

Skills Survey Data & Results for Field & Clinical Placements as Scored by Mentor Teachers

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Section I. Survey Information

Mentor Teachers and candidates are asked to provide ratings on a Skills Survey that the EPP uses as its dispositional assessment. Mentor teachers and candidates associated with candidates in their final semester of field placement hours, during clinical placement, or in a semester of residency complete this survey. The current data are based on skills survey results for the Fall 2025, Spring 2024, Fall 2023, and Spring 2023 semesters. Table 1 outlines the number of candidates assessed by mentor teachers by gender and TPP in field placements. Table 2 outlines the number of candidates assessed by mentor teachers by gender and TPP in clinical placements.

Table 1. Skills Survey Scores by Mentor Teachers for Field Placements by Gender and TPP

Semester	All	Agr	Elem	English	Math	PE	Science	SS
Spring 2025	105	-	67	14	-	6	-	18
Female	81	-	65	10	-	1	-	5
Male	26	-	2	4	-	5	-	13
Fall 2024	4	-	-	-	1	-	3	-
Female	2	-	-	-	-	-	2	-
Male	2	-	-	-	1	-	1	-
Spring 2024	105	4	70	7	2	3	1	17
Female	87	3	69	5	2	-	-	9
Male	18	1	1	2	-	3	1	8
Fall 2023	97	-	64	7	-	-	7	19
Female	81	-	63	5	-	-	4	9
Male	16	-	1	2	-	-	3	10

Agr=Agricultural Education

Elem=Elementary Education

English=Secondary English Education

Math=Secondary Math Education

PE=Physical Education

Science=Secondary Science Education

SS=Secondary Social Studies Education

Table 2. Skills Survey Scores by Mentor Teachers for Clinical Placements by Gender and TPP

Semester	All	Agr	Elem	English	Math	PE	Science	SS
Spring 2025	79	-	67	-	2	9	1	-
Female	71	-	66	-	2	2	1	-
Male	8	-	1	-	-	7	-	-
Fall 2024	83	4	60	7	-	-	-	12
Female	72	3	59	5	-	-	-	5
Male	11	1	1	2	-	-	-	7
Spring 2024	87	1	57	-	2	21	6	-

Female	72	-	57	-	-	9	4	-
Male	15	1	-	-	2	12	2	-
Fall 2023	90	2	63	3	1	-	2	-
Female	74	1	62	3	1	-	2	-
Male	16	1	1	0	-	-	-	-

Section II. Skills Survey Items

The skills survey is made up of thirty questions that are scored on a seven-point Likert scale. Mentor teachers rate the candidates in both field and clinical settings on how often they see the professional skills demonstrated. 1 is they are never seen, 2 is little extent, 3 is some extent, 4 is moderate extent, 5 is above average extent, 6 is great extent, and 7 is always. The score on the thirty questions is then compiled into eight overarching skills that have been associated with skills employers are seeking. The eight overarching skills include: professionalism, communication, technology, teamwork, critical thinking, career and self-development, leadership, and equity and inclusion. Each skills survey question was aligned to the InTASC standards and then cross walked with each of the eight overarching skills to provide a framework to align skills survey results with the InTASC standards. Tables 3 and 4 outline this alignment.

Table 3. Skills Survey Questions Aligned to InTASC and Overarching Skills

Skills Survey Questions	INTASC	Skills
1. Demonstrate dependability (e.g., report consistently, and on time, for work or meetings)?	9	P
2. Have an attention to detail, resulting in few if any errors in their work (e.g., accurately calculate and record grades)?	6	P
3. Take the initiative to prioritize and complete tasks on time?	9	P
4. Show a high level of dedication toward doing a good job?	9	P
5. Display strong knowledge of curriculum material?	4	P
6. Consistently meet or exceed goals and expectations?	9	P
7. Act in accordance with the highest possible standards of ethics and integrity?	9	P
8. Maintain privacy and confidentiality of sensitive information?	9	P
9. Communicate in a clear and organized manner so that others can effectively understand?	9	C
10. Write in a way that conforms to the basic principles of spelling, grammar, and punctuation?	9	C
11. Promptly inform relevant others when needing guidance with assigned tasks?	10	C
12. Deliver clear, high-quality instruction to students?	5	C
13. Display proficiency with relevant computer applications (e.g., spreadsheets, word processing, email)?	7	TECH
14. Quickly adapt to new or unfamiliar technologies?	7	TECH
15. Listen carefully to others, taking time to understand and ask appropriate questions without interrupting?	7	T
16. Build strong, positive working relationships with supervisor and team members/coworkers?	3, 10	T
17. Collaborate with others to achieve common goals?	3, 10	T
18. Gather information from a variety of sources to fully understand a problem?	6	CT
19. Accurately summarize and interpret data?	6	CT
20. Make decisions and solve problems using sound reasoning and judgment?	7	CT
21. Multi-task well in a fast-paced environment?	7	CT

22. Display curiosity; seek out opportunities to learn?	1	CAREER
23. Show an awareness of own strengths and areas for development?	1	CAREER
24. Accept feedback without becoming angry or defensive and use it to strengthen future performance?	1, 9	CAREER
25. Motivate others by encouraging them and by building mutual trust?	3, 10	L
26. Serve as a role model to others by approaching tasks with confidence and a positive attitude?	3	L
27. Use innovative thinking to go beyond traditional methods?	8	L
28. Demonstrate flexibility by adapting to diverse environments?	8	EI
29. Treat other people, including those of different backgrounds, beliefs, and gender, with fairness and respect?	2	EI
30. Keep an open mind to diverse ideas and new ways of thinking?	2	EI

P=Professionalism

C=Communication

TECH=Technology

T=Teamwork

CT=Critical Thinking

CAREER=Career & Self Development

L=Leadership

EI=Equity and Inclusion

Table 4. Skills Aligned to InTASC Standards

Skills	InTASC
Professionalism	4, 6, 9
Communication	5, 9, 10
Technology	7
Teamwork	3, 7, 10
Critical Thinking	6, 7
Career & Self Development	1, 9
Leadership	3, 8, 10
Equity and Inclusion	2, 8

Section III. Skills Survey Results for Field Placements

Table 5. Overall Skill and Career Readiness Scores for Field Placement Candidates by Mentor Teachers

Category	InTASC	Semester	EPP	Agr	Elem	Eng	Math	PE	Sci	SS
Overall Career Readiness		Spring 2025	6.4	-	6.3	6.3	-	6.4	-	6.3
Female			6.4	-	6.3	6.3	-	6.5	-	6.4
Male			6.1	-	6.3	6.3	-	6.4	-	6.4
		Fall 2024	6.0	-	-	6.5	6.1	-	6.0	-

Female			6.3	-	-	-	-	-	6.3	-
Male			6.2	-	-	-	6.1	-	5.3	-
		Spring 2024	6.4	6.8	6.4	6.3	6.1	6.7	6.2	6.3
Female			6.5	7.0	6.4	6.9	-	-	6.2	6.5
Male			6.2	6.3	7.0	4.9	6.1	6.7	-	6.2
		Fall 2023	6.2	-	6.2	6.0	6.1	-	6.1	6.4
Female			6.2	-	6.2	6.3	6.1	-	6.5	6.6
Male			6.0	-	6.1	5.4	-	-	5.6	6.3
Professionalism	4, 6, 9	Spring 2025	6.3	-	6.3	6.2	-	6.3	-	6.2
6.Female			6.4	-	6.2	6.2	-	6.4	-	6.3
Male			6.0	-	6.3	6.3	-	6.3	-	6.3
		Fall 2024	6.0	-	-	-	5.7	-	6.1	-
Female			6.4	-	-	-	-	-	6.4	-
Male			6.2	-	-	-	5.7	-	5.3	-
		Spring 2024	6.4	6.8	6.4	6.4	6.0	6.8	6.6	6.3
Female			6.4	7.0	6.4	6.9	-	-	6.6	6.4
Male			6.2	6.1	7.0	4.9	6.0	6.8	-	6.2
		Fall 2023	6.2	-	6.2	6.0	6.0	-	6.3	6.3
Female			6.2	-	6.2	6.4	6.0	-	6.6	6.6
Male			5.9	-	6.3	5.0	-	-	5.8	6.1
Communication	5, 9, 10	Spring 2025	6.3	-	6.2	6.3	-	6.3	-	6.2
Female			6.4	-	6.2	6.2	-	6.3	-	6.2
Male			5.9	-	6.2	6.3	-	6.3	-	6.3
		Fall 2024	5.9	-	-	-	6.0	-	5.8	-
Female			6.3	-	-	-	-	-	6.3	-
Male			6.1	-	-	-	6.0	-	5.0	-
		Spring 2024	6.4	6.8	6.4	6.3	6.2	6.7	6.0	6.2
Female			6.4	7.0	6.4	6.8	--	-	6.0	6.4
Male			6.1	6.3	7.0	4.9	6.2	6.7	-	6.1
		Fall 2023	6.2	-	6.1	5.9	6.3	-	5.9	6.4
Female			6.2	-	6.1	6.2	6.3	-	6.4	6.6
Male			5.9	-	5.8	5.3	-	-	5.2	6.3
Technology	7	Spring 2025	6.3	-	6.3	6.2	-	6.4	-	6.4
Female			6.4	-	6.3	6.3	-	7.0	-	6.6
Male			6.0	-	6.3	6.9	-	6.6	-	6.5
		Fall 2024	5.9	-	-	-	5.5	-	6.0	-
Female			6.5	-	-	-	-	-	6.5	-
Male			6.2	-	-	-	5.5	-	5.0	-
		Spring 2024	6.5	7.0	6.5	6.4	6.0	6.7	6.0	6.3
Female			6.5	7.0	6.5	7.0	-	-	6.0	6.3
Male			6.2	7.0	7.0	4.8	6.0	6.7	-	6.2
		Fall 2023	5.4	-	5.1	5.3	6.5	-	6.1	5.9

Female			5.5	-	5.2	5.1	6.5	-	6.6	6.7
Male			4.9	-	0.0	5.8	-	-	5.3	5.2
Teamwork	3, 7, 10	Spring 2025	6.5	-	6.4	6.4	-	6.4	-	6.4
Female			6.5	-	6.4	6.4	-	6.7	-	6.5
Male			6.2	-	6.4	6.5	-	6.5	-	6.5
		Fall 2024	6.1	-	-	-	6.7	-	5.9	-
Female			6.2	-	-	-	-	-	6.2	-
Male			6.1	-	-	-	6.7	-	5.3	-
		Spring 2024	6.5	6.8	6.5	6.4	6.3	6.8	6.3	6.4
Female			6.5	7.0	6.5	6.9	-	-	6.3	6.5
Male			6.3	6.0	7.0	5.2	6.3	6.8	-	6.3
		Fall 2023	6.4	-	6.3	6.2	6.2	-	6.1	6.7
			6.4	-	6.3	6.3	6.2	-	6.6	6.6
Female			6.4	-	6.3	5.8	-	-	5.6	6.7
Male			-	-	-	-	-	-	-	-
Critical Thinking	6, 7	Spring 2025	6.2	-	6.2	6.2	-	6.2	-	6.2
Female			6.2	-	6.2	6.2	-	6.3	-	6.2
Male			6.1	-	6.2	6.3	-	6.3	-	6.2
		Fall 2024	5.4	-	-	-	5.3	-	5.4	-
Female			6.0	-	-	-	-	-	6.0	-
Male			5.7	-	-	-	5.3	-	4.3	-
		Spring 2024	6.3	6.7	6.3	6.2	4.5	6.6	5.5	6.2
Female			6.4	6.9	6.3	6.8	-	-	5.5	6.4
Male			6.0	6.3	7.0	4.8	4.5	6.6	-	6.0
		Fall 2023	5.7	-	5.5	5.7	6.2	-	5.9	6.1
Female			5.7	-	5.5	6.0	6.2	-	6.4	6.5
Male			5.6	-	6.0	5.0	-	-	5.3	5.8
Career & Self Development	1, 9	Spring 2025	6.3	-	6.3	6.2	-	6.4	-	6.4
Female			6.3	-	6.3	6.3	-	6.7	-	6.5
Male			6.2	-	6.3	6.8	-	6.5	-	6.4
		Fall 2024	6.4	-	-	-	6.7	-	6.3	-
Female			6.5	-	-	-	-	-	6.5	-
Male			6.5	-	-	-	6.7	-	6.0	-
		Spring 2024	6.4	6.7	6.4	6.2	5.0	6.8	6.7	6.4
Female			6.4	6.8	6.4	6.9	-	-	6.7	6.6
Male			6.0	6.3	7.0	4.7	5.0	6.8	-	6.1
		Fall 2023	6.2	-	6.0	6.0	6.1	-	6.4	6.7
Female			6.1	-	6.0	6.3	6.1	-	6.6	6.5
Male			6.4	-	6.0	5.5	-	-	6.1	6.8
Leadership	3, 8, 10	Spring 2025	6.3	-	6.2	6.0	-	6.2	-	6.2
Female			6.3	-	6.2	6.2	-	6.7	-	6.4
Male			6.1	-	6.2	6.3	-	6.3	-	6.3

		Fall 2024	6.4	-	-	-	6.7	-	6.2	-
Female			6.5	-	-	-	-	-	6.5	-
Male			6.5	-	-	-	6.7	-	5.7	-
		Spring 2024	6.3	6.8	6.3	6.1	7.0	6.7	5.7	6.3
Female			6.4	7.0	6.3	6.9	-	-	5.7	6.4
Male			6.1	6.3	7.0	4.2	7.0	6.7	-	6.1
		Fall 2023	5.9	-	5.8	5.1	6.0	-	6.2	6.4
Female			5.9	-	5.8	5.9	6.0	-	6.6	6.5
Male			5.8	-	6.0	3.3	-	-	5.7	6.3
Equity and Inclusion	2, 8	Spring 2025	6.6	-	6.6	6.5	-	6.7	-	6.7
Female			6.6	-	6.6	6.6	-	7.0	-	6.8
Male			6.6	-	6.6	6.9	-	6.8	-	6.7
		Fall 2024	6.3	-	-	-	6.7	-	6.2	-
Female			6.5	-	-	-	-	-	6.5	-
Male			6.4	-	-	-	6.7	-	5.7	-
		Spring 2024	6.7	6.8	6.7	6.5	6.8	6.7	6.0	6.6
Female			6.7	6.7	6.7	7.0	-	-	6.0	6.6
Male			6.5	6.3	7.0	5.3	6.8	6.7	-	6.6
		Fall 2023	6.5	-	6.5	6.7	6.2	-	6.3	6.4
Female			6.5	-	6.5	6.9	6.2	-	6.8	6.7
Male			6.0	-	6.7	6.0	-	-	5.8	6.1

1=Never, 2=Little Extent, 3=Some Extent, 4=Moderate Extent, 5=Above Average Extent, 6=Great Extent, 7=Always

Section IV. Skills Survey Results for Clinical Placements

Table 6. Skill and Career Readiness Scores for Clinical Placement Candidates by Mentor Teachers

Category	InTASC	Semester	EPP	Agr	Elem	Eng	Math	PE	Sci	SS
Overall Career Readiness		Spring 2025	6.5	-	6.4	-	5.9	6.0	6.8	-
Female			6.4	-	6.4	-	5.9	6.0	6.8	-
Male			6.0	-	3.3	-	-	5.9	-	-
		Fall 2024	6.5	6.6	6.5	6.9	-	-	-	6.3
Female			6.5	6.5	6.6	6.9	-	-	-	6.8
Male			6.3	6.9	5.8	7.0	-	-	-	6.1
		Spring 2024	6.4	6.8	6.4	6.3	6.1	6.7	6.2	6.3
Female			6.5	7.0	6.4	6.9	-	-	6.2	6.5
Male			6.2	6.3	7.0	4.9	6.1	6.7	-	6.2
		Fall 2023	6.2	-	6.2	6.0	6.1	-	6.1	6.4
Female			6.2	-	6.2	6.3	6.1	-	6.5	6.6
Male			6.0	-	6.1	5.4	-	-	5.6	6.3
Professionalism	4, 6, 9	Spring 2025	6.5	-	6.5	-	5.9	6.0	7.0	-

Female			6.5	-	6.4	-	5.9	6.0	7.0	-
Male			6.2	-	3.1	-	-	5.9	-	-
		Fall 2024	6.5	6.6	6.4	7.0	-	-	-	6.3
Female			6.5	6.5	6.6	7.0	-	-	-	6.8
Male			6.3	7.0	5.1	7.0	-	-	-	6.1
		Spring 2024	6.4	6.8	6.4	6.4	6.0	6.8	6.6	6.3
Female			6.4	7.0	6.4	6.9	-	-	6.6	6.4
Male			6.2	6.1	7.0	4.9	6.0	6.8	-	6.2
		Fall 2023	6.2	-	6.2	6.0	6.0	-	6.3	6.3
Female			6.2	-	6.2	6.4	6.0	-	6.6	6.6
Male			5.9	-	6.3	5.0	-	-	5.8	6.1
Communication	5, 9, 10	Spring 2025	6.5	-	6.5	-	5.9	6.1	6.5	-
Female			6.4	-	6.4	-	5.9	6.1	6.5	-
Male			6.0	-	3.1	-	-	5.9	-	-
		Fall 2024	6.4	6.5	6.4	6.9	-	-	-	6.3
Female			6.4	6.4	6.5	6.9	-	-	-	6.7
Male			6.3	6.8	5.8	6.9	-	-	-	6.1
		Spring 2024	6.4	6.8	6.4	6.3	6.2	6.7	6.0	6.2
Female			6.4	7.0	6.4	6.8	--	-	6.0	6.4
Male			6.1	6.3	7.0	4.9	6.2	6.7	-	6.1
		Fall 2023	6.2	-	6.1	5.9	6.3	-	5.9	6.4
Female			6.2	-	6.1	6.2	6.3	-	6.4	6.6
Male			5.9	-	5.8	5.3	-	-	5.2	6.3
Technology	7	Spring 2025	6.5	-	6.5	-	6.0	6.1	6.5	-
Female			6.5	-	6.5	-	6.0	6.1	6.5	-
Male			5.9	-	4.0	-	-	6.0	-	-
		Fall 2024	6.6	6.8	6.5	6.9	-	-	-	6.5
Female			6.6	6.7	6.6	6.9	-	-	-	6.8
Male			6.6	7.0	7.0	7.0	-	-	-	6.4
		Spring 2024	6.5	7.0	6.5	6.4	6.0	6.7	6.0	6.3
Female			6.5	7.0	6.5	7.0	-	-	6.0	6.3
Male			6.2	7.0	7.0	4.8	6.0	6.7	-	6.2
		Fall 2023	5.4	-	5.1	5.3	6.5	-	6.1	5.9
Female			5.5	-	5.2	5.1	6.5	-	6.6	6.7
Male			4.9	-	0.0	5.8	-	-	5.3	5.2
Teamwork	3, 7, 10	Spring 2025	6.6	-	6.5	-	6.0	6.0	6.7	-
Female			6.5	-	6.5	-	6.0	6.0	6.7	-
Male			6.1	-	4.0	-	-	6.0	-	-
		Fall 2024	6.6	6.6	6.6	7.0	-	-	-	6.3
Female			6.6	6.4	6.6	6.9	-	-	-	6.8
Male			6.3	7.0	6.0	7.0	-	-	-	6.1
		Spring 2024	6.5	6.8	6.5	6.4	6.3	6.8	6.3	6.4

Female			6.5	7.0	6.5	6.9	-	-	6.3	6.5
Male			6.3	6.0	7.0	5.2	6.3	6.8	-	6.3
		Fall 2023	6.4	-	6.3	6.2	6.2	-	6.1	6.7
Female			6.4	-	6.3	6.3	6.2	-	6.6	6.6
Male			6.4	-	6.3	5.8	-	-	5.6	6.7
Critical Thinking	6, 7	Spring 2025	6.3	-	6.2	-	5.6	5.7	6.8	-
Female			6.2	-	6.2	-	5.6	5.7	6.8	-
Male			5.7	-	3.0	-	-	5.6	-	-
		Fall 2024	6.3	6.4	6.3	6.9	-	-	-	6.2
Female			6.3	6.3	6.5	6.9	-	-	-	6.8
Male			6.2	6.8	5.8	7.0	-	-	-	6.0
		Spring 2024	6.3	6.7	6.3	6.2	4.5	6.6	5.5	6.2
Female			6.4	6.9	6.3	6.8	-	-	5.5	6.4
Male			6.0	6.3	7.0	4.8	4.5	6.6	-	6.0
		Fall 2023	5.7	-	5.5	5.7	6.2	-	5.9	6.1
Female			5.7	-	5.5	6.0	6.2	-	6.4	6.5
Male			5.6	-	6.0	5.0	-	-	5.3	5.8
Career & Self Development	1, 9	Spring 2025	6.5	-	6.4	-	6.0	6.0	7.0	-
Female			6.4	-	6.4	-	6.0	6.0	7.0	-
Male			6.1	-	4.0	-	-	6.0	-	-
		Fall 2024	6.5	6.6	6.5	7.0	-	-	-	6.3
Female			6.6	6.4	6.6	6.9	-	-	-	6.8
Male			6.3	7.0	5.7	7.0	-	-	-	6.1
		Spring 2024	6.4	6.7	6.4	6.2	5.0	6.8	6.7	6.4
Female			6.4	6.8	6.4	6.9	-	-	6.7	6.6
Male			6.0	6.3	7.0	4.7	5.0	6.8	-	6.1
		Fall 2023	6.2	-	6.0	6.0	6.1	-	6.4	6.7
Female			6.1	-	6.0	6.3	6.1	-	6.6	6.5
Male			6.4	-	6.0	5.5	-	-	6.1	6.8
Leadership	3, 8, 10	Spring 2025	6.4	-	6.3	-	5.7	5.8	6.7	-
Female			6.4	-	6.3	-	5.7	5.8	6.7	-
Male			5.9	-	3.0	-	-	5.7	-	-
		Fall 2024	6.4	6.7	6.3	6.9	-	-	-	6.1
Female			6.4	6.6	6.5	6.9	-	-	-	6.7
Male			6.2	7.0	6.0	7.0	-	-	-	5.9
		Spring 2024	6.3	6.8	6.3	6.1	7.0	6.7	5.7	6.3
Female			6.4	7.0	6.3	6.9	-	-	5.7	6.4
Male			6.1	6.3	7.0	4.2	7.0	6.7	-	6.1
		Fall 2023	5.9	-	5.8	5.1	6.0	-	6.2	6.4
Female			5.9	-	5.8	5.9	6.0	-	6.6	6.5
Male			5.8	-	6.0	3.3	-	-	5.7	6.3
Equity and Inclusion	2, 8	Spring 2025	6.7	-	6.6	-	6.0	6.2	7.0	-

