

1. Teacher Candidate's Name

Rebecca Lowe

2. Endorsement Area

NK - 6

3. Age/Grade

8/9 Third Grade

4. Internship Start Date

March 3, 2014

5. Internship End Date

April 25, 2014

6. School

Butts Road Intermediate

7. District

Chesapeake Public Schools

8. Evaluator's Name

Kimberley A. Halsey

9. Evaluator's Position

Teacher - Third Grade Gifted

[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)
Uses formal and informal assessment data to make instructional decisions.	X					
Plans instruction based on objectives and core curriculum demands.	X					
Designs instruction that academically	X					

addresses learning style and motivation, as well as behavioral and academic needs.

Plans instruction based on diagnostic teaching.

X

Designs instruction that includes review, teacher presentation, guided and independent practice, immediate feedback, and delayed testing.

X

Designs and implements instruction that facilitates retention and transfer.

X

Involves students with daily visual charting of academic and behavioral performance.

X

Demonstrates effective use of instructional time.

X

Uses relevant example and demonstration to illustrate concepts and skills.	X
Makes efficient transitions between instructional activities.	X
Summarizes the main points at the end of the lesson.	X
Incorporates all language modes in instructional planning and delivery.	X
Uses signals, cues, and questioning appropriately.	X
Conducts and uses task analysis.	X
Integrates effective social skills, as well as career and vocational skills with academic curricula.	X
Uses computer technology when	X

appropriate.

Uses research-based instructional approaches and techniques. **X**

Comments:

2. Please comment on the teacher candidate's overall effectiveness of instruction and the use of developmentally appropriate strategies.

Rebecca is a natural in this field. She picked up on students' behaviors and academic needs quickly and designed her lessons with these observations in mind. Her lessons were developed using the standards of learning and always incorporated various modes of delivery. She made lessons "fun" for the students (Bingo, Smart Board activities, and used Easter eggs several times for various activities) and actively engaged them on a regular basis. She also used informal and formal observations of their learning to guide future lessons. She is highly effective in the development and delivery of instruction.

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Utilizes a predetermined set of behavior management rules and procedures. **X**

Anticipates behavior problems (signals, behavioral indicators) and responds accordingly. **X**

Designs and implements appropriate behavior **X**

intervention plans.

Designs and implements strategies for social skills instruction.

X

Uses knowledge about students to prevent behavior problems.

X

Comments:

2. Please comment on the teacher candidate's impact on student discipline.

Rebecca was consistent with moving student numbers for each infraction of the rules. She was also consistent sending "Yikes" notes (discipline notes) home for parent signatures when students moved numbers for the third time. Students are very aware that, though she is kind, she sticks to the rules and holds them accountable for their behavior. She has also implemented four behavior charts in the classroom to help curb the behavior of some of the more behaviorally-challenged students. These go home every Thursday for a parent signature.

3. Please comment on the teacher candidate's ability to lead the class.

Rebecca is highly competent to lead a class on her own.

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Uses voice tone and facial expressions for emphasis, management, and expression.

X

Actively listens and appropriately responds to students, parents, teachers,

X

administrators,
and other school
personnel.

Collaborates
with parents,
classroom
teachers, and
other
school/communit
y personnel.

X

Communicates
specific
information on
student
performance to
teachers,
administrators,
parents, and
other school
personnel.

X

Chooses
language
appropriate to
learner needs.

X

Builds an
interactive
learning
community with
students.

X

Demonstrates
ability to
problem solve as
well as manage
resistance and
conflict in
interactions with
students and
professionals.

X

Writes
appropriate goals
and objectives.

X

Understands and
respects

X

individual differences.

Comments:

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Examines student educational files and understands and utilizes assessment data.

X

Conducts and analyzes functional assessment of behavior.

X

Uses direct observation techniques to gather data and design behavioral interventions .

X

Conducts diagnostic assessment for instructional purposes.

X

Monitors daily academic progress.

X

Provides immediate

X

feedback.

Sequences, implements, and evaluates individual learning objectives.

X

Critiques daily performance.

X

Keeps anecdotal record of student behavior.

X

Comments:

2. Please comment on the teacher candidate's development and implementation of student assessments and evaluations.

Rebecca used either formal or informal assessments based upon the lesson. For introductory or beginning lessons, she used informal assessments. She used "exit cards" and more formal assessments as we approached the middle and end of a unit of study. Her assessments were done on a daily basis, and they were closely aligned with her instruction.

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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 flexibility.	X
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. Please comment on the teacher candidate's professionalism, attitudes, and demeanor throughout the period of observation.

Rebecca has a calm, confident, friendly, and professional demeanor in her relationships with students, parents, colleagues and administrators.