 1 metaphor to describe how conservation is like another concept. The student teacher reminded the students that they should have a total of 6 things. Students gave a thumbs up when they finished the activity. Students shared their answers. The student teacher asked the difference between a simile and a metaphor. Students were asked to get their imaginary thinking caps out of their desks. The teacher projected a problem on the Smart board concerning how crab pots also catch turtles and how they could save the turtles. In their journals, students wrote SCAMPER at the top of a page. S=Substitute, C=Combine, A=Adapt, M=Magnify or Minify, P=Put to other uses, E=Eliminate, and R=Rearrange. Students were asked to write something they could substitute in the crab pot so that the turtles could not get in. They then moved on to magnify or minify something in the crab pot that would help the turtles. What could you eliminate? Students shared their possible solutions. Students were placed in groups and given a SCAMPER chart to fill in about a different problem. Students moved quietly to their groups and completed the worksheet. A timer was set for 5 minutes so that students knew how much time they had. Commendations: 1) Good transition from the science lesson 2) Good use of positive reinforcement 3) Great classroom management Recommendations:

None Miss Lowe is a wonderful teacher. She honed her skills at a low SES school in Virginia Beach. These skills have transferred to the Chesapeake placement. Her classroom management is perfect. She gives very clear directions and students know exactly what they are supposed to be doing at all times. Her lesson plans are well-constructed and very creative. She would be an asset as a teacher for any school system.