Female			6.6	-	6.6	-	6.0	6.2	7.0	-
Male			6.1	-	3.3	-	-	6.0	-	-
		Fall 2024	6.7	6.8	6.7	6.9	-	-	-	6.4
Female			6.7	6.7	6.7	6.9	-	-	-	6.8
Male			6.4	7.0	6.7	7.0	-	-	-	6.1
		Spring 2024	6.7	6.8	6.7	6.5	6.8	6.7	6.0	6.6
Female			6.7	6.7	6.7	7.0	-	-	6.0	6.6
Male			6.5	6.3	7.0	5.3	6.8	6.7	-	6.6
		Fall 2023	6.5	-	6.5	6.7	6.2	-	6.3	6.4
Female			6.5	-	6.5	6.9	6.2	-	6.8	6.7
Male			6.0	-	6.7	6.0	-	-	5.8	6.1

Section V. Skills Survey Qualitative Results for Candidate's Strengths in Field Placements

Table 7. Qualitative Responses Outlining Candidate's Strengths During Field Placements by TPP

Spring 2025	
TPP	Comments
Elementary	<ul style="list-style-type: none"> • She is an effective and efficient communicator. In addition, she easily connected with students in the classroom, some who have difficulty opening up to adults. During free time, she would have many conversations with the students. They trusted and respected her. She was also very open to any critiques given to her, and consistently checked in with me for advice and feedback on any and all lessons she was tasked with creating and implementing. • She builds strong relationships with her students and they have learned to trust her. She plans lessons for students based on their interests- which she has learned from building these strong relationships with them. • She exhibits professionalism by attending consistently during her placement. She is always punctual and completes her full amount of hours. • She exhibits responsibility by completing all of her assignments on time. • She takes the initiative to help not only me, but the students as well. • she is very eager to learn, builds positive relationships with students, and is very flexible with regards to sudden changes in scheduling that sometimes arise when working in the field of education. • Strong Rapport with Students – One of her biggest strengths was how naturally she connected with students. She took the time to get to know each child, made them feel valued, and created a warm, inclusive environment where kids felt safe to participate and take risks. • Preparedness and Organization – Sydni came in each day ready to teach, with thoughtful lesson plans and materials prepared in advance. Her attention to detail and organization helped our classroom run smoothly and showed her commitment to being effective and reliable. • Willingness to Learn and Take Feedback – What impressed me most was her openness to feedback and desire to grow. She was reflective about her teaching, asked thoughtful questions, and showed a genuine eagerness to try new strategies and improve their practice. • She has all the qualities of a great educator, and I'm excited to see where her career takes her! • Established a great relationship / repor with the students and colleagues. • Very patient with all the students • Very punctual and planned in advanced to let me know when she would not be in for the week. • Cares about students • Helpful

- Organization
- She has been excellent at understanding and supporting specific student needs. She has formed relationships with most students in the class, and is open to understanding the reasons behind student behavior. She communicates clearly both with students and other educators, and responds to feedback professionally.
- Positive Attitude - Morgann comes in with a positive, kind attitude.
- Flexible - she will do any task asked of her with promptness and reliability
- Receptive to feedback and reflective practice - She wants to do well in the classroom, so she takes feedback and adjusts accordingly.
- She always comes to school with a positive attitude, is dependable, and is willing to do any task that is asked of her.
- Professional, great work ethic, reliable, caring for students
- She wants to be an effective educator. She has professional demeanor and will take time to reflect on her practice. She provides assistance to staff and students without being "asked" to provide assistance. She is quick to adjust to schedule and event changes and always has lessons prepared well in advance. She accepts my feedback and suggestions on all projects. She is able to "temperature gage" the classroom (of both students and adults) and will make herself most supportive in the environment, whether that is taking the lead with Behavior management or working with a student one on one who is struggling.
- She has a quiet demeanor but still has developed good relationships with the students. She talks to them respectfully and professionally. When she was struggling with the math strategies, she took it upon herself to go home and learn them. She picked up on them quickly. Danica had always been dressed appropriately.
- Strong Student Relationships: She has a positive relationship with students! She learned their names quickly, understands their interests. Her positive rapport enhances classroom management and engagement.
- Initiative: She takes initiative in the classroom. She knows our routines and steps in to help at every available time. She is willing to take on new teaching opportunities and challenges.
- Firm But Caring: She naturally sets high expectations for students. She provides short and concise directions to students so they know what to expect.
- Willingness to jump in and work with students
- Enthusiasm
- Flexibility
- Asks Questions
- flexible and shows initiative to complete tasks
- Work well with the students. You work on building relationships with them.
- Professional and work well with others.
- She is excellent and advanced in regard for her place in the program. Prepared, confident, love for students' individual needs, and insightful
- Positive Rapport with Students – The student teacher builds strong, respectful relationships with students, creating a supportive and encouraging classroom environment.
- Willingness to Learn and Reflect – They show a strong commitment to growth by seeking feedback and thoughtfully applying it to improve their teaching practice.
- Preparation and Organization – They come to lessons well-prepared with clear objectives and materials, demonstrating responsibility and professionalism in their planning.
- She develops relationships with students and gains their trust. She is creative and can differentiate activities for students levels. She is cooperative and willing to do what is asked of her.
- She is good at keeping her word with the students
- She is very friendly and approachable

- Builds a good relationship with each student to really get to know them
- She has developed great relationships with students, they loved when she is here!
- She was easy to talk to.
- She was a great listener and wanted to learn!
- Developed a relationship with students and gained their trust.
- Made careful observations and took notes daily.
- Communicated clearly with others.
- She jumped in to assist as needed, she didn't need to be asked to help.
- She took time to build relationships with students. She had a good work ethic and was very conscientious about students and their social and academic needs. She was always respectful and professional to staff and students. She asked questions appropriately.
- Other than those mentioned above, she is always willing to jump in and help struggling learners she is very flexible and adapts well to changes, especially in a fast-paced classroom. She is creative in her thinking and she is able to teach concepts through a variety of modalities. Emma does a phenomenal job at developing rapport and relationships with ALL students.
- Willing to lead small group instruction.
- He is comfortable teaching whole group lessons.
- He is confident and willing to help in any way she's asked.
- Professional, Respectful and prepared
- Caring and has a passion for educating young students. She is very interested in the student's well being and their success
- Strong communication skills with me and with explaining concepts to children
- Always prompt and prepared.
- Respectful, calm and kind with students.
- Flexible when faced with changes in the schedule and with challenging behaviors.
- She is respectful and considerate: She always speaks with a calm voice and is willing to help students if they ask her for assistance. This is a great quality to have in the classroom setting and when working with a grade-level team!
- Going above and beyond to bring in extra materials for the students: We were working on a science experiment using plants, and Brianna offered to bring in "Grow Bags" for each student in our class. Her generosity and connections outside the classroom showed that she is willing to put in effort for her future class!
- She is organized: She is prepared for her current assignments and is thorough when completing them. She remembers to log her observation hours in a timely manner and this is a successful skill to have in the work place.
- her ability to be flexible
- her attention to detail
- knowledge of content (ability to jump right in to small groups and do it effectively)
- She is always willing to jump in and help with the classes and share experiences. She has a very good rapport with the students and they look forward to her days with us. She is very organized and always asks questions about information she is not familiar with. Miss Ivola is very eager to learn.
- Develops a positive rapport with students.
- Adapts to changing surroundings/behaviors of students.
- Displays professionalism
- She is very pleasant with her peers and students in the classroom. he helps students who are having difficulty with a certain skill.
- She does follow instructions well from her supervisor.
- She dresses professionally and is very well-mannered.

- Her strengths include her ability to build strong, positive relationships with both students and staff. She effectively leads small group instruction and adapts well to the unexpected with a calm, easygoing demeanor. She has also shown confidence and skill in leading morning meetings, helping to start the day on a positive note for students.
- Flexibility, Dependability, and Professionalism
- She has a calm demeanor. She maintains positive relationships with students. She dresses professionally.
- building peer relationships
- taking initiative
- routines and procedure
- A true passion for teaching!
- Communication. She had impeccable communication. She always messaged in a timely and appropriate manner and uses active listening skills.
- Adaptability. She showed an ability to be adaptable. She always was willing to jump in and help in any way that was needed or required.
- Classroom Management and Leadership / able to easily "take the reins"
- Professionalism
- Respect for students and adults
- takes initiative, works hard, and assessing student work
- She is always professional in the classroom setting. She keeps information such as behavior plans, IEPs, and 504s confidential. She is punctual and always arrives willing to work. She is flexible and can easily restructure her day if need be.
- Eager to learn and get better (growth mindset), would ask questions when needed clarification- this is something that at times can be hard for a student teacher to do, they may feel like they should already know the answers so don't want to ask., and finally creative- this is a occupation where we have to be very creative in almost everything we do.
- Teacher-student relationships
- Classroom management
- Taking initiative
- Rapport with students, building relationships with students, punctuality
- Good rapport with students. Encouraging and kind.
- She is very patient. She is always willing to explain concepts multiple times and in multiple ways to ensure student understanding.
- Punctual. Always on time.
- She is very welcoming and attentive to students from the moment they walk in during arrival. She is friendly, asks how they are, or responds to their conversations with her.
- She is always willing to jump in and help with anything in the class: preparing materials for a lesson, handing out materials, or when needed taking over a small portion of a lesson while the teacher (myself) is addressing a student.
- Additionally, she is always on time for each day she is at school and provides ample amount of time for me to review any assignments she has for her classes in order to best choose who would be the best student to work with or the best time throughout the day.
- She has been so helpful to the classroom. She immediately took initiative to learn about her new students and made it a point to get to know each one personally. In addition to this, she met with me to look at data and the strengths/weakness that each student had to build a better understanding of her students. This is an amazing strength of hers! Secondly, she immediately was able to start into small group stations. She has a strong "teacher voice" and gained classroom management quickly. Her students were listening and engaged from the beginning. Which leads me into her 3rd strength. She may not have planned her station(s), but she has a strong enough understanding of curriculum to run this station flawlessly. She also reflects immediately on her teaching and asks for advice to help with whatever she feels didn't go as smoothly. She is such a wonderful asset to our classroom!
- She is willing to step in when needed. 2. She can pick up a task and teach the students on request. 3. She is taking thorough observation notes.

- She shows great initiative.
- She is great at identifying the student needs and helping to fill the gap of their lacking knowledge or redirect as needed.
- She has done a fantastic job at building connections with the students, and they feel comfortable working with her.
- She is always willing to help. She has a great relationship with the children. Alexia will always try new things.
- Demonstrate flexibility by adapting to diverse environments?
- Display strong knowledge of curriculum material?
- Deliver clear, high-quality instruction to students?
- Flexibility is essential in the classroom especially with 5-year-olds. Kylea is always able to adapt calmly and effectively while maintaining student engagement
- She takes initiative in the classroom as well. She conducted whole group morning meeting on the days that she was working in our room. Kylea even added a social/emotional component to the routine, using our Second Steps program kit. She creates a very positive classroom environment.
- She is very flexible, hands-on and passionate
- She provides support when students are showing struggles. She works to provide support to several students in a group during a whole-class activity. she asks students questions to get to know them better. She also takes time to share her own experiences to make them feel as they are on a level playing field and the student is not doing all of the sharing
- She is on time and professional in the classroom setting.
- He is very kind and respectful to the students and staff of the school. He has an eagerness and willingness to learn and do better. He also seems to enjoy being in the classroom and helping children learn.
- Student relationships
- Task completion when tasks are given by mentor
- Organization of assignments/due dates
- great communication when she wasn't able to make it
- always on time
- She has done an excellent job with pushing herself this semester. I have pushed her to teach small group lessons and whole group lessons in both Reading, Writing, and in Math. She took my suggestions and ran with them by creating her own lessons and using outside materials as well as using the provided materials from the curriculum. She is always willing to accept criticism and fix anything that needs to be fixed. She has grown so much this term in her confidence and content knowledge.
- She has done well with building on her rapport with the students and making connections with them by having lunch with students as well as greeting them at the door. She also has built relationships with staff around the uilding by attending PLC meetings and SAT meetings. She has also built rapprt with parents by participating in phone conversations.
- She has also done a great job too determine her why she wants to be a teacher.
- Focused, kind and disciplined.
- She has been on time every day she is assigned at Cheat Lake Elementary. She comes eager to work with children and to do a good job. She easily builds rapport with staff and students and is easy to work with.
- She is always punctual, eager to learn and help students and will do whatever is needed in the classroom.
- She was on time every time she came for her placement. She also learned her way around the school well.
- She jumped in to help a student if she saw they needed help or support.
- She did a nice job building relationships with the students and talking to them in a respectful manner.
- She has consistently demonstrated a willingness to engage with tasks and fulfill what is asked of her. Her initiative is commendable, as she frequently takes the lead in group activities and builds strong rapport with both her peers and staff.

	<ul style="list-style-type: none"> • Building relationships with students • Willingness to jump in and try anything available • is able to connect curriculum to the lives of the students • She is a very dependable and a hard worker. She is very comfortable in the classroom and always willing to help. • She is willing to do any task asked of her. • She has created a great relationship with the students. • She is flexible with schedules and working with groups • She demonstrates genuine passion for education and commitment to the success of the students she is working with. She shows so much patience, empathy, and adaptability. She goes above and beyond to foster a love of learning, inspire curiosity, and instill confidence in the students she has been working with. • Professional in communication and in following expectations, builds strong relationships with students and staff members, takes initiative and finds ways to add value in the classroom and down-time. • She has shown the following strengths: Building great rapport with all students; Taking the initiative to help individual students as needed; Treating all students and staff with the utmost respect.
English	<ul style="list-style-type: none"> • He is empathetic and accepting of all of the diverse learners in the classroom. • He is knowledgeable with his content. • He has a kind demeanor but can also command the classroom well with his confidence. • Responsible, Helpful, Willing to learn • From first impressions, she seems to be intelligent and kind, with a functional understanding and background knowledge of the ELA content area. When she has arrived to UHS, she has presented herself professionally and conducted herself appropriately for education and teaching. She has taken notes and paid attention during observations, and has asked good questions in our discussions. • He is very interested in learning about student behavior and the climate of the school setting and how it impacts the classroom/learning environment. He is open to suggestions and ideas, communicates well with adults and students. He is very knowledgeable with the content he is going to be teaching, and I can see that he is making efforts to understand the best ways of scaffolding information to deliver high-quality instruction. He is reflective in planning, during the lesson and willing to adjust on the spot, and considers how a lesson went to see what worked well and what needs to be improved. I see great potential for Mr. Faller to be a great addition to a school in the future! • Effort • Planning • Willingness to Learn • Extremely receptive to feedback and has an obvious goal to develop her skills. • Excellent presentation of materials. • Excellent variety of ideas and interactive approaches to lessons. • Organization, learning students names, compassion for students. • She is kind, respectful, and welcoming to everyone. She is eager to learn and takes feedback positively. She wants to be an amazing teacher and is always gathering resources to help. • Her personality allows her to help her students understand concepts without making them feel inferior. She is punctual which is an important factor when you teach on a bell schedule. She is able to address students' needs by reading their actions and demeanor, which is a sign of a caring teacher. • This individual was always punctual, polite and ready to help when asked.

	<ul style="list-style-type: none"> • He was very enthusiastic in this placement. He was very willing to learn the "behind the scenes" of teaching. He took constructive criticism with grace and used it to change behavior management during his lesson. He was punctual and clearly communicated when he would be attending. • He is a very open-minded person. He treated each student with respect and did his best to help them. I was pleased to see his eagerness to jump in and work with the students, and they responded very well to him! He is a strong listener; it was evident that he took my feedback seriously and made an effort to apply it. Finally, He maintained a positive attitude in the classroom. Even when he was displeased with his teaching, he always tried to find the silver lining and remember that this process is one of experience and growth. • Her lesson was engaging and fun. The students and I enjoyed working with her. • She was very pleasant to work with. She was punctual and enjoyed working with the students. She listened to ideas and developed lessons based on the discussions and suggestions. She went above and beyond preparing the lessons and providing activities for the students to complete.
Physical Education	<ul style="list-style-type: none"> • Currently his strengths are communication in the classroom instruction is clear and concise, organization of material and equipment is smooth, integration of standards and other grade level concepts are clear and easy to recognize. • He is always well prepared with age appropriate lesson plans • He has a very respectful attitude towards his students and co-workers • He is very passionate about teaching and providing his students with a good teaching environment • Content Knowledge • Excellent at modeling the skills for students • Creative • Proactive in planning • adaptable/coachable • Problem Solver • He did a great job building positive, professional relationships with the students so that he could gain their trust and respect from the beginning. He did a great job extending or modifying tasks when and if he needed to during each unit. He was able to quickly pick up on the students who needed additional help, as well as the students who were able to extend the task or skill a bit sooner than other students. He also did a great job checking for understanding at the end of each lesson and unit. He took a few minutes at the end of the lesson to go check for understanding in order to know what he needed to focus on for next time. • He does a really great job planning activities for grade levels that are active and engaging for ALL students. He is able to adapt these activities on the fly if we need to do something different that day. • He is consistently on time to school, and on time with his work! • He takes an interest in students lives outside of school to build a relationship with them that show the students he truly cares about them! • Willing to help. • Has good ideas. • Accepts constructive criticism and utilizes it.
Social Studies	<ul style="list-style-type: none"> • He was willing to help out in the classroom. • Interacted well with students. • Seemed very interested in content area. • Respectful. • Punctual - always on time • Willingness to always help was great • Students enjoyed his disposition. • initiative, - relationships with students, - passion for student learning.

	<ul style="list-style-type: none"> • The above three things are issues that we discussed and were improved upon greatly by the end of our working time together. She made great progress, during a especially difficult semester. • She is excellent with communication • She was comfortable speaking in front of the class and working in small groups. • Great rapport with students, positive outlook and mindset, conscientious. • Very dependable. • Professional. • Willing to help. • Building a rapport with students • Asking questions to gain a better understanding of practice • Showing respect toward all students • Reliability, Communication, Inquisitive - intrinsically able to pick out parts of a lesson, consistent in her communication and reliable in her attendance. • She was always very well prepared, kept in communication with me when it was needed, and interacted very well with students. • Professionalism • Grading and evaluating student work • Asks very intelligent, pertinent questions about delivery of subject matter, individual student needs, and classroom management. • Reviews different types of assignments and assessments that I use. • Willingness to learn and works hard. • He liked to discuss things he liked about topics that were being discussed in class. • Personable, willing to get involved, organized • Task oriented • Enthusiastic • Jumps right in to working with students and in the classroom • Eager to learn and improve • Consistent- important life quality. • Experience- relates life experience well to classroom. • Patient- most displayed quality when working with youth. • He is adaptable, quick to step into a student learning need, and has great communication and relationship building skills with the community.
Fall 2024	
Math	<ul style="list-style-type: none"> • He took time to form relationships with students and learned all of their names with only a couple days in the classroom. He met all of the expectations for the course he was taking and showed accountability in completing tasks. He respected all of the individuals he came in contact with when working in the classroom.
Science	<ul style="list-style-type: none"> • enjoys teaching, content knowledge, dedication • She has so many wonderful qualities. She is clearly someone who cares a lot and puts a lot of effort into everything she does. Second, she is someone who supports others even when it may be to her own detriment. Lastly, she is driven to be the best and to learn more about whatever she is doing • Works well with students. Good Repoire. • Well thought out Lesson Planning • Always on time and very professional.
Spring 2024	

TPP	Comments
Agriculture	<ul style="list-style-type: none"> • He knows his content • Likes what he is doing • Very engaged • Voice - When speaks as a student, she is soft spoken. But when she is in front leading the class, she uses her teaching voice and makes sure everyone hears her and understands. • Understanding - is very good at understanding the situation at hand. If she has questions, she is not afraid to ask. • Communication - She makes sure we are on the same page and there is no misunderstanding. • I think will be a wonderful teacher!! • Communication - she communicates well with the class and is not afraid to ask for advice or guidance. Understanding the content - she know the content and standards very well • Passion - I love that these students all want to teach and are excited about it. • I think will do great things in teaching. • Voice - she has a very good teacher voice. Speaks very well and you can hear her. Caring - Cares about her classmates and I think that will carry over to her students. Wanting to do well - Asks how she could improve • I would let her teach my family members!
Elementary	<ul style="list-style-type: none"> • did an outstanding job building a relationship with each student and provided support when she noticed a student struggling • was punctual and spent extra time with us weekly. • was flexible with our school schedule and always willing to learn. She got to experience multiple IEP meetings, a 504 meeting, a field trip, and PLC weekly. • Building relationships with students - The students adore her. She interacts with them & goes out of her way to make them feel loved and special. • Organization and professionalism - always communicates well with me and discusses her assignments in depth. She takes initiative in the classroom to lead small group instruction and support students as needed during independent work. She is timely with all she does. • Positive attitude and work ethic - is such a joy to be around. She has a positive attitude and is willing to take on challenges. She is well prepared and demonstrates a growth mindset. • She was great with building relationships with students and relating lessons to things they are interested in. • This is so important and super beneficial for good classroom management. • She always came in with a positive can-do attitude. • She was always very punctual and a very hard worker. She always stepped in and helped students when they needed it without an direction needed from me. • Great repertoire with students • Flexible and understanding • Communicates effectively • is punctual and reliable. She always did what was asked of her. took initiative and would assist students without being asked. She sought out opportunities to teach and improve and wanted to learn how to improve her teaching. • student rapport - willing to talk and get to know the students • Flexibility • kind to others • works to form strong relationships with students, she engages in meaningful conversations with coworkers, and works to understand and improve her teaching practice. • Great communication skills. • Positive attitude and willingness to learn.

- Utilizes resources in the classroom/school.
- was extremely comfortable around the students. She took the time to talk with the students and get to know them. She always provided a helping hand. was willing and able to help out with anything in the classroom, from taking the students for bathroom breaks in the hallway to doing whole group read alouds.
- was always prepared for each day.
- Adaptability, Patience, Empathy
- She quickly developed a great rapport with students.
- She was on time for her placement and if she needed to be absent she was sure to notify me according.
- She began planning for activities in advance.
- Punctuality
- Adaptability
- Dependability
- She is open minded and takes information openly. She does not show any upset when she is corrected.
- She works constantly to improve herself. Asks for knowledge correction and feedback.
- She was willing to try anything I asked her to do with the students, from whole class to small groups.
- is able to easily talk with students and has built good relationships with them.
- She shows concern and compassion for those who struggle academically. She is open to ideas about how to teach academics and accepts constructive criticism without incident.
- Positive attitude and full of enthusiasm!
- Builds relationships well with students and adults.
- Always on time!
- Tries hard, willing to help, and open to suggestions.
- had strengths in this placement that made her a prospective teacher with great potential. One area is with her rapport with the students. From the first day of her placement, she had learned all of their names and started making connections with them that would positively impact them for the duration of her time in our classroom. Also, when given direct instructions, she followed my requests for tasks and willingly executed them well. She welcomed the opportunity to begin teaching simple mini lessons in a whole group setting (checking over morning work, completing interactive notebook pages, etc.) and succeeded in this instruction. In addition,
- has the desire to succeed in this career. She welcomed my feedback and we had impactful discussions that show her drive to grow and her positive outlook on her future placements.
- Kind
- Enjoys Children
- Respectful
- is very organized, prepared, and willing to jump right in and assist the learners as needed without being asked. acts professionally is was always present and on time if not early.
- is excellent at communicating, is dependable, and has built a great rapport with the students in my classroom.
- always jumped in to help without being asked. She communicated with all students with respect. She was always willing to help out with any projects or paperwork that I had left at the end of each day, even if that meant staying after school.
- is a team player and is willing to do anything that is asked of her. She is respectful to students and staff and worked to build relationships with the students. She is dedicated to student learning as evidenced by small group instruction.
- has a string love of students and helping them to learn!
- She is doing a great job building relationships and interacting with students.
- She has good communication with teachers about upcoming assignments and date and times.

- Quickly develops a rapport with students; developing trust and earning respect.
- Prompt and punctual.
- Willing to take on new tasks.
 - Understanding how to continue to move forward with the class when one student is having a behavioral meltdown.
 - Can build relationships with the students, creating trust and respect.
 - Understanding how to handle a small group and keep students focused and on track who are not in the group.
- is always willing to do what she needs to help in the classroom. She is kind to the other teachers and the students. She always works hard to make her time in the classroom valuable. does a great job!
- built appropriate relationships with the students. She was helpful, did her assignments in a timely manner and was overall a great intern/student.
- always accepts criticism and correction well, she works to improve upon whatever might be giving her difficulty. She also does a great job building rapport with students, our class enjoys their time with her.
- Building a relationship with the students as well as me (mentor/coworker) --- always talked to the students and interacted with them. She got to know them and their needs. Every week the students knew that Wednesday's were day! They were excited to see her and she was excited to see them. This strength will help her as a teacher by getting to know the students and building a connection with them.
- Volunteering, jumping right in/helping out in the classroom --- volunteered to read a book to the class many times. She was not afraid to do so and she even did a nice job when reading to class. always jumped in to help students with writing tasks or during stations when she saw a need from students that needed to be met. She played a very active role as a student teacher and was very involved.
- Positive attitude and drive to learn --- has a positive attitude and is happy to be teaching/learning. She is interested in learning new teaching skills and isn't afraid to ask questions. You can tell that she is dedicated to what she is doing. has an open mind. This will help her as a teacher as things change all the time for teachers.
- Flexibility to support students needs
- Ability to manage challenging behaviors
- Willingness to ask questions to ensure best practices when interacting with students
- A strength that does have is being a team player when prompted by a teacher. She is willing to step in and help when she is asked as long as she feels comfortable with the activity. ELEM Field
- jumped in immediately and started engaging with students from day one. She has worked to build relationships with them. She is also engaged in my teaching, walking around the room supporting students as needed. Does not hesitate to learn new things and asks for help. is going to be an amazing teacher!
- She is good about letting me know when she is going to be absent or out sick and when she is going to reschedule.
- She has good communication with the children.
- Rapport with the students, punctual, organized with assignments, allows plenty of time to plan/gather resources for assignments, is flexible with daily schedule changes, always willing to work with any of students (even the challenging ones), learns strengths and weakness of each student, always has an open line of
- communication and availability.
- Builds student rapport/relationships
- Kind to coworkers/peers
- Knowledgeable of content
- Flexibility
- Dependability
- Innovative
- Always prompt, excellent with communication and good rapport with students.
- Hard worker

- Takes initiative
- Builds strong relationships with students
- genuinely enjoys our students. She has taken the time to develop positive relationships with them.
- is insightful, noticing learner strengths and weaknesses. She is not afraid to ask questions as to which strategies would be the best to use in specific circumstances.
- has a deep desire to foster learner success. I have been very pleased with her assistance in my classroom and I would be glad to work with her again.
- She works well with the students when she is here. She shows care towards the students when interacting with them. She will take the initiative to sit down and work with the students.
- is most importantly good at being positive. She is able to spend time with the kids and play games with them always with a positive attitude. She also is able to listen carefully and without interrupting and will ask questions to clarify if she is uncertain or needs more information. displays proficiency with relevant computer applications and is able to use a computer proficiently.
- We love having in our classroom. Her future students will be fortunate to have her as their teacher.
- easily established rapport with the class. She has been organized and helped me to become more organized or has offered suggestions for student organizations. was eager to jump in and help with students and lessons. She frequently circulated the classroom and offered assistance to students she recognized as needing a little help. She has many skills that will help her in the teaching profession, a positive
- attitude being the most important one!
- Dependability
- Building relationships with students
- Professionalism
- is eager to learn and willing to try new things. She openly welcomes ideas. merges those ideas with her current skill level, and tackles any project suggested that can improve her methodology. She demonstrates a dedication to educating children and desire to make a difference in their lives. has even volunteered to come in on extra days. She has become part of our classroom family. That says a lot about the kind of person she is and the dedication she has to her students.
- makes strong connections with students. The students she worked with in small groups or one-on- one felt empowered by . They were more willing to tackle challenging concepts and persevere to reach their goals.
- was organized and prepared. She conducts herself in a professional manner, yet is relaxed enough to integrate into staff discussions and the culture of the building.
- has great classroom management and is able to give fair disciplinary measures when needed. is also great with finding creative activities for the students and when teaching, is able to keep them focused and on task. She has built a great relationship with her students and they respect and listen to her.
- Helping students as they came to the table and guiding them to figure out the answer.
- Offering to help mentor teacher with grading.
- Building relationships with students and other staff.
- has built a strong rapport with the students in the classroom this semester. Each day she continued to learn new things about each student every day she was in the classroom. This allowed the students the opportunity to build a closer relationship with a trusted adult. has spent the semester working with students in small groups, teaching whole group review lessons, and supporting students during whole group instruction. was always willing to help where needed and did a great job showing initiative and jumping in. was interested in learning and would often ask questions to gain more knowledge/understanding of content, students, and teacher job expectations. Lastly, showed a great strength in being flexible and
- adaptive.
- Very flexible when it comes to the classroom
- Jumps in to help without even being asked
- Truly cares about the students and their learning.
- Classroom Management

- Organization
- Time Management
- She shows initiative and jumps right in with students.
- She is able to build relationships with students very quickly.
- She does not hesitate when given tasks and adapts to change quickly.
- developed relationships with all the students and was always helping anyone that needed support. She consistently created a positive atmosphere for the students to learn in and succeed. Despite some of the challenging behaviors in my class, she handled a variety of situations and stayed in control. has a heart for children and teaching. It is obvious that she wants all students to succeed and have a great learning experience!
- is an amazing young professional. She always came to school prepared, positive, and happy. She built strong relationships with a few of the students. She was always on time and ready for the day. I really enjoyed . I think she learned a lot being in my classroom. My class is full of students who struggle academically, socially, and emotionally, behavior outburst, as well as students in the gifted program.
- Student relationships, small group/individual support,
- builds strong relationships and connections with students through learning their strengths, weaknesses, and interests. She displays a willingness to learn and adapt when plans and schedules change unexpectedly. She is a team player and collaborates well with her grade-level team.
- Adaptability: Student teachers often face diverse classroom environments, each with its own set of challenges and dynamics. Those who demonstrate adaptability can quickly adjust their teaching style, lesson plans, and communication methods to meet the needs of different students and situations. This flexibility enables them to effectively engage with a variety of learners and support their academic growth.
- Collaboration and Teamwork: Effective teaching often involves collaboration with colleagues, mentors, and other stakeholders. A student teacher who excels in collaboration can actively participate in team meetings, share ideas, and contribute constructively to group discussions. They are also willing to seek feedback, incorporate suggestions, and work collaboratively to enhance the overall learning experience for students.
- Passion for Learning and Growth: The best educators are lifelong learners who are passionate about their subject matter and committed to continuous improvement. A student teacher who demonstrates a genuine enthusiasm for teaching and a willingness to explore innovative teaching methods and pedagogical approaches is likely to inspire their students and colleagues alike. They actively seek out professional development opportunities, reflect on their teaching practices, and strive to refine their skills to become more effective educators.
- As a future teacher, some of top strengths are being helpful, flexible, and in general very personable. is more than willing to step in as needed to answer questions as able when posed by the students, she also takes care of tasks like read alouds, facilitating games, and helping students to transition between activities in the classroom. also works to complete her assignments from WVU but was flexible with time constraints, choosing which students to work with, etc. is always extremely kind and welcoming to the students and other staff. Students from her previous placement see her in the hallways and delight in saying hello to her. The students in my class enjoy getting to know her during recess time and while working with her.
- Positivity, willingness to learn, flexibility
- Adaptability: Student teachers often face diverse classroom environments, each with its own set of challenges and dynamics. Those who demonstrate adaptability can quickly adjust their teaching style, lesson plans, and communication methods to meet the needs of different students and situations. This flexibility enables them to effectively engage with a variety of learners and support their academic growth.
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- She is a great communicator. She let me know her schedule and when to expect her.
- She worked really hard to get to know the kids and build a relationship with them. You can tell she really enjoys seeing how their brains work.

	<ul style="list-style-type: none"> • is a really hard worker. She is willing to jump in and help out in all areas. She really is a great person to work with. Her attitude is wonderful, and she's always pleasant. • I would be delighted to work with her again. She really enjoys learning and will be a great educator. • Reached out to me and kept me informed about attendance/showing to school. • Informed me about assignment requirements to complete in a timely manner. • Always polite; mild mannered/easy going. • Very organized. • Positive attitude. • Knowledge of all subject matter. • has been a pleasure to work with. My students and I have enjoyed our time with her. • is dependable and interacts with students in a positive manner. • Kind, caring, and compassionate toward the students. • Takes initiative in the classroom and is always asking what she can do to help. • Works well with students and understands their individual strengths and weaknesses • He is great at working with students. He is a natural at getting them to try and succeed. He asks great questions and is a good listener. He will be a fantastic teacher. • is very professional, polite, great at multitasking, and constantly seeks out ways to help. • Building relationships with students • Open minded • Great attitude • has a very pleasant personality, is professional in all situations, and goes out of her way to work one-on-one with the students. She has done an excellent job helping the students and I. • Always respectful to staff members and students • Flexible and reliable • Building rapport with students • is well prepared. • is flexible and able to make changes as needed. • is able to control the class and redirect in a respectful manner.
English	<ul style="list-style-type: none"> • is conscientious, goal-oriented, and deeply concerned with the success of each student. • Eager and willing to adapt and learn. • Quick to see the positives in students. • Consistently works to better himself and others. • Organized, efficient, empathetic • is eager to be an amazing teacher. She is hungry to learn and a hands-on observer. She was happy to be in my classroom each time. • is kind and open to all students, forging relationships with students even in a limited capacity. • was open and receptive to feedback. • is highly professional in her interactions with students and adults. She demonstrates a strong work ethic, is organized and prepared for each class, and thinks quickly on her feet when something occurs causing an adjustment in delivering her lesson (technology issues, last-minute schedule changes, etc.). communicates effectively with students and sets clear expectations for performance and behavior while providing engaging and relevant activities. She is a natural and possesses teaching skills well beyond her years.

	<ul style="list-style-type: none"> • brought so many creative ideas to my classroom! The project that she created for my classes to engage in was fantastic - it was relatable, it helped students dig deeper into the content, was engaging and rigorous. The examples that she used throughout her lesson were things that students could relate to and were interested in. Her creativity, relatability, and content knowledge are great strengths. She will be a great asset to any classroom!
Mathematics	<ul style="list-style-type: none"> • He was always on time and completed his observation while there. • has been flexible to accommodate both his own schedule at WVU and the schedule at our school. He has been on time every time he has come to observe, and he has been very respectful to both myself and students in my classes. He has formed relationships with several students after observing only 2 times.
Science	<ul style="list-style-type: none"> • asked numerous questions during her observations this semester. She is always seeking new ways to understand classroom ideas both from me and from other students in the class. She is always attentive and engaged and took multiple opportunities to observe teacher-student observations outside of the classroom (in the hallways, lunchroom, ISS, etc.)
Social Studies	<ul style="list-style-type: none"> • was incredibly organized. She was always eager to try new things, and she was very personable and easy to work with. The students really responded well to her and really liked her. I really enjoyed working with her. • interacting with all my students in a kind, respectful and encouraging manner. He was always well prepared for class. He was eager to attend daily teacher team meetings, our school book fair, student IEPs, and 5th grade student administration chats. He interacted amazingly with my co-workers and school staff. He always dressed and acted in a professional manner. He brought new technology and ideas to my history classes and I would highly recommend him for future placement as a history teacher. • does such a wonderful job on create connections with the students. He can easily make them laugh, but also listen to what ever issue they may have. This strength translates into how he speaks with his co-workers" as well. He is very kind and wants to engage in conversation with anyone. He has a lot history knowledge. This is definitely a strong asset to have in our job. Finally, is always willing to do anything for you. He is constantly offering to take things off my plate and assist myself and the other social studies teacher with any tasks. • Very strong base of knowledge. He was able to add to class discussions regularly. • Brings a great deal of resources as an instructor. He introduced me to at least 6 or 7 resources that I will be able to use in my classes. • Able to communicate very well with students. He listened to what students asked him thoughtfully and responded in kind. • is a very positive person, he relates very well with the students, and he has an eagerness to do well. • She engages tasks in a very proactive manner. Additionally, has the ability to "read the room" and understand how to interact accordingly. Lastly, having strong social skills in a variety of different capacities allows for strong and effective communication. • openness to learning and adjusting • flexibility in teaching, planning, grading etc.. • Strength in connecting with students on individual levels • Open minded • Relatable • Enthusiastic • has always been eager to jump right into any learning situation. She is always ready to help. She has also demonstrated an ability to corroborate with others. I believe she will be great at co-teaching. She was able to jump in and help students whenever they needed it. • Content Knowledge • relationship building with students • Use of various classroom management strategies, like proximity control • Organization • Communication • Positive • Personal skills relating to students • Ability to jump in and help without being told to

	<ul style="list-style-type: none"> • Eagerness to learn and practice her skillset needed for education • is very positive. He is willing to help students. He is very professional in his conversations and attire. • Respectful. Will was never rude and always appeared to listen when I was offering him advice, suggestions, or support. He never came across as he already knew everything there was to know and needed no suggestions. • Accepting. Will never judged others or had any negative comments to say about any students to me or any other adults in the building. • Patience. The two times that Will took over my lessons with a class, he did demonstrate patience with the students. • has always been eager to jump right into any learning situation - she helps with current situations and is able to redirect students. She is always ready to help. She has also demonstrated an ability to corroborate with others. I believe she will be great at co-teaching. • Student is highly enthusiastic and energetic. • Student takes correction well. • Student is driven to succeed. • demonstrates strong foundational knowledge. • executed well designed lessons. • had a positive interaction with students. • The ability to study a situation and provide insightful ways to approach a problem. Secondly, to show concern for students needs and make them feel they are important. Lastly, she works well with her co-workers and builds positive relationships.
Fall 2023	
Agriculture	<ul style="list-style-type: none"> • support FFA activities and program events. His top three work-related strengths would be his diligence, character, and desire to achieve. I first met ten hours after he arrived in Connecticut. We had scheduled a full day of SAE visits. This set the tone for my understanding of commitment to work and his character to follow through. completed his student teaching experience with a steady, uncompromising level of professionalism that led to the maturing proficiency required by any successful teacher. He is a hard worker, who navigates the stress and pressure of a fully functioning three-circle agriscience program well. is goal-orientated, which will lead to his successful management of an agriculture program in the future. I saw a spark of competition ignite his passion through his coaching of the Meat Science Career Development team and the teacher walking challenge. His desire to achieve also led to the effective planning of FFA events and instruction in the classroom. • Thought out lessons. • Connecting with those bubble students. • Working 1 to 1 with students. Use of Technology in the classroom with students. • Overall was a good teacher. I feel with time and having her own classroom, just like with all teachers, what struggles she had will be solved. • Punctuality • Prepared • Hard working
Elementary	<ul style="list-style-type: none"> • has such a positive attitude for learning and is never afraid to ask for help when needed. • is very comfortable with flexibility and adjusting lessons as needed to accommodate students needs. • is committed to her teachings and she puts in additional time to meet and discuss lessons. • She continually challenges herself to learn and apply more effective interactive read aloud strategies within a challenging class of high needs students. • Within a very challenging classroom of students with almost a third being foster children, she has rose to the challenge of handling all students and effectively managing their behavioral and emotional needs within the first few months of kindergarten. • While numerous students struggle with self-motivation to apply themselves and perform to their fullest potential, she successfully worked with all students to learn and complete their work assignments. • is a go getter!! She is always willing to help with lessons, prep work, preparing activities, etc... She has been a blessing to have this year! She is also great with "on the fly" activities when something comes up and I am pulled away from the class for a few minutes. This has happened a few times and

she has always been able to pick right up where I left off and follow a lesson plan or activity. Lastly, is very reliable. She has been on time and dependable since the beginning. If something ever has come up, she has always notified me a few days or weeks before and had a plan on how to make up the day or hours. She has been so wonderful to have and the students absolutely LOVE her!

- is prompt to work, has not missed any work days, and is willing to help.
- is incredibly organized, cooperative, and does anything asked of her.
- Flexibility
- Adaptability
- Consistently meets goals and planned activities.
- Building relationships
- Calm and welcoming demeanor
- Dependable
- Punctuality
- organization
- repertoire with students
- Initiative
- Positive attitude and personality
- Willingness to learn and adapt.
- Taking initiative to help while in the classroom on grading papers, working with students, or creating projects to do with the students
- Approaches all tasks given with a positive outlook and willingness to tackle any task
- Readily accepts feedback professionally
- has shown the ability to be flexible with her plans and schedule.
- has been respectful to students and other adults, and has developed relationships with each student.
- is reflective on her practice and has shown great growth because of it.
- is very organized.
- takes initiative and jumps in to help during lessons she isn't the main teacher in.
- has made really great relationships with the students in the class and has gotten to know them on an individual level.
- First, he is always prepared and ready for anything. Teaching does not always go to plan and sometimes I change things and he always is ready to know what he can do and how he can support things.
- Second, He connects with the students. He notices their learning styles and quickly picks up on social cues. During parent conferences' prep and in our discussion he always contributes some nugget of informal assessment.
- Third, He seems to know the content during his small reading groups. He asks them insightful questions and helps them unlock meaning from their novel studies. In the other curriculum he is always asking questions and wanted feedback on what he could have done differently and how he did overall. He is very good this way.
- Listens to the students and forms positive relationships.
- Thinks about students individual needs and interests and tries to incorporate them into lessons. Takes initiative in all situations.
- Great communication
- Strong relationships with students
- Always willing to help in the classroom
- has an excellent report with the children and they connect and trust her.
- brings ideas to the table, works well with everyone and has a knack for teaching!
- Building relationships
- Organized

- Neat
- is routinely on time and attends weekly staff meeting. She is very knowledgeable of the content being taught and can jump in to assist with a lesson if asked. She actively participates in the instructional day. She also is fluent with technology.
- is always prepared for her lessons.
- She does a great job with building relationships with the students.
- She goes with the flow and is flexible.
- Strong knowledge of curriculum /material being taught Always on time to placement and doesn't miss days
- Built a strong and positive relationship with students and coworkers
- She has great rapport with all students. She is always willing to help those who struggle with a certain task.
- She is always willing to go beyond what is expected.
- She is very well organized.
- Patient and caring toward students.
- Enforces safety in the classroom.
- Flexible with schedule, routines, and teaching/learningstyles.
- is organized, efficient, and detail oriented. She has an eye for problem solving in the classroom and is able to spin the plates necessary to teach young children. She is warm and positive toward children, and communicates expectations and learning targets clearly. Put simply, she's going to be an excellent elementary school teacher.
- Very reliable and dependable. Always caring and compassionate with all students. Very professional.
- Excitement, Flexibility, positive attitude, willingness to learn! You will make a great teacher! Very prepared for lessons
- Communication with coworkers on next steps
- Small group instruction
- Dependable
- Responsible
- Empathetic
- Innovative thinking
- Computer applications
- Dedication to task at hand
- Communication
- Building relationships
- Organized
- is a great addition to our class. She is very accepting of all the members of our class. The students love her. She is technically proficient and helps create items on the computer. Alexandria is also very punctual and responsible to provide me with any needed information related her placement. She conducts herself very professionally.
- Her ability to work with the students - builds trust. She does a great job of helping the students in a professional way without babying them. Olivia has a positive attitude and a great smile that is contagious.
- Building relationships with our students
- Differentiation when working in small group
- Is self motivated when completing daily classroom tasks and preparation
- Flexibility/adaptability
- Great report with students and staff
- Responsible
- Organization

- She is eager to step in and help where needed without being asked
- She is very flexible Constantly offering to help
- Constantly picking up and teaching when needed. Kind to me and students. Really enjoys teaching and cares about students
- Relationship building
- Technology proficiency
- Flexible with changes in schedule or plans
- 1.is always open to suggestions for lesson ideas. She is also very accepting of suggestions on how to improve/strengthen future performance.
- 2. has good communication and relays information I may need to know in a timely manner.
- She has also established a good rapport with the students.
- She is always striving to learn more. She asks amazing questions and seeks out feedback from me and takes all feedback very well. She always thanks me for feedback. She is constantly asking, "What can I do?" whenever she is finished with a task
- Positive Rapore with students- Kinley does a great job making all students feel seen in class. She tries to talk with all students everyday. Some students even go to her as their trusted adult.
- When is teaching she makes the lessons engaging. The students will listen to her and respond well. She has also done a great job teaching small groups. She had jumped right in and is comfortable teaching low and high level groups.
- Adaptability- she is very flexible with it comes to schedule changes or needing to change a lesson. She is willing to help out and do what she can to make the day run smoothly.
- received compliments from a recent substitute. I informed Sarah that I had an emergency and would be out, therefore she was doing the entire morning. She crushed it! She adhered to the plans, managed the classroom and was successful in the process! Kudos! She is also prompt, dressed professionally and good with routines.
- has a love of working with children. She works hard to develop meaningful relationships with students and has done a great job learning how to modify assignments for students who need more support. She treats all students and staff with respect and gives everyone she encounters a big smile.
- Extremely hard working. She is always willing to help with any task given. Wants to learn and absorb as much as possible.
- Willingness to learn and grow
- Understands the needs of the students and plans her lessons according to those
- Passionate
- Rapport with 2nd grade team
- Rapport with students
- Adaptability
- Collaborative
- Patience
- willingness to try new things
- is well prepared, outgoing, and very positive with the students and staff.
- She implements standards based instructional activities that integrate new technologies. is willing to try new things and asks questions to further her understanding. She is willing to jump right into instruction.
- is reliable, highly motivated, and cares deeply about the students.
- sees the needs of her students and adjust lessons to meet those needs. She is Consistent and fair when dealing with behaviors in the classroom.
- is a team player - she has input when planning but respects the ideas of others. Takes initiative Proactively engages and assists the students rather than wait for them to come to her Goes above and beyond her requirements
- does a great job working with students in small groups. She does a good job of telling the students what the focus/skill of the lesson is before beginning. Finally, does a good job of being patient while working with the students.
- Dependable, positive and cooperative.

	<ul style="list-style-type: none"> • Relationship building, modifying assignments, following school wide expectations • The top three strengths are: her interest in wanting to learn how/why we do certain things, organizational skills, ability to grow from feedback and suggestions. • Interacts appropriately with students and fellow teachers in a positive, encouraging manner. • Does a good job extending a given lesson to reach all different learners. • Hard worker, always willing to help, and is proactive when working in the classroom. • does a great job with technology and taking initiative when it comes to using new technology platforms in the classroom. • She has formed a great bond with students who often struggle to form bonds. She shows patience and calmness when helping and making them feel comfortable. • She is responsible and is willing to take on tasks outside of her time in order to be prepared and 'keep up' with what is happening in the classroom. • Dependability • Reliability • Ability to reflect and receive constructive suggestions • has a calm rapport with the learners. She is very willing to learn. is very patient with the learners and is always willing to try new things. has a positive attitude and truly cares for our learners. • never hesitates to take the lead in the classroom. • is always on time and has only missed one day of which she notified me in a timely manner. • was flexible and always open to feedback. • Lesson plans are organized and well-developed with age-appropriate activities. • Has developed a rapport with teachers, students, and parents. • Always on time and shows up for work daily ready to teach and help students. Flexibility with a schedule of a school day. • is a wonderful individual to work with. Three of her top work-related strengths are: • She is always willing to step in and help out. • She truly cares about the children and their futures. • She is flexible and can easily adjust to change. • has great rapport with the students. She is always willing to help and work with the students. She has provided good tactile and engaging grammar lessons that the students have enjoyed while learning new material. • is extremely flexible and is always willing to jump in and do what is needed! • She is kind with all learners and makes everyone feel special. • She is a very fast learner and picks up on everything! • Organized, Helpful with mundane tasks, Creative • Exciting classroom with lots of energy and enthusiasm. • Extremely teachable and always eager to take suggestions and improve. Never defensive. • Very organized with activities well thought out and planned.
Science	<ul style="list-style-type: none"> • is a quick study and learns the topics and concepts quickly and can repeat them/teach them to the students. • She has a good rapport with the students. She is caring, yet stern. She sets expectations and encourages the students to achieve to those expectations. • is task oriented and efficient in completing the tasks, such as grading papers and recording the grades in the gradebook. • is very hard-working and focused on her job. She is always looking for ways to help and to contribute to a group effort. She cares about students and is also focused on building relationships with them.
Social Studies	<ul style="list-style-type: none"> • He is committed to what he is doing. He has very good interpersonal skills. He is not afraid to take a risk for the sake of getting the job done when he does not fully know the outcome.

- Organized
- Prepared
- Hardworking
- has a great report with students and is willing to listen to their needs.
- is energetic and enthusiastic in his delivery and instruction of various materials.
- His passion for history and teaching is contagious.
- is a great team player and is willing to complete whatever task is presented to him. Communication
- Organization
- Seeks feedback to make improvements
- Self-Reflection
- Amazing with technology and adapting to new platforms.
- Holds yourself to the highest standards and makes every effort to accomplish the tasks given. Willingness to keep trying even when faced with conflicts.
- delivery of instruction,
- ability to ask questions,
- initiative
- Dependable
- Dedicated to his students and desires to do a good job as a teacher. Punctual and Trustworthy
- is great at finding new materials and resources. He works hard to find relevant primary and secondary sources to bring into the classroom.
- asks for feedback and takes it to heart. When he is asking for suggestions, he listens and adapts his lessons accordingly. He is willing to learn and grow.
- does a great job monitoring class behavior and keeping students on task. He walks around the room, checks in with students, and works to keep them on task.
- is an above average instructor. Her delivery is very good and she has come up with some lessons that are very creative and well received from the students. does a great job of connecting with students that are similar in nature to - which is often times a group of students that can fall through the cracks. isn't afraid to ask for help when she feels like she needs it, which is extremely beneficial in this profession.
- is very enthusiastic about his content and being in the classroom and it shows in his interactions with students.
- is very open and receptive to feedback from his mentor teacher. He genuinely appreciates the feedback and I have seen him turn around and use it. I appreciate that understands that when I offer constructive feedback that I am only trying to help him to improve and he does not take it personally.
- works to build connections and relationships with his students to create a positive learning environment.
- The greatest attribute she has is hard work ethic and wanting to get better. She has the perfect personality for teaching. The students have a good report with her she genuinely give them her best effort when she in front of them teaching.
- Technology knowledge is great! This will allow her to come up with new techniques, activities, and engagement for her students.
- Her grading and assessment skills are very good.
- Highly Organized
- Very Dependable
- High Level of Content Knowledge
- Extremely well organized
- Team player who does not complain
- Pleasant disposition and works well with the students. They respect her
- does an excellent job of coming to class on time and being prepared. He completes his lesson plans and materials prior to class. is organized and completes his tasks in a timely manner.

	<ul style="list-style-type: none"> • is hardworking and dependable. He shows up to work prepared and ready. He did not miss a single day. His lesson plans were engaging and on point. He differentiated he plans as well, students never got bored. Overall, he is a quality teacher. • has extensive knowledge in her content and does not have to ask a lot of questions or reteach herself before the lesson as she is very knowledgeable in the subject matter. • She does an excellent job at building relationships with students yet not crossing a line as a friend as students still show respect towards her as a teacher. • She has wonderful ideas and is creative in her activities. • BUilding rapport with students • Sets standardds for the day / class • Motivates students to commplete work • #1 strength is dependability. He always does what he says he is going to do. #2 He is inquisitive and is always asking questions on how to do things better. #3 does not take constructive criticism personally. He is always trying to improve on what he is doing to become better as an educator. • is ready for the workplace enviroment. • The education field needs more like him. • He will be a great asset to whomever employs him. • is motivated, dependable and dedicated.
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Section VI. Skills Survey Qualitative Results for Candidate's Strengths in Clinical Placements

Table 8. Qualitative Responses Outlining Candidate's Strengths During Clinical Placements by TPP

Spring 2025	
TPP	Comments
Elementary	<ul style="list-style-type: none"> • Care for her students and their personal life struggles and how that impacts them, working with students with special needs, engaging students • She has done very well during her placement. I would say her top 3 work-related strengths are her punctuality, her professionalism and her work ethic. She consistently demonstrated all 3 of these, and more, throughout the semester in my classroom. • Shows a high level of dedication towards doing a good job. • Maintains privacy and confidentiality. • Collaborates with others to achieve a common goal. • While working with she I was able to watch her demonstrate many professional skills. She is flexible and easily adapts to all situations. Ms. Boice can easily pivot and changes in the schedule, classroom environment, or content went smoothly while she was in charge. She always remained calm. She is ready and willing to learn, whether that be curriculum or teaching strategies, she listened and would adjust based on feedback she was given. She had a professional and positive attitude while I worked with her. She worked well with all members of our team and got along with all personalities. She kept an upbeat demeanor and was truly a joy to work with. • Student Relationships: She works well with all students and maintains a positive rapport with students. • Feedback: She gives all students clear and constructive feedback on assignments. She creates rubrics for assignments to maintain consistency. • Willingnes: She asks for ways to improve herself in the teaching profession. She has taken over as a substitute and is going to be a Summer Aalanche teacher this summer 2025. She is always willing to help out wherever needed. • Building Strong Relationships with Students - Creates a supportive and respectful classroom where all students feel seen, loved, and respected to motivate them to learn. • Demonstrating Initiative and Enthusiasm - Always shows students you are excited to teach them and how exciting it can be to learn.

- Communication - Always maintains effective and respectful communication with colleagues and with students.
- She has been a wonderful asset to our classroom. She has many strenghts!
- She is always prepared and on time to work.
- She is a team player and is always asking questions to better her learning.
- She isn't afraid to take initiative and face challenges.
- She has a great and welcoming personality with the students and coworkers. She is an excellent teammate always willing to help and she is always willing to grow and learn.
- She was a very strong student teacher. Her classroom management skills continued to improve throughout her student teaching. She also is incredibly artistic and created many posters to benefit our students. She is also a team player and always willing to help when needed.
- Always prompt and ready to go with lessons.
- Kind and considerate to all students and staff.
- Understands the curriculum and needs of students of all levels.
- She has shown incredible growth this year. Her greatest strength has always been building relationships with the students. She immediately jumped into getting to know them and support them in their learning journey. Secondly, she is a great communicator. She was always very prompt in sharing her assignments and deadlines with me. She also advocated for herself by asking questions as needed when it came to needing more understanding when it came to classroom content and function. Last, she was great at accepting feedback and asked for it. This contributed to her immense growth.
- Cares about students, follows a routine well, wants to help struggling students find their best learning
- She is compassionate while also maintaining top notch classroom management skills.
- She is very diligent and imaginative when looking for resources to use in the classroom while always careful to tie the work to standards.
- She is always a team player, helping not only the students, but stepping in when needed by teachers and assistants in the room and in our school building.
- She did a great job of getting to know the students and develop relationships with them.
- She is always asking what she could do to improve or asking for suggestions.
- She is a team-player and has collaborated well with the grade-level team and myself.
- She is dedicated to being the best teacher she can be and she works hard showing her dedication.
- She is willing to participate in many professional development opportunities.
- She works well with English Language Learners. She is able to communicate well with them with her Spanish speaking skills and make them feel like they belong.
- She has gone above and beyond in our classroom. She is always eager and ready to take on whatever tasks are asked or needed of her. She takes initiative and responds well to the needs of our classroom. She is responsible, reliable, and positive. She has a caring demeanor with the students and has developed strong relationships with each one.
- She has done an amazing job in my classroom She just needs to keep doing what she is doing. She is meant to be a teacher.
- She is a kind and wonderful person. She has many strengths in the classroom. Her greatest strength is her ability to know her students and build relationships with each and every one of them. Her second strength is her ability to seek advice and information when she doesn't know something. The third strength is her determination she put forth every single day.
- She gets along well with the students.
- She keeps on top of grading and gives feedback to the students.
- She calls on all the students and gives them all a voice in the classroom.
- Student relationships (amazing, natural)

- Team (Teacher) relationships (Works so well with our 2nd grade team and all teachers in our building)
- Classroom Management (a natural)
- She has been able to "roll with it" from the very beginning of school. Due to the make up of my classroom and the ever changing environment, being flexible is so important! Always prepare for the unexpected in an elementary classroom. She never became flustered or bothered at all. Ms. Hughes was always prepared for class, providing a week's worth of lesson plans in advance. As the year progressed her time management skills also improved. She became quite capable of completing all the plans she prepared. Her behavior management skills also improved, where she was once hesitant to correct student behavior, she now is more than capable of handling the classroom with its behavior. I would recommend Ms. Hughes without hesitation. I would love to have her work in my school, especially on my team.
- Caring- super caring towards others.
- Nice
- Respectful
- Building rapport with students
- Knowing when to ask for help and accepting help from others
- Her professionalism in regards to work ethic
- Kind-hearted nature and relationship-building with boundaries – She has a natural gift for creating a safe, welcoming, and fun learning environment where students feel valued and respected. She builds strong, positive relationships with her students while maintaining professional boundaries, which fosters trust and encourages student growth both academically and socially.
- Creativity and Organization – She brings a high level of creativity to her teaching, designing engaging lessons and activities that capture students' interests. At the same time, she is highly organized, ensuring that every aspect of her classroom runs smoothly and efficiently. Her planning is intentional and thorough, which allows her to meet student needs while keeping learning exciting and purposeful.
- Flexibility with Clear Expectations – She is extremely flexible and adapts seamlessly to changes throughout the school day. Whether it's adjusting to student needs or unexpected schedule shifts, she remains calm and responsive. At the same time, she consistently sets clear expectations for her students, with each lesson structured in a way that promotes understanding and accountability.
- She is a blend of compassion, creativity, structure, and professionalism makes her an exceptional educator with tremendous potential.
- She was able to effectively adapt to change in a positive manner. She was always professional and punctual to school and meetings. She did a great job of integrating technology to enhance teaching and learning across all subject matter. She would actively seek feedback from students, colleagues, and mentors to identify areas for improvement after teaching a lesson/unit.
- Flexibility
- Organization
- Rapport with students
- Flexibility
- Relationships
- Willingness to Learn
- She is great with receiving feedback and applying it to her performance in the workplace immediately. She is consistent with her use of vocabulary and high expectations with students in class. Ava demonstrates a clear understanding of the content being taught, and is able to explain it in a way that is developmentally appropriate to students in the first-grade level.
- Organized- materials are always prepared and ready for the lesson.
- Fair - treats all students fair.
- Works well with others – She is a team player. She helps out wherever she is needed.

- She is excellent in building safe, trusting, and positive relationships with all student. She is also extremely dependable. She is willing to jump in and learn new things and take on new tasks daily. She will be an excellent teacher and any student who has her will be very lucky!
- She has proven to be flexible. She adapts to changes in schedule or the needs of students.
- She has built positive relationships with students.
- She works well with others.
- She handles problems with a calm attitude, is always willing to help others, and has high expectations for her students.
- Flexible and adaptable when there is a schedule change or if students need assistance.
- Relationship building.
- Works well with others.
- Adaptability and Flexibility: demonstrates ability to adapt to different teaching styles, classroom environments, student needs, and unexpected changes in schedules or lesson plans.
- Strong Content Knowledge : she has a solid foundation in their subject matter. She is often up-to-date on current research and best practices in education learned through their coursework & seemed to be strongest in math!
- Eagerness to Learn: are generally open to new ideas and strategies.
- She has a good rapport with the students and shows care fro them. She prepares well and has needed materials ready. She is adaptable so we can change as needed depending on other things from the day.
- Great communication skills and relationship building skills
- Flexibility when plans need to change
- enthusiasm for the profession
- She is reliable. Her lesson plans are on time. They are standards based and carefully thought out.
- She is willing to think outside of the box and will search for more rigorous curriculum when the county adopted material is weak.
- She is creative and motivated to do a good job. She is concerned about the progress of her students.
- She is prepared. Her lesson plans are well thought out and prepared in advance.
- She is compassionate. She works well with students and helps meet the needs of all learners.
- She collaborates with others well. She is open to ideas and also is happy to share her ideas.
- Flexibility
- Great Communicator
- Interpersonal Skills
- Strong classroom presence.
- Knowledgeable about the 5th grade curriculum/taught to strengths when possible.
- Very technology savvy. Always very helpful in all areas when asked for assistance.
- She takes direction and asks questions appropriate to what she needs. She responds effectively to the needs of all students. She shows respect to students and adults at Cheat Lake Elementary.
- She knows how to build relationships with students and co-workers.
- She attended workshops to engage in professional development.
- She is good at critiquing herself and asking for direction.
- She cares about the students. She is always calm and does not get upset. She is punctual. She is prepared and teaches at a good pace.
- Accepts critical feedback and makes changes 2. Prepared 3. Excited - willingness to try new things

- She is very organized and shows up every day ready to work. She can see a task that needs to be done and will work to get it done. She also has done a great job at connecting with students who often struggle with friendships or managing emotions. She is loving and a great listener to them. They enjoy talking to her and she validates that they are important.
- Flexibility and always willing to accept adjustments and changes as needed
- Positive attitude - always approaches any task with motivation and and positive outlook/mindset
- Hard-Working and consistent perseverance
- She always researches new and inventive ways to introduce materials to the students. She always wants to make sure the students completely understand the concept being taught. She is dedicated to her students and shows true concern for their well being and the students respect her fully.
- Takes the initiative, works well to build rapport with students, and enjoys collaborative efforts amongst other professionals in the building!
- encourages students to work hard and creates a positive environment for all students
- builds student relationships
- stays on task and provides adequate classroom management procedures in order to complete all assignments for the day
- She made admirable connections with her students. Her genuine kindness and concern for her students was evident, as she had a strong rapport with them. She established a relationship with students where they felt comfortable engaging in class discussions and asking questions when they needed assistance.
- She held students accountable by setting high behavioral expectations.
- During her student teaching experience, she was expected to plan and implement fifth-grade instruction in both English Language Arts and Science classes. Nicole planned and implemented thoughtful and engaging lessons, taking into consideration the various needs and academic levels of all students. She prepared and organized whole-group lessons, making academic modifications when needed.
- Adaptable and open to changing classroom needs
- Collaborates effectively with grade-level teams on lesson planning
- Quickly learns and applies new instructional strategies, including co-teaching with special education staff
- Attention to detail
- Willingness to work
- Strong person to person relationships
- She is incredibly flexible and able to adapt to a variety of scenarios.
- She displays confidence when teaching, she is knowledgeable about the content and clarifies understanding, as well as, recognizes student misconceptions.
- She has strong classroom management. She respectfully redirects students to tasks and makes sure all are engaged.
- I feel the most important strength of she is that she cares, respects and listens to all the children and builds an amazing working relationship with them. The students from this year have shown that they care about, respect and mostly trust her. She also stands in the hall before and after school and has built relationships with students in the other fifth grade as well as some from other grades.
- She is always thinking and planning ahead. She stays on top of interruptions that may occur (such as field trips, assemblies, etc.) during lessons so that instruction time can be altered and all lessons have the opportunity to be completed thoroughly.
- She is a great team player and works with others to create a unity in working together. She accepts ideas the team has and contributes thoughtful and helpful ideas and thoughts. She will also reach out to others on the team if she is struggling with teaching a particular concept or reaching a child or small group of children.
- relationship building with students and staff
- classroom management

- pivoting when under pressure
- She was able to build positive relationships with the students and was able to earn their trust and respect.
- She was able to develop questions related to curriculum and ask other teachers to gain a sense of various ways to teach the concepts.
- She participated in weekly PLC meetings and provided meaningful comments and thought-provoking questions which would help guide conversations.
- She shows a real passion for teaching. She has a very positive approach to classroom management. She is knowledgeable of the curriculum standards to be an effective teacher. She shows flexibility and adapts to meet the needs of every student.
- team player: works well with co-workers and aids in discussions and lesson planning
- great communicator
- forms relationships with students to better understand them
- She has always been willing to listen to guidance and direction of assigned tasks in the classroom, modify for individual students, and adapt to her style of teaching. She always has been very professional with the privacy and confidentiality of sensitive information of our students. In addition, she has been self-reflective and reviews her taught lessons to improve any successive lessons in the conceptual areas of reading, such as comprehension and phonics decoding.
- Professionalism
- Enthusiasm
- Dependable
- She has an amazing work ethic and is able to develop engaging, student centered lessons independently. She has come up with so many ideas on her own and does everything needed in the planning and teaching of those lessons. She is amazingly flexible. As a teacher, things change constantly, and she is able to adapt and adjust her plans at the drop of a hat. It never flusters her or throws her off. Finally, (although my strengths for her are endless), she effortlessly forms positive, meaningful relationships with students and colleagues.
- She has an incredibly strong sense of pride in her work and wants to do well for her students. She works well with a variety of students and does an amazing job building the relationships and the classroom culture. She was always willing to try new things and was always up to the challenge of working through the different topics and areas. She was extremely dedicated to doing the best that she could and this showed when she tried a variety of ways to introduce concepts, work with students, and assess them.
- She is an amazing asset to our classroom and she has been incredible at working with students, working to learn and improve herself, and just overall participation! She did a really great job and any school would be lucky to have her!
- She is very organized and prepared. She has lesson plans completed on Wednesday for the following week. She is also very quick to grade and record assessments. She does a good job of consulting with me about the students progress. We collaborate on determining if a skill is mastered or the students need more practice or reteach. She has made great connections with the students. She has great positive reinforcement and behavior control while teaching.
- Shows an interest in the students' lives
- Has a good amount of knowledge to share
- Enjoys interacting with students
- She is very dependable and willing to do anything that is asked of her. She is also very self-motivated and will do what is needed without being asked to. Her positive energy and enthusiasm encourage others (adults and children) to do their best.
- Empathy
- Dependable
- Flexibility
- She makes great connections with the students and learns about their background. She positively works with adults, students and peers.

	<ul style="list-style-type: none"> • She is goal oriented and makes sure to complete tasks on time and follow school/work guidelines. • She is very dedicated to her job.
Math	<ul style="list-style-type: none"> • ability to relate to students • respect shown to students of various backgrounds • speaking up for students and their needs • She is so open. She is warm and welcoming. Students immediately feel comfortable in her presence and she has a supportive and engaging way of interacting with others. • She is very thorough. Her teaching is detail oriented and comprehensive. • She is a good listener. She gives students a chance to communicate their feelings and questions before she responds. • She is creative. She enjoys a challenge and seems like to really like supporting student learning.
Physical Education	<ul style="list-style-type: none"> • As stated above he is going to be a great teacher. Listing his strengths in order would be. • Building relationships. He has a great personality and a welcoming personality. • Controlling a room and setting expectations. Tanner can control a room in a non-threatening way and gets the most out of student learning and goals. • “Gym voice”. Tanner has a good voice for teaching in the PE environment. It’s clear and understandable. • She builds relationships with students so easily. The students loved interacting with her because she made them feel safe and seen. This is an amazing strength to have as a teacher. • She built relationships with staff here easily. She fit right in with the Related Arts team (PE, Music, Art and Spanish) because she spent the most time with us. She made sure to greet the administrative staff in the office each morning, she talked with classroom teachers and other staff when she had the opportunity, and she was well-liked by the staff here! I believe Brianna will be a great asset to any school! • She gives clear instructions that allow her students to know exactly what they are doing within an activity. These clear, detailed instructions are a great strength to have within a school workplace. • He was very good at adapting and/or extending his lesson plans accordingly depending on if a particular lesson needed adjustments or extensions. He collaborated well with cooperating teachers as well as other student teachers in the classroom during his placement. • He was always very professional and presented himself as always prepared. • Kindness • Hard working • Always keeps composure. • He is a very effective communicators and collaborator. • He has strong organizational skills and time management • He has a passion for teaching and utilizes reflection to improve his craft. • Was very reliable and took initiative on tasks. • Worked very well with students and developed strong connections with them in a short amount of time. • Took feedback very well and never was rattled by any situations that occurred. • He is phenomenal in speaking with the students and building relationships. • He always comes in with a positive mindset and truly believes that all students can achieve anything. • His task progression and lead up activities within units are fantastic. He clearly has an understanding of how to build skill and knowledge from the bottom up. • She is a very intelligent and motivated individual. • She is very good at creating brochures that encourage a healthy lifestyle.

	<ul style="list-style-type: none"> • She speaks slowly when giving directions which ensures the students hear and understand her. • ALWAYS on time, typically about 20-25 minutes early. • Great communication and would take and apply feedback. • Always prepared and would use this preparation to establish routines. • Great Relationship Builder • Content Knowledge • Creative/Technology inclined • He is early to work, every day. He has not been late once, that is a great quality! • He has his work done on time, consistently meeting his goals and the expectations set by myself and his professor overseeing all student teaching. • He is very good at adapting as he needs. There have been many times where he has had to adapt here. Whether it was to adapt a lesson to make it shorter or longer, adapt a lesson to only use half of the gym, or to adapt the entire day because we cannot use the gym, he has done extremely well making sure students are getting the most out of their PE time. • He is very knowledgeable in his content area and fully understands the information needed to deliver quality instruction. • Very professional and very dependable. His strong work ethic and motivation to do his best were apparent throughout his placement. • He was always receptive to feedback and has a clear desire to improve his teaching to become the best version of himself.
Science	<ul style="list-style-type: none"> • Exceptional at building professional relationships with her students. • Always prepared and am able to adjust instructional plan quickly. • Conducts herself in a professional manner and assists with other professional tasks (I.e. hallway supervision).
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Agriculture	<ul style="list-style-type: none"> • He has the ability to adapt to changing schedules. He also is willing to learn new things in regard to the profession. He also has the strength of being a good listener for peers and students. • She is extremely organized! • She plans ahead. • She is very good at floral design and communicating with the students on what they need to do to make their arrangement look better. • She has worked to develop great relationships with the students and they respect her. • She tries to come up with some innovative and interactive lessons that are engaging to the students. • She is able to be very flexible and change schedules or plans if needed. • Knowledge of content • Willingness To adapt and change • Planning
Elementary	<ul style="list-style-type: none"> • She does well with communicating, being on time each day and taking initiative to plan and interact with students. Overall She is doing a fantastic job and I cannot wait for her to be in the classroom every day next semester. • Dependable, Punctual and arrives on time. (Puts extra time in after hours to plan) • Builds good relationships with students • Demonstrates flexibility when lessons needs to change due to special activities, assemblies etc. • Ms. is is willing to take on any tasks and always jumps in to assist whether she is asked to or not. She shows initiative and wants to do a good job. • She is reflective in her practices and makes plans to improve her teaching. She always accepts feedback and uses that feedback to improve. Ms. is reliable, and punctual. • **Openness to Flexibility**: is adaptable and willing to adjust lesson plans or teaching strategies based on students' needs and feedback, ensuring a more effective learning experience.

- ****Building Relationships with Students****: is great at fostering strong, positive connections with students to create a supportive and trusting classroom environment that enhances engagement and learning.
- **Creativity****. has great creative ideas for lesson building, and overall addition to the class atmosphere.
- Has great rapport with other adults and builds excellent relationships with students
- Creates and utilizes a lot of visuals to support students
- Designs a lot of hands on activities for students
- Miss has numerous strengths. First and foremost, she knows the content very well in all subjects. She is always flexible with time and will adapt if there is a schedule change or if something comes up. Another strength is she really gets to know her students with what they like and dislike. The students have great respect for her and enjoy her being in our classroom.
- She is punctual and often early each day. She is very creative when making instructional materials. She has a love for the learners and helping them.
- Communication. She always works hard to let me know her assignments as soon as she gets them and schedule changes.
- Advocating for herself, and her learning. When she needs something to improve or needs help with a situation with a student she will always seek advice.
- She asks great questions about students, student behaviors, lessons, curriculum, etc.
- **Strong Classroom Management Skills**: has developed a positive classroom environment where students feel safe and respected, showing confidence in setting clear expectations. Her ability to maintain a productive atmosphere helps students stay engaged and on task, which is key to effective learning.
- **Engaging Lesson Planning and Delivery**: Her lessons are well-organized, creatively planned, and thoughtfully delivered, keeping students interested and active participants in their learning. She demonstrates flexibility by adjusting your plans based on student needs and classroom dynamics, a skill that is essential for any successful teacher.
- **Reflective Practice and Adaptability**: She consistently reflects on her teaching experiences and seek ways to improve. Her willingness to consider feedback and make adjustments shows a commitment to growth and a genuine interest in meeting the diverse needs of your students.
- Prompt to work
- Engages with staff and students without prompting
- Enthusiastic and engaged with teaching and helping others
- willingness to work as a team and take and contribute ideas
- using technology in the classroom
- great rapport with students
- She values the individual needs and personalities of each child.
- She is excited to celebrate student success
- She is willing to help out with any tasks.
- Communication
- Organization
- Compassion
- She is willing to collaborate with different individuals.
- She is always prepared and ready teach her lessons.
- She sees where she is needed and jumps on without being asked to do so.
- She works to reach all students. I am very impressed by her ability to work with our EL students to motivate them and help them to feel comfortable as a learner in an English-speaking classroom. She is good at communicating her ideas and her needs. She is very good at forming

relationships with students, even the most difficult ones. Lastly, she is good at taking initiative without having to be asked. She is very flexible and will step in when she is needed.

- Dependability, organization and time management.
- Making connections with each student
- Stepping in to work with struggling students.
- Overall happy and consistent with all students
- She works hard and always does her best. She is good with the students and is well liked. She is always prepared and does not hesitate to step in and help.
- Forming personal relationships with students immediately.
- Is flexible with teaching (when/subject) easily.
- Reliable and helpful within our classroom. She is a total natural.
- Flexibility has been a strength for her, this year has not been a typical year for my class and being flexible has been a must. Enjoying her time in the class she truly shows she is enjoying her time in the classroom, this is a big plus. Willing to help and offer to help all the time.
- Always willing to help students and mentor teacher.
- Asks questions for clarification.
- Is positive every day!
- My student teacher demonstrates exceptional strengths that greatly benefit our 5th-grade classroom. She is dependable and reliable, consistently taking initiative and ensuring tasks are completed with care and attention to detail. Her flexibility and engaging teaching style allow her to adapt seamlessly to various situations while keeping students motivated and involved. Compassionate and deeply understanding of all student needs, she creates a safe, happy learning environment where every child feels supported and valued. Her collaborative approach and willingness to share fresh ideas bring a dynamic and creative energy to our classroom, enhancing both student engagement and learning outcomes.
- She is always an active participant in lesson planning and collaboration with other professionals in the school and classroom setting. She displays empathy for students who are struggling academically and emotionally.
- Organization
- Planning
- Rapport with students
- Willingness to learn and improve.
- Flexibility
- Developing rapport
- She has fantastic technology skills and is quick to apply them in daily practice.
- She has learned school-wide expectations and does well at implementing and supporting them within the classroom.
- She is an effective communicator when teaching new content to students, and is willing to take time to review a concept to make sure that students understand what they are learning.
- She is very kind to students.
- She is willing to shift plans when circumstances change.
- She gets to know her students so she can help meet their needs.
- Builds relationships with all students, especially the difficult ones. Always more than willing to jump in and help no matter what. Has a very calm and comforting demeanor while correcting students and working with them all.
- Builds relationships with students
- Accepts constructive feedback.

- Communication.
- She is hard working, kind, and has a positive attitude. She is constantly seeking out ways she can connect with students and be help staff.
- Builds relationships with students.
- Empathetic towards students feelings and emotions.
- Communication skills
- Communication: She communicates clearly with students, parents, and staff. I saw this during both parent conferences we had in our classroom. She communicated well & had input for each of our meetings.
- Dependable: I can trust her & she is very reliable. I know the students are in good hands with Juliet. She is here on time & is willing to help wherever she can.
- Positive Relationship with Students: She has built strong relationships with students & they love her & always look forward to her coming back.
- She shows care and love towards the kids. She does a great job asking how to help or finding ways to help. She is calm and rolls with the punches well.
- Develops great relationships with adults and students, flexibility and adaptability, dependable and takes initiative
- She builds strong relationships with her team and students. She is likable. Children learn best when they like the person that is teaching them.
- She is reliable. She has a strong work ethic.
- She has a deep need to succeed. It is very important to her that she performs well and meets expectation.s
- She is helpful. She steps in without being asked.
- She is prepared. She plans in advance and knows what she needs to do.
- She is professional and works well with adults and students.
- Respecting MY time. She is always RESPECTFUL of my busy days. She is very "proactive" to complete things on her own (in an effort to need LESS from me).
- Follow Through - She is punctual and always follows through with her plans.
- Knowing the kids - She has the ability to remember various pieces of information about the learners in my class. She has grown to know each of them very well.
- She is flexible, easy to get along with and shows a willingness to learn.
- Very positive.
- Builds relationships well.
- Good with her timing. Stays on track.
- Knowledgeable- patient- caring
- She is extremely inclusive. She wants all students, no matter their background, to be included in activities and feel a part of our classroom. She takes the initiative to talk with these students and make sure their actions/voices are heard.
- She is very organized with lessons and ensures materials are used for their purpose.
- She thinks quickly on her feet and is willing to work with any student that I ask her to work with throughout the day.
- Hard-working
- Flexible
- Reflective
- She is very flexible and willing to try new things on the fly. Her lessons are well thoughtout and very interactive for the students. Bella truly cares about the students and it shows through her interactions with each and every one of them.

- She is a wonderful learner. She works hard to improve her craft on a regular basis. She finds ways to reach all students on their level while pushing them to reach higher with high expectations. Also, she does an excellent job with being flexible, taking the initiative, and multitasking in our busy, fast-paced environment.
- hard worker
- engaging students
- attention to detail and eagerness to learn
- She is extremely efficient with planning, executing, and completing tasks.
- She is kind and considerate of others, respecting everyone's opinions and ideas. She has developed strong connections and has established a positive rapport with students.
- She is always willing to be flexible at the change of plans. She is a team player, who works well with the fifth grade team. She is always dependable and reliable.
- Personable, dedicated, helpful
- Dependable
- Always willing to jump in wherever needed
- Flexible
- She is extremely organized and plans well in advance. This allows her to research and implement thoughtful lessons.
- She is always seeking ways to learn all that is needed for the role of a teacher. She not only asks information from me, but actively seeks information from my team or other educators.
- She has adapted to the class and has taken them on as if they were her own. She does not just sit back and watch, but interacts with the students to help them in any way possible.
- Building Relationships with students and staff
- Organized
- On time/present
- She is very dedicated to the teaching profession
- She is very professional toward students and other colleagues
- She is eager to learn more about teaching
- Forming relationships with students
- Engaging new topics while teaching according to student interests
- She has many amazing qualities. Her strengths include: the ability to maintain positive and beneficial relationships with the students, to watch the modeling of the cooperating teacher and use strategies that work for her own teaching style, and to ask questions about areas of learning from her college courses and/or how this works in the classroom and adjust her thinking about teaching. She is independent and is able to think diversely and for herself. These qualities will make her an excellent candidate for teaching in public education.
- Dependable
- Respectful
- Professional
- She takes initiative to plan activities, she is present for all the extra stuff including conferences and other community/school wide meetings and situations, quickly learns how to use all technologies and teaching manuals to improve instruction
- She is extremely intrinsically motivated to do a great job for the students that she deeply cares about. She really puts students first! She is open-minded and willing to work with a variety of students and activities. She is very professional and prompt.
- She is very organized with her planning and has plans completed well in advance.

	<ul style="list-style-type: none"> • She does a great job helping with grading assessments and recording data. She often take the initiative to complete teacher "busy work" without being asked She is always willing to help out with instruction. • She easily builds rapport with students. He has a presence in the classroom. He dresses well and presents himself in a professional manner. He appropriately uses questioning and wait time when working with students. • Hope is a very positive person. She is flexible and dependable. She cares deeply for all of the students and works hard to have them reach their full potential. • Making connections with students • Respect towards others • Collaboration with others
English	<ul style="list-style-type: none"> • Always on time and prepared for the lesson. • Asks and accepts feedback on lessons and classroom performance. • Creates lesson plans that are both high interest and creative. • He loves teaching the material. He is great with interacting with students and getting them to understand the material. • Organized, provides excellent and timely feedback, engaging • Innovative, Adaptive, Organized • She has done a fantastic job in her high school placement thus far. She has jumped in with both feet and tackled the multitude of classes on my course-load. • She has creatively engaged each of the classes, managed our ever changing schedule, and is always a step ahead. I have no doubt she will be a great asset to any school in the future. • She excels in knowing her content, creating relationships with the students (especially since she has only been here for a couple weeks!), and being professional. She is always on-time, knows how to set boundaries with students, and always has her lesson plans and other work completed in a timely manner. • She is very organized. She is kind and respectful to everyone and the students responded well to her. She does a great job pin pointing what the students need and organizing her lessons to reflect that. • Displays confidence when dealing with students. • She is creative and insightful in creating a lesson plan • She has an open and friendly demeanor. • He demonstrates a strong foundation in grammar and literary knowledge, bringing a clear and engaging understanding of language to their lessons. They excel in building meaningful relationships with students, fostering a supportive and respectful classroom environment where students feel valued. Additionally, his impressive organizational skills ensure lessons run smoothly, materials are well-prepared, and they maintain an efficient classroom structure that enhances learning.
Social Studies	<ul style="list-style-type: none"> • He has an amazing memory for history. He is always accurate with details and the students really respect his way of teaching. • Building bonds with students based on mutual respect and interest. • Knowledge of content and ability to supplement materials with audios and videos. • Classroom management. • Seems very eager to learn/ ask questions. • Good use of technology in delivering classroom instruction. • Interacts pretty well with classroom students. • Organized- prepared ahead of time with materials and working ahead on lesson plans/activities.

	<ul style="list-style-type: none"> • Calm- She has remained calm in class in the face of stressful situations and has not let stress/frustration show to students. • Coachable- She is always open to constructive feedback and will seek it out. She uses this feedback to make adjustments and improvements on future classes. • This student is an innovator when it comes to creating lesson plans. She is constantly working to create engaging lessons and assignments that will aide students in their social studies education. She is also great at researching what she teaches before she teaches it and preparing for all scenarios. • She is a great planner. She jumped right into helping edit notes, create assignments and look ahead to the end of the unit. • She has been doing a great job with working with our students with IEPs and 504s. She has followed their accommodation plans and touched base with those students about their work and grades to ensure they understand directions. • She does a good job to grading and returning work quickly to students. • He is a very reflective teacher. • He is very dedicated. He wants to do a good job. • He is also very compassionate. He meets students where they are. That is a great skill. • Short Term Preparation • Maximization of Instructional Time • Continual engagement with students • Her lesson planning and attention to detail are very well developed and consistent with a veteran teacher, she creates highly polished lessons. • Her ability to brainstorm ideas for implementation of content benefits a diverse group of learning modalities. • Her desire for personal growth is unmatched, she displays a consistent drive for perfection. • Desire to grow • student relationships • technology • Organization • Preparedness: She is overly prepared each day to challenge her students and make the learning experience an enjoyable and rewarding atmosphere. • Flexibility: She has shown the ability to navigate the day and overcome various obstacles and interruptions with no hesitation. This is skill that even the most seasoned educators struggle with. She doesn't allow it to affect her demeanor of the flow of her classes. She adapts and moves forward without hesitation. <p>3. Passion: Lauren has a passion for education and her student's success. She develops lessons to put her students in a position to be successful each and every day on various levels. She modifies, adapts, and develops lessons to meet the needs of each and every student.</p>
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Spring 2024

Agriculture	<ul style="list-style-type: none"> • Works well with students in the shop • well organized • Tech savvy
Elementary	<ul style="list-style-type: none"> • values and accepts constructive feedback. • cares about her students. • demonstrated the ability to differentiate lessons. • Establishes classroom environment of respect and support for all studens. • Dedication to the learning of all students. • Willingness to continue to learn and grow as a teacher.

- is always punctual and arrives early in order to set everything up in the classroom before students arrive. She is also committed to staying in the evenings to get lesson plans written or copied to be prepared and organized as needed. always self evaluates herself and questions what she could do better the next time if something did not go well when she teaches her lessons. Also, she has wonderful communication skills with staff, parents and the children in her classroom. She is not afraid to handle problems or give input as needed in staff meetings, parent conferences and with students as needed. A final strength has is that she is supportive of her fellow classmates, teachers and our school community and steps in to help as needed to get a task done for whoever may need it.
- As a thirty year veteran teacher, I have truly been amazed at her ease of just stepping in and confidently teaching my class full of behavioral, educational and emotional needs while maintaining highly effective classroom management techniques. She is a reflective educator who is always striving to catapult her students to their highest academic potential while supporting their social-emotional needs. While following the county adopted texts, she includes rich teaching moments that target the individual interests of her students and strives to continue to motivate their commitment to learning by the use of differentiated learning tasks and various instructional methods. It would most definitely be my honor and privilege to teach on a team with her in the future.
- has displayed many strengths over the last several months of working with her. Most importantly, as demonstrated a strong understanding of students' needs and a variety of ways to assess those needs. She doesn't just give pencil and paper test and quizzes. She creates scavenger hunts, station games, and matching activities to evaluate students in a way that is fun and engaging. Secondly, she has made sure to get to know her knows and what they love. This guides the activities that she does and keeps students excited about learning. Lastly, plans ahead for all her lessons to provide herself with adequate time to prepare. However, she has learned to be flexible and to restructure a lesson when more time is needed.
- top 3 work-related strengths are:
- She wants to succeed in the student teaching experience so she seeks and accepts mentoring very well - does not hesitate to clarify things with the mentor teacher and/or the university supervisor; this positive outreach will serve her well as a beginning teacher.
- She demonstrates knowledge of the proficiency level of each student and includes this understanding in her classroom presentations and working relationship with the children
- has a strong desire to learn, always seeking out information when she needs it.
- is punctual, organized, and loves working with students.
- is an extraordinary educator, and her students are beyond fortunate to have a teacher of her caliber.
- Willingness to learn and improve upon any struggle or new concept
- Ability to display clear communication with others
- Use innovative thinking to go beyond traditional methods
- Compassionate
- Hardworking
- Curious
- is organized and prepared, punctual, and adaptable.
- Willingness to listen and learn.
- Problem solving.
- Relationship building.
- Flexible when schedule changes cause potential disruptions or if we need to change lessons around
- Accepts feedback without fault and makes changes as directed
- Analyzing data and using assessments to drive instruction to meet needs of students
- Smart, hardworking and knowledgeable
- Gets along with everyone and accepts who they are and works to find a way to reach all
- Loves and respects the students

- is a very hands-on and engaging teacher. She communicates with students on their level (PK/special education), provides opportunities to increase independence and thinking skills, and encourages persistence. is quick to jump in whether the situation requires fun and engagement with learning or if a student is having some challenging behavior. She is well-spoken, mild-mannered, and clear with boundaries and expectations. She takes initiative, but also asks for direction and feedback. works well with classroom and PK staff, has been building relationships with parents, and shows genuine interest in all aspects of teaching and learning herself. was a PT student teacher in my classroom during the fall 2023 semester; she is now a FT student teacher for the spring semester and has taken over the classroom planning, management, and evaluation, among various other tasks, including learning about special education and IEP design, implementation, and data collection/evaluation. My classroom has a couple students who demonstrate aggressive and inappropriate behaviors. has jumped in to support the student and staff in safe and appropriate ways. However, sometimes accidents happen and has been struck on a couple occasions by a student. She has kept her composure, asked for direction, and continued to assist in management of these behaviors to keep the child, herself, and classroom peers safe. She continues to increase her skills and responses during these times and, when managing peers, has become responsive in keeping the routine going or deciding if students need to clear the area.
- is very good at developing relationships with her students, providing feedback to students in a non-threatening and respectful way, and collaborating with our 4th grade team.
- Organized
- Prepared
- Content knowledge
- has done well in the classroom. She has done well with planning and adapting to a new curriculum. She has built a great relationship with the students. She works well with her colleagues.
- forms relationships with the students. She is attentive and listens to the students.
- realizes when she can make improvements on a lesson. She always changes and adapts as necessary.
- is prepared and goes with the flow as things change.
- Consistently showed up to school on time and never missed a day of student teaching
- Built a positive relation with students and cooperating teacher
- has consistently proven to be dependable, utilizing a variety of teaching strategies to effectively meet the needs of all students. Her patience when dealing with a diverse range of personalities and behaviors is truly admirable.
- is dependable, coachable, and always comes well prepared for lessons. She is consistent in her disciplinary responses to students, gets to know them interpersonally, and remembers their interests.
- Very flexible and successful when flexibility is necessary.
- Very organized and completes tasks well before they would be "due."
- Great at building relationships with students. She is very sweet and loving but also firm and holds high expectations.
- Willingness to learn new things and step out of her comfort zone. She has become so relaxed in the front of the class, you would never know she is a new teacher.
- Positivity for teaching and interacting with the students, she is always smiling asking the students about their day, commenting on outfits and the adventures the students have daily in such a positive way. Making each one feel special.
- Flexibility: From day one she has been able to go with the flow, littles demand a lot of attention throughout the day, and their needs, wants and expectations are often in the forefront of their minds. Often you have to change the way you are teaching or what you are teaching in order to meet the needs of your students. I often say anyone can write a lesson plan, but a true teacher can meet the needs of their students even if they didn't have a lesson plan. She is one of those people who can just tell what needs to be done to meet their needs.
- looking at data and planning for instruction
- developing relationships and getting to know students on a personal level
- open to constructive criticism
- taking initiative

- Organized and prompt with all materials and lessons.
- Great relationship with all students.
- Flexibility
- came into an already set up classroom with some behavioral issues. She was able to adapt quickly while making small changes a little at a time to make it her own classroom.
- has many strengths. I have truly enjoyed having her this school year. My top 3 were hard to choose.
- communication / organization
- her passion for teaching
- this has been my favorite strength about her
- Creating engaging lessons/ meaningful learning experiences for our students
- is very dedicated. She is very organized and is very familiar with technology.
- is always punctual and very approachable.
- Positive energy - uplifting - happy to be here - wants to be here - dependable
- Working with students
- Extremely professional - no talking about students with others, dress, timelines/promptness
- Understanding the impact of making connections with students
- Classroom management
- Use of technology
- She builds wonderful relationships, so the students want to work for her.
- She is very flexible and able to adapt easily.
- She is very attentive and can recognize when a student isn't quite getting it.
- did a nice job developing relationships with the students and getting to know them.
- She did a nice job finding resources that enhanced her lessons.
- Easy to work with and welcomed ideas or suggestions for lessons.
- Good classroom management
- Good rapport with students
- Organized
- Relationship building, positive rapport with students and staff, positive and enthusiastic attitude
- A good rapport with students--the kiddos really enjoyed having her!
- Always open to suggestions for improvement--she has been very reflective in her teaching and asks how she can improve on specific areas.
- Dependability--even when she had to miss, she planned to make her time up--She also kept good communication with me through email, text, and calls
- She is always self reflective and accepts constructive criticism positively. She is flexible and can think on her feet when things do not go according to schedule. She is dedicated to learning more and working hard and loves teaching!
- Relationship with students- She had a good relationship with the students and they felt comfortable talking and working with her. She integrated well into the classroom.
- Lessons- She made the topics we read about engaging, which kept the students interested.
- She demonstrated positivity and a willingness to assist with school events beyond classroom participation.
- is a student with a strong personality that shines through in all aspects of her academic and extracurricular endeavors. She approaches her work with enthusiasm and determination, always striving for excellence. In the classroom, she demonstrates a compassionate and nurturing teacher voice that resonates well with her peers and fosters a positive learning environment.

- One of standout qualities is her commitment to punctuality and reliability. She consistently meets deadlines and goes above and beyond in all her assignments. excels in project-based teaching, an area where she truly shines. Her ability to plan instruction around student interests not only engages her students but also demonstrates her deep understanding of effective teaching practices.
- Moreover, possesses a unique ability to get to know her students on a personal level, creating a strong rapport with each individual. This personalized approach allows her to tailor her teaching methods and support to meet the diverse needs of her peers. Coming from a school of diverse learners, this is a wonderful quality in an educator. excellent rapport with students extends beyond the classroom and contributes to a supportive and inclusive school community.
- has shown tremendous growth throughout this residency. Her top 3 strengths are her positive attitude, her reliability, and her care and concern for the students. always came in with a positive attitude each and every day. She always came on time and never missed a day. She is very caring and dedicated to the students in her care. She always took time to help them and be there for them as people, not just students. also displayed great time management skills during lessons for a new teacher.
- is very motivated to complete tasks in an appropriate amount of time. She is dedicated to ensuring all individuals are heard and understood during a conversation. is great at developing relationships with students and staff.
- is very dedicated and passionate about her work and her love for her students.
- is willing to learn and has done well with taking constructive criticism.
- Great relationship with the students
- Has the patience needed to deal with students
- Great listener makes the students feel that their stories/concerns are important
- Student Connections: develops wonderful relationships with the students in her care! She is empathetic, motivational, and nurturing.
Creative Thinking: comes up with unique ways to deliver instruction and naturally integrate "teachable moments" into her lessons.
Time Management: Allocates proper time to meet learning objectives and efficiently uses instructional time.
- is committed to building relationships, pays attention to detail, and strives to excel in all that she does.
- Passionate - is so ready for her own classroom! She loves teaching and wants what is best for each student!
- Preparedness - came prepared each day. She would write important notes/questions to ask students on sticky notes to make sure she was doing her best teaching!
- Willingness to work - would jump in when necessary. If she saw a need, she would do something about it.
- Classroom control - she has high expectations and the kids respect her.
- She is fair and consistent.
- She makes learning fun!
- Extremely strong work ethic.
Smooth transitions from subject to subject.
Fun interactive lessons when applicable to keep students engaged,
- Works well with others
In-tune with students' needs
Truly has become a part of our whole school community
- is good at making connections with students. She is great at working with students in small groups. She is very patient with the students.
- Dependable, positive and encouraging to all around her, and very cooperative.
- cares about the kids. She has strong relationship building skills that I have observed within the classroom. Her passion for helping students and meeting them where they are at will help her go far in the profession.
is timely with paperwork and is efficient at having work related tasks completed in a timely manner. Her time management is appropriate for professional needs in teaching.

	<p>is an effective communicator. She is able to convey any needs that she has for improvement or to complete a task. This has been very helpful in our work during this school year.</p> <ul style="list-style-type: none"> • Math knowledge and instructions, specifically geometry Shows great flexibility and easily adapts to new situations or changes of plans Open to feedback and works hard to improve when areas of weakness are brought to her attentions • is a very empathic and caring teacher. She works very hard to relate to each child. The children can tell that she is invested in their lives. • is a natural born teacher. She can adapt to different scenarios. She is able to find effective ways of teaching a skill. Ms. is also aware that not all children learn the same. The lessons that she creates reflects this positive quality. • has high expectations for her students. She encourages students to be independent and provides positive suggestions to support a child when he/she is struggling to learn a concept. She does not immediately assume that the child "will not get it". She will adjust her teaching and find a way to ensure each child is as successful as he/she can be in that moment. • This was my first full time student teacher. went above and beyond during her time with me. She even sat through a 2 hour football game of one of our students! She has set a very high standard that I am unsure if anyone will ever meet. We worked very well together and the success of my students were proof of this. My students and I will miss her very much! • Creativity with lesson design • Using knowledge of data and knowledge of the student to design lessons to fit their needs • Forming relationships with students to build trust, connections, and respect • Work ethic- Ms. work ethic is excellent. She is dependable and responsible. • Ability to reflect and learn- Ms. is open to suggestions for improvement. • Rapport with students- She builds relationships while also setting boundaries. • Dedicated and Hard Worker • Attention to Detail • Technology and Open to Feedback • works well with students that may appear different or don't fit in well • always seeks fun and engaging lessons. • intent is always a good one for the kiddos • strong rapport with students and staff • takes initiative to help struggling students and learn material • always ready for instruction and lessons are prepared • showed her strengths with using technology. She was able to quickly understand and use all online subject platforms. She was a huge help when students had a technology issue with their computer. She is a quick learner and is willing to help.
Math	<ul style="list-style-type: none"> • Ms. is able to prove a deep understanding and effective explanation of complex topics. Her lessons are engaging and varied instruction. Ms. created and maintained a positive and supportive classroom environment. • values student diversity and writes lessons that engage as many students as possible. She chooses a variety of activities to support all learners and to present information in multiple ways. • is great at reflecting in the minute. She can identify ways to improve her lesson between classes and tweaks it throughout the day to make it most effective. • is a community member. She connects with others. She is a valuable member of the team. She actively participates in IEP / SAT Meetings, colleague lunches, vertical team meetings.
Physical Education	<ul style="list-style-type: none"> • interacts appropriately with students. He talks to them to get to know them a little outside of our content area. He has added in some progressions to his lessons, • Ability to converse and develop positive relationships with students.

- Willingness to jump in and participate with the students, great demonstrations.
- Takes feedback really well and puts it into practice immediately.
- Explaining and demonstrating certain skills for the lessons.
- He was on time and ready to teach every day.
- He was confident when teaching the skills that he was comfortable with.
- Very dedicated
- Very motivational (Children loved him)
- Got along very well with co workers
- was incredibly professional and always receptive to feedback to improve his teaching and planning.
- His ability to build relationships with the students in his short time here was phenomenal. He really made it a point to get to know the students, and they responded well to his teaching because of that.
- He was always on time and reliable. His ability to adapt to changing schedules and do what was asked was a strength during his time here.
- is a kind individual and does a nice job of establishing relationships with her students.
- She always has a positive outlook and good energy when she is teaching.
- Works well with others and is willing to take on additional tasks and responsibilities as needed.
- Very willing to accept feedback in order to improve.
- Very dedicated to being here and the students.
- Dependable
- Dependable employee, Every one can count on him.
- Flexible, When things change he can adapt to changes.
- Knows students, He quickly learned names of students.
- always had a positive attitude and worked well with the students.
- did a great job explaining skills and activities when it came to football.
- was always on time and very reliable.
- She is dedicated to working with her students.
- She diversifies activities according to skill level.
- She is professional.
- Develops strong relationships with students
- Dependable and reliable
- Able to adapt to new and changing situations
- Ms. is one of the most enthusiastic student teachers I have had in the past. This is a very important quality in a PE teacher. She is also very punctual in regards to deadlines and work. She has very strong and detailed lesson plans.
- always prompt with her timing
- accepts criticism wonderfully
- genuinely cares for her students
- Reliable
- Independent
- Professional
- Mr. was very adaptable. When working as a high school PE teacher, sometimes you don't know when you will be displaced from the gym or when another class will be sent to the gym because there is no sub to cover the class. Mr. was able to adapt on the fly and still have the ability to deliver a quality lesson.

	<ul style="list-style-type: none"> • Great voice and delivery of instruction, does a good job of adapting to the needs of students, Is always kind and thoughtful when responding to students in all situations. • Relationship Building (great with students staff) • Creating/Finding new ways and activities for a unit. • Very Professional. • Researching and planning appropriate learning activities for students • Building a positive rapport with students • Demonstrating a willingness to learn and a desire to do well • establish a good rapport with her students. • Lessons were well-thought-out and age appropriate. • collaborates well with other faculty members and always has a positive outlook. • She explains with detail and clarity, checking for understanding as she presents the material. • She provides the students with feedback, both positive and corrective. • She moves throughout the gym, making her presence known to all of the students. • teaches and acts like a veteran teacher. She does a fantastic job with classroom management. • does a great job delivering instruction so the students can easily understand what is expected. • designs stations and activities that are fun and engaging for the students. The students have ample time to practice the skills that are being taught. • excels at teaching, and has a natural talent for the profession.
Science	<ul style="list-style-type: none"> • Ms. has a very strong background in biology content knowledge. She is able to answer student questions and help students fill in missing gaps in their learning. She is able to find ways to relate the content to the students' lives. During her time here as a student teacher with me, she has built strong relationships with many students, especially a few who have needed someone like Ms. in their life. She cares about students and puts the students at the foundation of everything she does. • holds high standards for students and works diligently to keep them on task and following the rules. comes to work on time and when teaching is very present in the moment and is not easily distracted from the task at hand. Lastly, is organized and is willing to try new things and venture out of her comfort zone if time allows. • really cares and is conscientious of her work. She puts a lot of care into her planning and it shows in her daily activities and interactions with students. • does a a lot of reflection on units and daily activities. She always discusses with me on what worked and what could have went differently. She discusses what students struggled with and any particular things she may want to change for the next class. She is very reflective on their style of learning and other outside factors that could be affecting student outcome. • is professional with students. Even though she is not much older than students, she creates that line of respect and boundaries with students. They respect her and the way she interacts with them and her expectations. • cares about what she is doing and it shows. Students have respect for her because they can tell she cares about them and their learning. Her daily actions (not just words) reflect this and students can tell and respond accordingly. She has been able to build a very mutual respectful tacher/student relationship in which there is trust. • is very self sufficient when it comes to planning and organizing lectures, labs and class activities. She has an end goal in mind for students (for each topic) and plans accordingly to scaffold the learning process to get students there. I would trust her to teach my students anytime based on what I've seen. • She has expectations for students and knows what they are and aren't capable of. She knows her content very well and makes sure the overall important ideas and concepts are stressed. • create strong student-teacher relations • create safe/ supportive learning environment

	<ul style="list-style-type: none"> • engage students during class, including the note-taking process • Great rapport with students • Plans engaging activities • Exceptional attitude and work ethic
Fall 2023	
Agriculture	<ul style="list-style-type: none"> • performed his teaching duties responsibly and dependably and worked cooperatively with the agriscience staff to support FFA activities and program events. His top three work-related strengths would be his diligence, character, and desire to achieve. I first met ten hours after he arrived in Connecticut. We had scheduled a full day of SAE visits. This set the tone for my understanding of commitment to work and his character to follow through. completed his student teaching experience with a steady, uncompromising level of professionalism that led to the maturing proficiency required by any successful teacher. • He is a hard worker, who navigates the stress and pressure of a fully functioning three-circle agriscience program well. is goal-orientated, which will lead to his successful management of an agriculture program in the future. I saw a spark of competition ignite his passion through his coaching of the Meat Science Career Development team and the teacher walking challenge. His desire to achieve also led to the effective planning of FFA events and instruction in the classroom. • Thought out lessons. • Connecting with those bubble students. • Working 1 to 1 with students. Use of Technology in the classroom with students. • Overall was a good teacher. I feel with time and having her own classroom, just like with all teachers, what struggles she had will be solved. • Thought out lessons. • Connecting with those bubble students. • Working 1 to 1 with students. Use of Technology in the classroom with students. • Overall was a good teacher. I feel with time and having her own classroom, just like with all teachers, what struggles she had will be solved. • Punctuality • Prepared • Hard working
Elementary	<ul style="list-style-type: none"> • has such a positive attitude for learning and is never afraid to ask for help when needed. is very comfortable with flexibility and adjusting lessons as needed to accommodate students needs. is committed to her teachings and she puts in additional time to meet and discuss lessons. • She continually challenges herself to learn and apply more effective interactive read aloud strategies within a challenging class of high needs students. • Within a very challenging classroom of students with almost a third being foster children, she has rose to the challenge of handling all students and effectively managing their behavioral and emotional needs within the first few months of kindergarten. • While numerous students struggle with self-motivation to apply themselves and perform to their fullest potential, she successfully worked with all students to learn and complete their work assignments. • is a go getter!! She is always willing to help with lessons, prep work, preparing activities, etc... She has been a blessing to have this year! She is also great with "on the fly" activities when something comes up and I am pulled away from the class for a few minutes. This has happened a few times and she has always been able to pick right up where I left off and follow a lesson plan or activity. Lastly, Miss is very reliable. She has been on time and dependable since the beginning. If something ever has come up, she has always notified me a few days or weeks before and had a plan on how to make up the day or hours. She has been so wonderful to have and the students absolutely LOVE her! • Ms. is prompt to work, has not missed any work days, and is willing to help. • is incredibly organized, cooperative, and does anything asked of her. • Flexibility

- Adaptability
- Consistently meets goals and planned activities.
- Building relationships
- Calm and welcoming demeanor
- Dependable
- Punctuality
- Organization
- repertoire with students
- Initiative
- Positive attitude and personality
- Willingness to learn and adapt.
- Taking initiative to help while in the classroom on grading papers, working with students, or creating projects to do with the students
- Approaches all tasks given with a positive outlook and willingness to tackle any task
- Readily accepts feedback professionally
- Ms. has shown the ability to be flexible with her plans and schedule.
- Ms. has been respectful to students and other adults, and has developed relationships with each student.
- Ms. is reflective on her practice and has shown great growth because of it.
- is very organized.
- takes initiative and jumps in to help during lessons she isn't the main teacher in.
- has made really great relationships with the students in the class and has gotten to know them on an individual level.
- First, he is always prepared and ready for anything. Teaching does not always go to plan and sometimes I change things and he always is ready to know what he can do and how he can support things.
- Second, He connects with the students. He notices their learning styles and quickly picks up on social cues. During parent conferences' prep and in our discussion he always contributes some nugget of informal assessment.
- Third, He seems to know the content during his small reading groups. He asks them insightful questions and helps them unlock meaning from their novel studies. In the other curriculum he is always asking questions and wanted feedback on what he could have done differently and how he did overall. He is very good this way.
- Listens to the students and forms positive relationships.
- Thinks about students individual needs and interests and tries to incorporate them into lessons.
- Takes initiative in all situations.
- Great communication
- Strong relationships with students
- Always willing to help in the classroom
- has an excellent report with the children and they connect and trust her.
- brings ideas to the table, works well with everyone and has a knack for teaching!
- Building relationships
- Organized
- Neat
- is routinely on time and attends weekly staff meeting. She is very knowledgeable of the content being taught and can jump in to assist with a lesson if asked. She actively participates in the instructional day. She also is fluent with technology.
- is always prepared for her lessons.
- She does a great job with building relationships with the students.

- She goes with the flow and is flexible.
- Strong knowledge of curriculum /material being taught
Always on time to placement and doesn't miss days
Built a strong and positive relationship with students and coworkers
- She has great rapport with all students. She is always willing to help those who struggle with a certain task.
- She is always willing to go beyond what is expected.
- She is very well organized.
- Patient and caring toward students.
- Enforces safety in the classrooms
- Flexible with schedule, routines, and teaching/learning styles.
- is organized, efficient, and detail oriented. She has an eye for problem solving in the classroom and is able to spin the plates necessary to teach young children. She is warm and positive toward children, and communicates expectations and learning targets clearly. Put simply, she's going to be an excellent elementary school teacher.
- Very reliable and dependable.
- Always caring and compassionate with all students.
- Very professional.
- Excitement, Flexibility, positive attitude, willingness to learn! You will make a great teacher!
- Very prepared for lessons
- Communication with coworkers on next steps
- Small group instruction
- Dependable
- Responsible
- Empathetic
- Innovative thinking
- Computer applications
- Dedication to task at hand
- Communication
- Building relationships
- Organized
- is a great addition to our class. She is very accepting of all the members of our class. The students love her. She is technically proficient and helps create items on the computer. is also very punctual and responsible to provide me with any needed information related her placement. She conducts herself very professionally.
- Her ability to work with the students - builds trust. She does a great job of helping the students in a professional way without babying them. has a positive attitude and a great smile that is contagious.
- Building relationships with our students
Differentiation when working in small group
Is self motivated when completing daily classroom tasks and preparation
- Flexibility/adaptability
- Great report with students and staff
- Responsible
- Organization
- She is eager to step in and help where needed without being asked

- She is very flexible
- Constantly offering to help
- Constantly picking up and teaching when needed
- Kind to me and students. Really enjoys teaching and cares about students
- Relationship building
- Technology proficiency
- Flexible with changes in schedule or plans
- Ms. is always open to suggestions for lesson ideas. She is also very accepting of suggestions on how to improve/strengthen future performance.
- Ms. has good communication and relays information I may need to know in a timely manner.
- She has also established a good rapport with the students.
- She is always striving to learn more. She asks amazing questions and seeks out feedback from me and takes all feedback very well. She always thanks me for feedback. She is constantly asking, "What can I do?" whenever she is finished with a task.
- Positive Rapport with students- does a great job making all students feel seen in class. She tries to talk with all students everyday. Some students even go to her as their trusted adult.
- When teaching she makes the lessons engaging. The students will listen to her and respond well. She has also done a great job teaching small groups. She had jumped right in and is comfortable teaching low and high level groups.
- Adaptability- she is very flexible with it comes to schedule changes or needing to change a lesson. She is willing to help out and do what she can to make the day run smoothly.
- received compliments from a recent substitute. I informed that I had an emergency and would be out, therefore she was doing the entire morning.
- She crushed it! She adhered to the plans, managed the classroom and was successful in the process! Kudos! She is also prompt, dressed professionally and good with routines.
- has a love of working with children. She works hard to develop meaningful relationships with students and has done a great job learning how to modify assignments for students who need more support. She treats all students and staff with respect and gives everyone she encounters a big smile.
- Extremely hard working. She is always willing to help with any task given. Wants to learn and absorb as much as possible.
- Willingness to learn and grow
- Understands the needs of the students and plans her lessons according to those
- Passionate
- Rapport with 2nd grade team
- rapport with students
- adaptability
- collaborative
- patience
- willingness to try new things
- is well prepared, outgoing, and very positive with the students and staff.
- She implements standards based instructional activities that integrate new technologies. is willing to try new things and asks questions to further her understanding. She is willing to jump right into instruction.
- is reliable, highly motivated, and cares deeply about the students.
- sees the needs of her students and adjust lessons to meet those needs.
- She is consistent and fair when dealing with behaviors in the classroom.
- is a team player - she has input when planning but respects the ideas of others.
- Takes initiative
- Proactively engages and assists the students rather than wait for them to come to her

	<ul style="list-style-type: none"> • Goes above and beyond her requirements • does a great job working with students in small groups. She does a good job of telling the students what the focus/skill of the lesson is before beginning. Finally, does a good job of being patient while working with the students. • Dependable, positive and cooperative. • Relationship building, modifying assignments, following school wide expectations • The top three strengths are: her interest in wanting to learn how/why we do certain things, organizational skills, ability to grow from feedback and suggestions. • Interacts appropriately with students and fellow teachers in a positive, encouraging manner. • Does a good job extending a given lesson to reach all different learners. • Hard worker, always willing to help, and is proactive when working in the classroom. • does a great job with technology and taking initiative when it comes to using new technology platforms in the classroom. • She has formed a great bond with students who often struggle to form bonds. She shows patience and calmness when helping and making them feel comfortable. • She is responsible and is willing to take on tasks outside of her time in order to be prepared and 'keep up' with what is happening in the classroom. • Dependability • Reliability • Ability to reflect and receive constructive suggestions • has a calm rapport with the learners. She is very willing to learn. is very patient with the learners and is always willing to try new things. Lilly has a positive attitude and truly cares for our learners. • Ms. never hesitates to take the lead in the classroom. • Ms. is always on time and has only missed one day of which she notified me in a timely manner. • Ms. was flexible and always open to feedback. • Lesson plans are organized and well-developed with age-appropriate activities. • Has developed a rapport with teachers, students, and parents. • Always on time and shows up for work daily ready to teach and help students. Flexibility with a schedule of a school day. • is a wonderful individual to work with. Three of her top work-related strengths are: • She is always willing to step in and help out. • She truly cares about the children and their futures. • She is flexible and can easily adjust to change. • has great rapport with the students. She is always willing to help and work with the students. She has provided good tactile and engaging grammar lessons that the students have enjoyed while learning new material. • is extremely flexible and is always willing to jump in and do what is needed! • She is kind with all learners and makes everyone feel special. • She is a very fast learner and picks up on everything! • Organized, Helpful with mundane tasks, Creative
English	<ul style="list-style-type: none"> • He is able to take feedback and quickly adjust lessons to make them more interesting to students. • He has a high knowledge of content level standards and vast vocabulary. • He is able to set forth expectations for the class and facilitate the class meeting the expectation through examples. • is always prepared for her lessons. • has built a good rapport with the students. • has demonstrated competency in her pedagogy.

Science	<ul style="list-style-type: none"> • is a quick study and learns the topics and concepts quickly and can repeat them/teach them to the students. • She has a good rapport with the students. She is caring, yet stern. She sets expectations and encourages the students to achieve to those expectations. • is task oriented and efficient in completing the tasks, such as grading papers and recording the grades in the gradebook. • is very hard-working and focused on her job. She is always looking for ways to help and to contribute to a group effort. She cares about students and is also focused on building relationships with them.
Social Studies	<ul style="list-style-type: none"> • He is committed to what he is doing. He has very good interpersonal skills. He is not afraid to take a risk for the sake of getting the job done when he does not fully know the outcome. • Organized • Prepared • Hardworking • has a great report with students and is willing to listen to their needs. • is energetic and enthusiastic in his delivery and instruction of various materials. • His passion for history and teaching is contagious. • is a great team player and is willing to complete whatever task is presented to him. • Communication • Organization • Seeks feedback to make improvements • Self-Reflection • Amazing with technology and adapting to new platforms. • Holds yourself to the highest standards and makes every effort to accomplish the tasks given. • Willingness to keep trying even when faced with conflicts. • delivery of instruction, • ability to ask questions, • initiative • Dependable • Dedicated to his students and desires to do a good job as a teacher. • Punctual and Trustworthy • is great at finding new materials and resources. He works hard to find relevant primary and secondary sources to bring into the classroom. • asks for feedback and takes it to heart. When he is asking for suggestions, he listens and adapts his lessons accordingly. He is willing to learn and grow. • does a great job monitoring class behavior and keeping students on task. He walks around the room, checks in with students, and works to keep them on task. • is an above average instructor. Her delivery is very good and she has come up with some lessons that are very creative and well received from the students. Hope does a great job of connecting with students that are similar in nature to - which is often times a group of students that can fall through the cracks. Hope isn't afraid to ask for help when she feels like she needs it, which is extremely beneficial in this profession. • is very enthusiastic about his content and being in the classroom and it shows in his interactions with students. • is very open and receptive to feedback from his mentor teacher. He genuinely appreciates the feedback and I have seen him turn around and use it. I appreciate that understands that when I offer constructive feedback that I am only trying to help him to improve and he does not take it personally. • works to build connections and relationships with his students to create a positive learning environment. • The greatest attribute she has is hard work ethic and wanting to get better. She has the perfect personality for teaching. The students have a good report with her she genuinely give them her best effort when she in front of them teaching. • Technology knowledge is great! This will allow her to come up with new techniques, activities, and engagement for her students.

	<ul style="list-style-type: none"> • Her grading and assessment skills are very good. • Highly Organized • Very Dependable • High Level of Content Knowledge • Extremely well organized • Team player who does not complain • Pleasant disposition and works well with the students. They respect her • does an excellent job of coming to class on time and being prepared. He completes his lesson plans and materials prior to class. is organized and completes his tasks in a timely manner. • is hardworking and dependable. He shows up to work prepared and ready. He did not miss a single day. His lesson plans were engaging and on point. He differentiated his plans as well, students never got bored. Overall, he is a quality teacher. • Ms. has extensive knowledge in her content and does not have to ask a lot of questions or reteach herself before the lesson as she is very knowledgeable in the subject matter. • She does an excellent job at building relationships with students yet not crossing a line as a friend as students still show respect towards her as a teacher. • She has wonderful ideas and is creative in her activities. • Building rapport with students • Sets standards for the day / class • Motivates students to complete work • #1 strength is dependability. He always does what he says he is going to do. #2 He is inquisitive and is always asking questions on how to do things better. #3 Dominic does not take constructive criticism personally. He is always trying to improve on what he is doing to become better as an educator. • is ready for the workplace environment. • The education field needs more like him. • He will be a great asset to whomever employs him. • is motivated, dependable and dedicated.
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Section VII. Skills Survey Qualitative Results of Improvements for Candidate's in Field Placements

Table 9. Qualitative Responses Outlining Candidate's Needed Improvements During Field Placements by TPP

Spring 2025	
TPP	Comments
Elementary	<ul style="list-style-type: none"> • She has been an asset to my classroom over the last few months. As she continues through the program, I believe she will continue to grow as an educator. To improve upon her work performance, I would recommend for her to take an active role in the classroom, such as walking around the classroom during instruction. Although observing the instructor provides the participant with many skills, taking an active role in the classroom enhances all. • Although she is only completing her observation hours, there has been major inconsistency. There have been multiple days missed and days where she has to leave early. Having a set schedule when working with kids is important, as they notice when there is a change in a schedule. I also feel as though there needs to be some development in the professionalism area. She has had to be told many times by me, other teachers, and our principal to put her phone away during meetings and PLCs. There have even been times at recess when she is on her phone. She has strong relationships with

her students and works hard to build these relationships, but sometimes it is at inappropriate times (example- disrupting students when they are supposed to be working silently or reading at their desks)

- I do not have any concerns or ways she needs to improve upon her performance. She is not currently teaching, so I feel that once she has more responsibilities in her next placement this will be an area in which I could give more constructive feedback.
- She should continue to seek clarification when unsure of things. In addition, she will benefit from continuing to expand upon her knowledge of the elementary school curriculum. Finally, she will continue to become a stronger educator as she has more diverse experiences within the classroom setting.
- As someone who had a very positive experience working with her, I truly appreciate their enthusiasm, creativity, and ability to connect with students.
- Classroom management confidence- with time and experience I know their confidence with grow in this area. As she gains more experience, I would encourage her to decide what techniques work for her as a teacher to redirect student behaviors.
- Differentiating Instructions- She showed a great awareness of students' diverse learning needs. As she gains more experience, I would encourage her to deepen her use of different strategies to make sure every student is supported, but also challenged.
- Feedback- She began exploring ways to check for understanding, which was great to witness. As she gains more experience, I would encourage her to praise all kinds of thinking (both correct and incorrect) then redirect to where the mistake might have occurred.
- Continue building relationships with the students and colleagues
- Continue learning all you can about SOR
- Always be adaptable, allowing for teachable moments or when your planned lessons don't go as planned.
- Classroom behavior management
- Time Management
- She has no significant areas of concern. She only needs to continue to develop her understanding of curriculum and instruction as her coursework evolves.
- Student relationships - build rapport by consistently checking in with students and developing personal connections.
- Communication - take initiative by making sure assignments and scheduling is consistent and communicated prior to the start of the school week.
- Content knowledge - review lessons ahead of time, ask questions to ensure understanding of skills being taught, ask questions for clarification.
- The top three ways that she could improve upon her work performance is seeking out opportunities to work with students who need help, talking with students during unstructured times, and become more comfortable correcting student behavior.
- None
- I think she is building her confidence in differentiation. She is able to adjust content and process quicker than when she started in my classroom. I foresee this continuing to gain momentum as she gains experience.
- She is lacking confidence, which will develop over time. She may need to be a little sterner with students, which will also develop over time. She did not know some of the math strategies being used. She has not taught any whole group lessons, so it is difficult to answer some of the questions.
- Teaching Opportunities: She has not had the opportunity for extensive teaching opportunities at this point in her educational career. She needs more experience to gain confidence in her abilities and refine teaching strategies.
- Lesson Reflection: She could use practice thinking through all parts of a lesson or activity to account for a variety of classroom scenarios. (Odd numbers of students, how students should move, etc)
- Interactive Lessons: This age loves movement, hands-on activities, and stories. Use of games, manipulatives, partner work, and expressive read-alouds to bring lessons to life.
- Attendance/communication
- Build relationships, be kind and caring, but maintain being the person in charge and responsible for them all
- Class Management

- During her student teaching she would benefit from
- Planning units
- More experience with small group structures
- More experience iwht assessments
- Confidence – Continue building confidence in instructional delivery by practicing clear communication, assertiveness, and maintaining a strong teacher presence.
- Time Management – Strengthen time management by improving lesson pacing and using tools like timers or visual agendas to stay on track.
- Differentiation – Expand use of differentiation strategies to better support diverse learners through scaffolding, flexible grouping, and varied instructional approaches.
- She just needs more time to work with students in small or whole groups to continue to grow in her skills.
- She could improve on classroom management skills. (She has a good connection with students, but students see her more as a friend rather than a teacher. Meaning when it is time to take her seriously and be quiet she struggles getting them to do so. I feel when making transitions, she likes to get them loud and excited and the students really struggle bouncing back from that to get quiet again.)
- Being confident with what she is teaching, she does a good job with her lessons, so just being more confident!
- She could take more initiative to jump in and work with the kids when they need help. I would have also liked if she would have come with ideas of things she would have liked to do with the kids.
- Nothing that I can think of.
- Coming consistently and leaving consistently would be an area for improvement. Using feedback about diving into content standards and objectives to guide lesson planning and implementation could improve work performance. However, she was always willing to listen. but I'm not too sure about her applying the feedback directly.
- She is very professional and promotes the dignity and respect of all students, especially those with disabilities. Any school would be fortunate to have her as a teacher candidate.
- Continue learning and applying classroom management techniques.
- Create and teach independent lesson. (She will have the opportunity to do this soon.)
- I feel that she does not have and areas for inprovement at this time. She is one of the best upcoming teachers I have met in a while!!!!
- More confidence in herself. She knows what she is doing but she seems a bit hesitant.
- Show more initiative in the classroom: For instance, when students work independently, she could benefit from getting up and circulating around the room to assess student skills or assist. Currently, she is stationed at the kidney table, but she only gets up to help pass out papers or walk students to the bathroom/related arts/lunch. She could also be more vocal about asking what she can do to help/get more involved.
- Get curious about the curriculum/school setting: Ask questions about teaching, what areas/standards we are working on in 1st grade, and about day-to-day activities. I feel as if I am always leading the conversation, but I am looking for more excitement or vocalization.
- Build rapport with students: Since she started, she hasn't gotten to know the students. During recess, she could talk with some of the kids, like ask about their interests. My group of students enjoys her company, but I can see that they don't feel as connected to her as other student teachers.
- Confidence/taking risks
- Classroom Management
- Quickly completing tasks/multitasking (she is very meticulous and takes her time to make sure things are done correctly)
- First and foremost, she is definitely an asset to my classroom. I would say she needs to work on her confidence in the classroom. She is great when she is presenting information or helping with a lesson, but she sometimes second guesses herself.

- The student teacher experience for this class was primarily an observation role and it is difficult to determine areas that need improvement. She was always on time, professional, willing to assist when opportunities presented themselves, and developed a positive rapport with all of the students in our classroom.
- I would love to be her supervisor next school year if possible. I have been teaching for 44 years. I have a lot of knowledge and expertise in the education field to help and watch her grow.
- She needs to take initiative to get involved in the classroom.
- She taught in small groups. She needs to teach a lesson in a large group setting.
- She needs to learn how to follow RCD's and/or pacing guides.
- She has adapted well to the classroom environment and is a supportive presence. She is eager to help and willing to jump in when needed, especially in small group and one-on-one settings where she works effectively. While she currently relies on the classroom teacher for ideas and guidance, this is expected at her experience level. She is still developing confidence with whole-group instruction and needs to grow in assertiveness, both of which should improve with time and experience.
- I do not feel there are any areas that she is lacking as an observation student. She works hard, keeps busy, and supports us in any way requested.
- She should work on taking initiative within the classroom. She should practice communicating schedule changes at least 24 hours in advance. I would have liked to see her teach more whole group lessons.
- familiarize your self with grade-level standards and pre-requisites
- continue to build your teacher talk and confidence
- teaching mini lessons and small groups.
- Public speaking. She was very knowledgeable, kind, and had great rapport with students and staff. I know she will have opportunities to demonstrate more public and classroom speaking in the the coming school year.
- Constructive criticism. She displayed confidence and always had meticulous lessons planned. She will gain more confidence in asking senior teachers for help and constructive criticism.
- Having more opportunities to engage in personalized learning. She had limited chances to engage with students in a one to one or small group setting. She will gain more experiences in the coming year.
- I cannot think of ways that she can improve. We are all works in progress and we have had conversations about our strengths and weaknesses that we both have. I had her identify an area she would like to improve on during her midterm, and I have seen her take an active role in improving on that specifically identified skill that she chose.
- 4th grade content knowledge and classroom management (all of these will come with time/experience and not all were observed often)
- She is well-rounded and works to the best of her ability. She is quiet but will interact when needed. She has a knack for teaching. At this time, I do not see major areas of improvement.
- I think being more confident in knowing the material and being ready to jump into helping student's when they need it. This is something that will take time and develop naturally as she is in the classroom more and more. She does a great job, however, I think she hesitates in fear of either overstepping or not doing the right thing. Whenever she did take that step (almost always did but at times with hesitation) she did a wonderful job handling any situation.
- Content Knowledge (comes with experience)
- Boundaries
- Extending student thinking
- Clear communication and consistency of when she is going to be coming to the classroom
- Time management with completing necessary assignments for class

- classroom management - this doesn't always look the same across the board and it can take time to adjust and adapt; especially in the special education setting.
- When providing instructions, being mindful of the level of the learners and keeping in mind some students may need more wait time to respond to the given task or having to reword the instructions.
- She does a great job with this, but making sure to continue to walk around the room and monitor students as they are working independently.
- When thinking of her own classroom, deciding her classroom management is always something to keep in mind. She has shown that she can adapt in other classrooms, but want her to think more about what she would take from each of her placements and use or not use in her own classroom.
- She hasn't had to plan a lot of her teaching yet.
- Have a variety of strategies memorized for helping students of all learning levels "on the fly,"
- A strong system in place for managing a classroom with a variety of ways to keep the students engaged,
- how to provide professional feed back to parents, colleagues, and students in an understandable, age-appropriate, and suitable way.
- Maybe interact more, on a daily basis, with the students as they are independently working. Have conversations with them about their work and what they are doing.
- She sometimes hesitates to ask questions about the curriculum if she is uncertain.
- She has started working on redirecting students when they are off topic, but that is still in progress.
- She is still working on a full understanding of the first grade curriculum.
- She does a great job with our kindergarten. She just needs to continue to gain more experience.
- While classroom management was previously identified as a potential area for improvement, it has seen positive development throughout the semester. There are no other areas in which I see a need for improvement currently for this level of student teaching.
- She has not yet had a chance to take on independent teaching in the classroom. She often is shy when speaking to the whole class and is working on building confidence in this area.
- As her experience grows, she can learn ways to create more student led opportunities when providing support.
- She can dig deeper into the standards and learn what might be age appropriate ways to ask questions that require deeper level thinkin
- She and I discussed ways to include differentiation for different learning styles and levels.
- He could work on his classroom management style while also setting boundaries with the students.
- Arriving on time & staying the full duration
- Professionalism (appearance/dress)
- Appropriate conversations with students at appropriate times (Examples: do not talk to students about weekend plans when they should be working on a math assignment)
- talking and interacting more with the students. I understand this class was mostly observation, but I would have like to see her get up and move around the classroom more.
- She has done an excellent job with applying herself this semester. I have pushed her to teach small group lessons and whole group lessons in both Reading, Writing, and in Math. She needs to continue to work on content knowledge since that does come with time and practice. She has worked hard to understand the rigorous third-grade content area.
- She also needs to work on time management she has gotten better this semester but again, this comes with time and more practice. What I mean by time management is making sure she is meeting with small groups for an adequate amount of time per the need of the group.
- Also, she needs to build her confidence with discipline and student behavior. She has gotten better with giving compliments to students' being shiny, but she does need to work on managing student behaviors when students are not doing what they need to be doing. She has gotten better with walking up to students to correct them.

	<ul style="list-style-type: none"> • She is just beginning her teaching career. Overtime she will continue to hone her craft. She should continue to work on classroom management and developing a program that works for her. Furthermore she should work on identifying student weaknesses and developing lessons to address them. • She should work on differentiating her instruction and modifying materials to reach all students. • She is doing great. No improvements needed at this time. • She can work on her loud teacher voice as sometimes this is needed in teaching. • She can work on creating engaging lessons on her own to do with students whole group. (She didn't get a chance to do this. Just one time in a small group.) • She can work on learning attention getters to use with students as this will be helpful in her teaching later one. • While she shows great potential, there are opportunities for her to ask more questions to enhance her understanding of the curriculum. Additionally, being open to new ideas and strategies will further enhance her learning experience and help her grow academically. • Her classroom presence, the more confident she becomes in her teaching the more confident she will seem to the students. • Confidence • Increase engagement when possible by asking questions, asking for a thumbs up, thumbs down, etc. • Classroom management is always something everyone can improve on. • She does a great job helping with tasks but maybe show more initiative and sit in a group or help with a group even if I don't ask her to. • She is still a student, so learning how to lesson plan, becoming an expert in content, and adapting when things don't go as planned are all things that can be improved upon and will in time. • She could benefit from demonstrating more dependability (arriving early if needed), taking the initiative to complete a class lesson (even if not required), and collaborating about assignments in a timely manner.
Math	<ul style="list-style-type: none"> • Grasping and containing the attention of all students throughout the class (limit students having side conversations) • Speed of lessons can increase; wait time for students can be a little long which in turn has other students getting off task • Urgency to get through topics • She is a strong communicator and is very supportive of students. • work on planning entire unit progressions, by the end goal of an assessment already in mind. • differentiate lessons to run different levels of content concurrently, supporting student engagement. • implement grouping strategies to best structure student learning.
Physical Education	<ul style="list-style-type: none"> • I don't see an overall weakness in him. He is well rounded and will be a great teacher. • She needs to keep working to improve her confidence in her abilities. She is very smart and hard-working and does a great job with students! • Keep seeking opportunities to learn something new to add into the classroom! New technologies, new skills, new ways to assess, behavior management strategies, etc. • Keep working on time management within the classroom! Her time management improved greatly during her time here at Brookhaven, but it is something that can always be improved upon! • Continue to create relationships with your students and help them to become more engaged. • Continue to work on classroom management skills • Continue to stay up on new trends and activities that are available to utilize in lessons. • Continue to build on different strategies inside of P.E. • Continue to participate in extended learning inside the profession. • Continue to develop strong relationships with your students. • Establish clear classroom expectations and management

	<ul style="list-style-type: none"> • Continue to incorporate technology into your lessons. • Could have better time management skills. • Sometimes didn't discipline students when necessary. • Could project his voice better in classroom environments. • Be more assertive and command the respect of the students when he is leading instruction. • Challenge the highly skilled students to achieve even more. • Be more assertive in discipline whenever necessary. • She could be more engaging with students showing more enthusiasm. • She could give more feedback to students as they are participating in the lesson. • She could use her time to prepare before a class more wisely at times. • Gym voice needs to be a bit louder. There is an echo in the gym that makes it a bit harder to hear people who are soft spoken. • Being able to fill a full period. A few times there was 5-10 extra minutes left in class and the students would get a bit restless • Sometimes he could give better and more detailed feedback to students. • Time Management-comes with practice • Transitions-lining up, moving on to next game etc. • Start/Stop Cues • Just get more up-to-date with computer programs, especially Google drive/sheets/docs/classroom. He does okay with these, but he has told me his knowledge could be better! • Make sure to use to correct capitalization, spelling and grammar in things such as emails, lesson plans, anything within the workplace! • Keep working to give clear instructions. This is something he has improved greatly upon during his time here at Brookhaven. He has become more direct and clear in his instruction to tell and show students exactly what they will be doing within an activity. • Varying up and adding additional lead up activities and games that build up to the final game during his units. • Using the students to help out during the lesson to help with transitions and putting materials away. • Show more enthusiasm/excitement while teaching (changing voice complexion to show emotion) so kids will match the energy. • The only thing that stood out is that he has a relative quiet and more laid back personality but vastly improved during his time with me. He got more vocal and was able to take control of the classroom. Josh will be a very good teacher one day,
Science	<ul style="list-style-type: none"> • Project voice better in larger classrooms • More experience - will get this after being hired (There is a big difference between "student teaching" and teaching your own classroom). • Learn to say no (this may impede completing tasks once fulling employed).
Fall 2024	
Elementary	<p>She has been an asset to my classroom over the last few months. As she continues through the program, I believe she will continue to grow as an educator. To improve upon her work performance, I would recommend for she to take an active role in the classroom, such as walking around the classroom during instruction. Although observing the instructor provides the participant with many skills, taking an active role in the classroom enhances all.</p> <ul style="list-style-type: none"> • Although she is only completing her observation hours, there has been major inconsistency. There have been multiple days missed and days where she has to leave early. Having a set schedule when working with kids is important, as they notice when there is a change in a schedule. I also feel as though there needs to be some development in the professionalism area. She has had to be told many times by me, other teachers, and our principal to put her phone away during meetings and PLCs. There have even been times at recess when she is on her phone. She has strong relationships with her students and works hard to build these relationships, but sometimes it is at inappropriate times (example- disrupting students when they are supposed to be working silently or reading at their desks)

- I do not have any concerns or ways she needs to improve upon her performance. She is not currently teaching, so I feel that once she has more responsibilities in her next placement this will be an area in which I could give more constructive feedback.
- She should continue to seek clarification when unsure of things. In addition, she will benefit from continuing to expand upon her knowledge of the elementary school curriculum. Finally, she will continue to become a stronger educator as she has more diverse experiences within the classroom setting.
- As someone who had a very positive experience working with her, I truly appreciate their enthusiasm, creativity, and ability to connect with students.
- Classroom management confidence- with time and experience I know their confidence with grow in this area. As she gains more experience, I would encourage her to decide what techniques work for her as a teacher to redirect student behaviors.
- Differentiating Instructions- She showed a great awareness of students' diverse learning needs. As she gains more experience, I would encourage her to deepen her use of different strategies to make sure every student is supported, but also challenged.
- Feedback- She began exploring ways to check for understanding, which was great to witness. As she gains more experience, I would encourage her to praise all kinds of thinking (both correct and incorrect) then redirect to where the mistake might have occurred.
- Continue building relationships with the students and colleagues
- Continue learning all you can about SOR
- Always be adaptable, allowing for teachable moments or when your planned lessons don't go as planned.
- Classroom behavior management
- Time Management
- She has no significant areas of concern. She only needs to continue to develop her understanding of curriculum and instruction as her coursework evolves.
- Student relationships - build rapport by consistently checking in with students and developing personal connections.
- Communication - take initiative by making sure assignments and scheduling is consistent and communicated prior to the start of the school week.
- Content knowledge - review lessons ahead of time, ask questions to ensure understanding of skills being taught, ask questions for clarification.
- The top three ways that Maysa could improve upon her work performance is seeking out opportunities to work with students who need help, talking with students during unstructured times, and become more comfortable correcting student behavior.
- None
- I think she is building her confidence in differentiation. She is able to adjust content and process quicker than when she started in my classroom. I foresee this continuing to gain momentum as she gains experience.
- She is lacking confidence, which will develop over time. She may need to be a little sterner with students, which will also develop over time. She did not know some of the math strategies being used. She has not taught any whole group lessons, so it is difficult to answer some of the questions.
- Teaching Opportunities: She has not had the opportunity for extensive teaching opportunities at this point in her educational career. She needs more experience to gain confidence in her abilities and refine teaching strategies.
- Lesson Reflection: She could use practice thinking through all parts of a lesson or activity to account for a variety of classroom scenarios. (Odd numbers of students, how students should move, etc)
- Interactive Lessons: This age loves movement, hands-on activities, and stories. Use of games, manipulatives, partner work, and expressive read-alouds to bring lessons to life.
- Attendance/communication
- Build relationships, be kind and caring, but maintain being the person in charge and responsible for them all
- Class Management
- During her student teaching she would benefit from
- Planning units

- More experience with small group structures
- More experience with assessments
- Confidence – Continue building confidence in instructional delivery by practicing clear communication, assertiveness, and maintaining a strong teacher presence.
- Time Management – Strengthen time management by improving lesson pacing and using tools like timers or visual agendas to stay on track.
- Differentiation – Expand use of differentiation strategies to better support diverse learners through scaffolding, flexible grouping, and varied instructional approaches.
- All of the improvements will come with time.
- She just needs more time to work with students in small or whole groups to continue to grow in her skills.
- She could improve on classroom management skills. (She has a good connection with students, but students see her more as a friend rather than a teacher. Meaning when it is time to take her seriously and be quiet she struggles getting them to do so. I feel when making transitions, she likes to get them loud and excited and the students really struggle bouncing back from that to get quiet again.
- Being confident with what she is teaching, she does a good job with her lessons, so just being more confident!
- She could take more initiative to jump in and work with the kids when they need help. I would have also liked if she would have come with ideas of things she would have liked to do with the kids.
- Nothing that I can think of.
- Coming consistently and leaving consistently would be an area for improvement. Using feedback about diving into content standards and objectives to guide lesson planning and implementation could improve work performance. However, she was always willing to listen. but I'm not too sure about her applying the feedback directly.
- She is very professional and promotes the dignity and respect of all students, especially those with disabilities. Any school would be fortunate to have her as a teacher candidate.
- Continue learning and applying classroom management techniques.
- Create and teach independent lesson. (She will have the opportunity to do this soon.)
- I feel that she does not have and areas for improvement at this time. She is one of the best upcoming teachers I have met in a while!!!!
- More confidence in herself. She knows what she is doing but she seems a bit hesitant.
- Show more initiative in the classroom: For instance, when students work independently, she could benefit from getting up and circulating around the room to assess student skills or assist. Currently, she is stationed at the kidney table, but she only gets up to help pass out papers or walk students to the bathroom/related arts/lunch. She could also be more vocal about asking what she can do to help/get more involved.
- Get curious about the curriculum/school setting: Ask questions about teaching, what areas/standards we are working on in 1st grade, and about day-to-day activities. I feel as if I am always leading the conversation, but I am looking for more excitement or vocalization.
- Build rapport with students: Since she started, she hasn't gotten to know the students. During recess, she could talk with some of the kids, like ask about their interests. My group of students enjoys her company, but I can see that they don't feel as connected to her as other student teachers.
- Confidence/taking risks
- Classroom Management
- Quickly completing tasks/multitasking (she is very meticulous and takes her time to make sure things are done correctly)
- First and foremost, She is definitely an asset to my classroom. I would say she needs to work on her confidence in the classroom. She is great when she is presenting information or helping with a lesson, but she sometimes second guesses herself.
- The student teacher experience for this class was primarily an observation role and it is difficult to determine areas that need improvement. She was always on time, professional, willing to assist when opportunities presented themselves, and developed a positive rapport with all of the students in our classroom.

- I would love to be her supervisor next school year if possible. I have been teaching for 44 years. I have a lot of knowledge and expertise in the education field to help and watch her grow.
- She needs to take initiative to get involved in the classroom.
- She taught in small groups. She needs to teach a lesson in a large group setting.
- She needs to learn how to follow RCD's and/or pacing guides.
- She has adapted well to the classroom environment and is a supportive presence. She is eager to help and willing to jump in when needed, especially in small group and one-on-one settings where she works effectively. While she currently relies on the classroom teacher for ideas and guidance, this is expected at her experience level. She is still developing confidence with whole-group instruction and needs to grow in assertiveness, both of which should improve with time and experience.
- I do not feel there are any areas that she is lacking as an observation student. She works hard, keeps busy, and supports us in any way requested.
- She should work on taking initiative within the classroom. She should practice communicating schedule changes at least 24 hours in advance. I would have liked to see her teach more whole group lessons.
- familiarize your self with grade-level standards and pre-requisites
- continue to build your teacher talk and confidence
- teaching mini lessons and small groups.
- Public speaking. she was very knowledgeable, kind, and had great rapport with students and staff. I know she will have opportunities to demonstrate more public and classroom speaking in the the coming school year.
- Constructive criticism. She displayed confidence and always had meticulous lessons planned. She will gain more confidence in asking senior teachers for help and constructive criticism.
- Having more opportunities to engage in personalized learning. She had limited chances to engage with students in a one to one or small group setting. She will gain more experiences in the coming year.
- I cannot think of ways that she can improve. We are all works in progress and we have had conversations about our strengths and weaknesses that we both have. I had her identify an area she would like to improve on during her midterm, and I have seen her take an active role in improving on that specifically identified skill that she chose.
- 4th grade content knowledge and classroom management (all of these will come with time/experience and not all were observed often)
- She is well-rounded and works to the best of her ability. She is quiet but will interact when needed. She has a knack for teaching. At this time, I do not see major areas of improvement.
- I think being more confident in knowing the material and being ready to jump into helping student's when they need it. This is something that will take time and develop naturally as she is in the classroom more and more. She does a great job, however, I think she hesitates in fear of either overstepping or not doing the right thing. Whenever she did take that step (almost always did but at times with hesitation) she did a wonderful job handling any situation.
- Content Knowledge (comes with experience)
- Boundaries
- Extending student thinking
- Clear communication and consistency of when she is going to be coming to the classroom
- Time management with completing necessary assignments for class
- classroom management - this doesn't always look the same across the board and it can take time to adjust and adapt; especially in the special education setting.
- When providing instructions, being mindful of the level of the learners and keeping in mind some students may need more wait time to respond to the given task or having to reword the instructions.

- She does a great job with this, but making sure to continue to walk around the room and monitor students as they are working independently.
- When thinking of her own classroom, deciding her classroom management is always something to keep in mind. She has shown that she can adapt in other classrooms, but want her to think more about what she would take from each of her placements and use or not use in her own classroom.
- She hasn't had to plan a lot of her teaching yet. However, the three most important things newer teachers/student teachers will need are 1)Have a variety of strategies memorized for helping students of all learning levels "on the fly," 2)A strong system in place for managing a classroom with a variety of ways to keep the students engaged, and 3)how to provide professional feed back to parents, colleagues, and students in an understandable, age-appropriate, and suitable way.
- Maybe interact more, on a daily basis, with the students as they are independently working. Have conversations with them about their work and what they are doing.
- She sometimes hesitates to ask questions about the curriculum if she is uncertain.
- She has started working on redirecting students when they are off topic, but that is still in progress.
- She is still working on a full understanding of the first grade curriculum.
- She does a great job with our kindergarten. She just needs to continue to gain more experience.
- While classroom management was previously identified as a potential area for improvement, it has seen positive development throughout the semester. There are no other areas in which I see a need for improvement currently for this level of student teaching.
- She has not yet had a chance to take on independent teaching in the classroom. She often is shy when speaking to the whole class and is working on building confidence in this area.
- As her experience grows, she can learn ways to create more student led opportunities when providing support.
- She can dig deeper into the standards and learn what might be age appropriate ways to ask questions that require deeper level thinking.
- She and I discussed ways to include differentiation for different learning styles and levels.
- He could work on his classroom management style while also setting boundaries with the students.
- Arriving on time & staying the full duration
- Professionalism (appearance/dress)
- Appropriate conversations with students at appropriate times (Examples: do not talk to students about weekend plans when they should be working on a math assignment)
- talking and interacting more with the students. I understand this class was mostly observation, but I would have like to see her get up and move around the classroom more.
- She has done an excellent job with applying herself this semester. I have pushed her to teach small group lessons and whole group lessons in both Reading, Writing, and in Math. She needs to continue to work on content knowledge since that does come with time and practice. She has worked hard to understand the rigorous third-grade content area.
- She also needs to work on time management she has gotten better this semester but again, this comes with time and more practice. What I mean by time management is making sure she is meeting with small groups for an adequate amount of time per the need of the group.
- Also, she needs to build her confidence with discipline and student behavior. She has gotten better with giving compliments to students' being shiny, but she does need to work on managing student behaviors when students are not doing what they need to be doing. She has gotten better with walking up to students to correct them.
- She is just beginning her teaching career. Overtime she will continue to hone her craft. She should continue to work on classroom management and developing a program that works for her. Furthermore she should work on identifying student weaknesses and developing lessons to address them.
- She should work on differentiating her instruction and modifying materials to reach all students.
- She is doing great. No improvements needed at this time.
- She can work on her loud teacher voice as sometimes this is needed in teaching.

	<ul style="list-style-type: none"> • She can work on creating engaging lessons on her own to do with students whole group. (She didn't get a chance to do this. Just one time in a small group.) • She can work on learning attention getters to use with students as this will be helpful in her teaching later one. • While she shows great potential, there are opportunities for her to ask more questions to enhance her understanding of the curriculum. Additionally, being open to new ideas and strategies will further enhance her learning experience and help her grow academically. • Her classroom presence, the more confident she becomes in her teaching the more confident she will seem to the students. • Confidence • Increase engagement when possible by asking questions, asking for a thumbs up, thumbs down, etc. • Classroom management is always something everyone can improve on. • She does a great job helping with tasks but maybe show more initiative and sit in a group or help with a group even if I don't ask her to. • She is still a student, so learning how to lesson plan, becoming an expert in content, and adapting when things don't go as planned are all things that can be improved upon and will in time. • She could benefit from demonstrating more dependability (arriving early if needed), taking the initiative to complete a class lesson (even if not required), and collaborating about assignments in a timely manner.
English	<ul style="list-style-type: none"> • I do not have three ways as she did an excellent job in his role. I think that he'll continue to get better at what strategies and content work better for each age group that he will teach. • I see nothing where Bria needs to improve. • It is difficult at this time to provide a clear summary of her abilities because she has not been in the classroom long enough for me to get an accurate estimate of her work. She has rescheduled or cancelled coming to complete observations more often than she's been here, and I haven't seen her more than a handful of times since January. Therefore, the most important thing that she needs to improve upon is attendance. Second to that, she could improve her consistency and follow-through when scheduling (i.e., showing up to work when on a day that she has rescheduled for). • He is young and entering the field of teaching. He shows great potential and is self-reflective and willing to adjust his plan on the fly. I think he could grow in being more confident to take initiative to lead lessons- he did not hesitate to lead his required lessons, and certainly stepped up as he got more comfortable throughout the semester. He is improving on this at an appropriate rate for his position in the program. He could also use practice in adjusting instruction to be more engaging for the grade level he is working with- I did see this as a budding skill as he pivoted mid-lesson to increase engagement, and it was successful! Third, he is already improving on and being reflective with classroom management strategies and setting expectations. This is another skill that I saw develop throughout the semester and predict that he will continue to improve on at an appropriate rate. • Attendance • Classroom Management • Leading Discussion • She needs to develop a confidence of voice! Her presence does not currently lack confidence, simply she can develop a more blatant level of control and conveyed confidence from the start. • Quickly adapting lesson timing - this is not an issue presently, though it could be refined with time and practice. • Thoughtful prompting to spur student conversations - She already does this, so it is last on the list, it is simply a skill that can always be improved. • She needs to develop a commanding voice, work on time management during lessons, and be more confident. • She will improve by actually having her own classroom and becoming immersed in the literature that works with kids. She will adapt to having to multi-task around the classroom. She will find strategies that help her flex and pivot when challenges come up. • Dress for success. Young teachers are often confused with the student body when they dress casually. • Be more assertive when interacting with students. High school students sense niceness and see weakness. • Take the initiative to ask what you can do each day during an observation. Teachers appreciate the help.

	<ul style="list-style-type: none"> • While I understand not wanting to feel like you are stepping on toes but taking more initiative when in the classroom setting such as offering to work with a small group or practice delivery of large group instruction after watching the mentor teacher a few times. • Don't assume that students come into class with prior knowledge or mastery of previous skills. • Have a better understanding of the time that students may take to complete an assignment, especially those with IEPs and 504s. • Proofread all work or communications for presenting/sending. • He was an open-minded student observer, and I could tell he was excited to learn new teaching methods. At times, he struggled with professionalism, such as chewing gum and using his phone during observation time. However, once these behaviors were addressed, he made a concerted effort to correct them. He can also improve his dependability, as he was late for several observations. I was pleased to see that he quickly adjusted once I brought this up. Lastly, he can work on enhancing his knowledge of the content, which is something that will develop over time. • She did a great job working with my students. She needs more time to reflect upon her lessons because that is the primary way teachers become more effective. She will be a very good teacher once she gains more experience. • She would benefit from being able to spend more time with the teachers to continue to develop lessons, to learn more of the standards taught in 6th grade, and to gather materials that would be best suited for the students.
Physical Education	<ul style="list-style-type: none"> • Currently he is working on different ways of using all space in the work area, speaking loudly in a gymnasium, and working on different ways to communicate with students that are struggling. He has strategies that he already uses well but this process is ever changing, he is receptive to being adaptable. • It is always good to continue to work on creating a good relationship with your students. • Continue to integrate the newest teaching techniques and technology into your lessons. • Continue to reflect on your teaching style and ask students for their reflection on the lessons. • Teacher voice/Volume level • Classroom Management • Continued practice/experience • He has a real interest in being with and around students in schools. He does a good job of adapting to new and sudden situations and problem solving. • Overall, he did a great job during his time at South. I would highly recommend him for a PE/Health job. A few things he could improve on would be time management, learning to understand that all students do not always love physical education and some will not participate and sometimes there is nothing you can do to motivate them though he did a great job trying to motivate those students, and becoming quicker to change tasks when dealing with different grade levels. For example, 6th grade students need to work on skills typically a lot longer than 8th grade students. Again, this is something that will come with time. • Keep seeking learning opportunities, such as continuing education to keep learning and expand your knowledge even further (this is important for any education major). • Prioritize spacing for elementary students during activities. Make sure to space stations and students out with enough space to safely participate. • Keep familiarizing yourself with computer programs to become more proficient! It will only help him in the future! • More enthusiastic. • Louder voice when speaking to large groups. • More clear voice when speaking to large groups.
Social Studies	<ul style="list-style-type: none"> • He was here for observation only. • Communication when going to be absent. Cannot really think of much else. • Continue to build on confidence as you prep to student teach in front of students • communication with student's in professionalism, - instructional design, - knowledge of varying student learning platforms

	<ul style="list-style-type: none"> • She needs to continue to work with time management, not procrastinating, and not being tardy • No issues, getting more comfortable speaking in front of people which he'll develop in time. • Be a bit more proactive. • Be flexible and work off student questions • Reflect on lessons. • Prepare for each lesson by reviewing content • Complete tasks and support student learning without being asked by coordinating teacher • Keep track of assigned tasks and track completion • Preparation, Punctuality, Involvement - with the caveat that she was only observing. I believe these will improve during actual student teaching. • She did a very good job. I can't think of three ways she could improve, given her role as an observer. • Communicating tasks that need to be completed for his curriculum classes (recording lesson, for example-- host teacher had to ask) • Create a lesson plan or activity that would align with a topic he was interested in teaching • Participate more in the classroom environment with the host teacher suggesting so (up monitoring students, greeting students at door, etc) • Needs experience, which he will gain as he moves through his observations into his student teaching placement next fall. • Confidence. He has taught one lesson using my plans, as per his syllabus. He did a nice job but was a little nervous for his first time. I am confident that this will improve the next lesson he teaches. • Familiarity with the standards. He has done a nice job reviewing 6th, 7th, and 8th grade Social Studies Standards but will need to continue to work on applying them in a classroom setting. • He was only present a handful of times during his assigned time at my school. He was often absent due to sickness, car trouble, and "other" circumstances. He started out emailing when he was going to be absent, but towards the end, he didn't give me the courtesy of even emailing me about absences. • Consistency with attendance, engagement with students, knowledge of content • Mentality- needs to switch from student to potential professional employee • Professionalism • Preparation • Not missing/rescheduling days • Arriving on time • Walk around class more during instruction • Great adaptable personality. • He demonstrates great potential, however, does not always put his best initiative or effort into all tasks.
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Agriculture	<ul style="list-style-type: none"> • Understanding the system - Sometimes you just have to do what needs to be done. Just do it and move on to the next task. Experience - More practice • Experience • Self confidence • I know these kind of go together but as with most young adults, they need more each which will come with time and doing. • Trying to do too much - This is not a bad thing but starting out can be overwhelming. • Experience • Self Confidence • More teaching strategies • All of these will get better with more teaching time. It just takes practices and evaluation what worked and what could be tweaked some.
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	<ul style="list-style-type: none"> • I am rating this for her future teaching. • Experience - She's young but willing and wanting to do a good job. She is not afraid to ask for help or guidance if needed. Practice - This kind of goes with the experience. With more experience and practice, she will become even more confident. Confidence - Same as above • All of these I think go together. She does a wonderful job.
Elementary	<ul style="list-style-type: none"> • Teach more whole group lessons: Build confidence • More Exposure/Deep Dive into Standards/Curriculum/Data • Classroom Management • I do not have areas of improvement to suggest at this time. • Be sure to develop clear and explicit directions to ensure understanding before teaching a lesson. Modeling for the students is a great way to do that. • Restating rules and setting boundaries before lessons is also a great reminder for students such as, "Please remember to raise your hand before speaking," etc. • Building confidence takes time and will come with more experience with teaching. • Behavior management • Understanding of curriculum • Setting expectations and boundaries with students • has done a great job throughout the semester. She is curious and often asks questions to understand why we do things a certain way within the classroom. will benefit from gaining confidence in herself which will come with time and practice. • learning the curriculum • continue to take the initiative • staying organized • just needs to continue to practice and experience teaching, curriculum and student development. • Let the teacher if you want to try out something you learned in class. • Continue to ask questions to gain a better understanding of what you see happening in the classroom/meetings/etc. • Continue interacting and getting to know students more. • When addressing the whole class, will need to learn and experiment with different classroom management techniques that she feels work best. This will come with time and experience working with whole groups. • Building relationships with students, Classroom Management • Encouraging kids to try on their own before providing help. • Classroom management • Taking risks • Writing lessons and executing them • She needs to build confidence in her ability and knowledge. • Keep working to relax when talking with students, and know it's ok to make a mistake. • Have fun!! Her anxiety is keeping her from enjoying her time with the students. • As a classroom teacher, behavior management is a key to success. This is an area of weakness. struggles with getting the students to respect her authority. This will come with more classroom experience. I would like to see take more initiative in the classroom. She is willing to complete any task I ask of her, however, I would like to see her initiate helping the students without being prompted by me. • Make sure to know all the correct letter sounds to teach kids properly. (phonics and phonemic awareness) Being able to use math strategies quickly. • Knowing technology expectations of the school with students. • Get involved, think outside the box, and seek information on standards/topics. • is at a place in her education where she still has time to improve upon areas in her work performance. One area that is the most noticeable is with reporting on time. She was late on multiple occasions, due to circumstances out of her control. While this may have been the case, I discussed with her

that repeated instances of his behavior will not be acceptable with future administrators and supervisors. Another area of development can be with networking with colleagues. While developed relationships with the students, she did not seek out relationships with other teachers in the building, and therefore did not practice professional development and conversations with them. Finally, needs to practice more classroom management strategies in order to prepare for her further endeavors in this profession. While this will develop with more time and experience, she is at a point in her journey where it is time for her to practice leading these practices and taking the initiative to switch from the perspective of a student to the perspective of a teacher.

- Be more outgoing
- Be more confident
- Jump in and help more without being prompted
- did her teaching in small groups so I did not get to see her teach the learners but she planned and prepared in advance.
- Is continuing to improve in her knowledge of curriculum material/grade-level standards, lesson planning and implementing lessons in the classroom, and building her confidence in her skills. I believe that these are skills that have
- grown during the semester and will continue to grow in future placements.
- Some of the above questions are difficult to answer due to the fact that did not teach any whole group lessons, only individual students as they needed help.
- has worked hard to develop classroom management techniques, such as waiting for all students to give their attention before giving directions. Time management is another area where has shown improvement and can continue to improve upon. should continue looking for opportunities to differentiate instruction.
- is doing a great job so far, but should continue her education in both (1)classroom and (2)in-service. She should also continue to build relationships within the school system.
- Expand lessons by improving discussion opportunities.
- Improve questioning techniques.
- Initiate interaction with students to evaluate level of understanding.
- Work on confidence in the classroom, trusting that she understands the pedagogy and applying it.
- Time management, knowing when to slow down and knowing when to push/speed up
- Finding the management style that best fits herself and her students. She has tried multiple ways and they have worked but she needs to find the style that is most comfortable to her.
- has been great in the classroom. I think she is going to be a great teacher in the future. With more experience, she will become familiar with the curriculum that she is teaching. She will be able to write lesson plans that follow the curriculum.
- did a great job with the expectations of her classwork. I am not really sure that there are 3 ways to improve her performance.
- is working hard to improve her classroom management. Focus on students who are doing the right thing and complimenting those kids. Also, wait to continue teaching until all students are ready to learn.
- Having that "teacher voice" --- Sometimes having a stern and loud voice is needed as a teacher. does a nice job talking in a soft calm voice to the students and reading to them. It is important to remember that students have to know that you are always in charge while also knowing that you care for them. As I have been told, you can start the year out stern with the students and slowly cut back on being so stern all the time. However, if you start off letting the students do as they please without saying anything, it is a lot harder to get them to listen and respect you as a teacher when you are stern because they have already talked over you or didn't follow directions.
- Getting to know the material/standards --- was only in my first grade classroom for about 4. That is not a long time to know every standard/material used to teach. Plus, it was all new for her since she hasn't been in first grade before. But I will say that it is important to know the material/standards for the grade you are teaching so you know what is expected from the students as well as the teacher. As a future full time student teacher, this is something for her to keep in mind.

- Classroom management --- This was not something that had to do on her own, however, it is something to consider as a future full time student teacher. Something could learn is different attention getters and/or ways to transition from different tasks. How do you get students' attention when they get off task or to keep students moving from one activity to the next in a timely manner?
- Being more confident in ability to deliver instruction to students
- Keeping students on task
- Content/curriculum knowledge
- The most important aspect of teaching that could improve upon is building relationships with the students. She needs to interact with them regularly. I do feel she needs to be more confident in her ability as a teacher and in how important it is to be able to present and teach to a group. She should be able to interact and do activities/lessons without being prompted by mentor teacher.
- does an excellent job with the students. She has worked one-on-one with one of my students this semester, but I have yet to observe her teaching a lesson to the whole class. So, as of right now, I do not have a list of improvements for her.
- It is difficult to evaluate a student when they aren't required to teach any lessons, provide lesson plans, etc.
- I believe next year she will be in a 5th grade class and she will gain more experience with whole group lessons, my multi-cat SPED class was mostly one on one/direct, small group instruction.
- Take initiative and be engaging with students.
- Don't be afraid to correct/manage student behaviors
- Communicate more often
- I would like to be on the lookout for ways to help students at all times
- Proximity control
- Curriculum/content standard awareness
- The only room for improvement will come with time and experience. She works very well entering someone else's classroom and will gain more confidence over time. She was very polite and respectful keeping a professional boundary.
- does a wonderful job. She helps out without prompting and can jump in and cover any portion of the day.
- Classroom management- the toolbox to guide with basic behavioral needs
- Provide immediate feedback to students on performance
- Keep circulating to assist with student need
- I have no complaints with performance in my classroom. She has cheerfully done everything, I have asked her to do. When she has made a minor mistake, she has acknowledged it and has corrected it willingly, with good attitude. has mostly worked with small groups and individual learners in our classssroom. As she begins full group instruction, she will need to develop a firm, consistent, in charge demeanor. This comes with time and experience. very much wishes to succeed as a teacher. I have no concerns as to her performance.
- She has really struggled with consistency this semester. The date that she will be coming into the classroom is constantly changing. There have also been several instances where she has not shown up that week. That has really been our biggest issue this semester. Hopefully, she will be able to fix these consistency issues during her student teaching year.
- could improve on being dependable and prompt. It is important when you have relationships with students that you are prompt and give them your full attention to promote a positive working environment. She seems to enjoy being with the students and building relationships, however she could also improve on having dedication to doing a good job and not just seeing it as another career path. has a positive relationship but could use improvement working in a fast-paced environment and multi-tasking at the same time. As a teacher it is important to be able to multi-task and give the students your full attention.
- does an exceptional job in the classroom. She is organized, positive and such a great model for her students. She will be a wonderful teacher.
- It is difficult to answer this question. has had limited experience in much of the duties that will be required of her as a teacher. Observing in a classroom once a week does not constitute teaching. She has presented a few lessons and helped me with small groups.

- will continue to improve her teaching skills with more practice and opportunity. She has worked well in small and large group settings. She should continue to improve her classroom management, engagement and interpretation of data to become an effective teacher.
- would benefit from studying the curriculum more to better understand what students need to do, what their prior knowledge could be, and possible misconceptions students may have about various concepts. A more in-depth knowledge of these pieces would strengthen her teaching and skills.
- needs to work on ways of managing student behaviors in whole and large group settings.
- needs to practice teaching lessons to improve the flow of her lessons. This usually comes with more practice and time, but I encourage to look for ways to maximize learning time with less down time as students transition within a lesson.
- is a very new teacher, but shows strong qualities of a great teacher. There are very few things that she could work on, but being a new teacher, she will continue to grow more comfortable communicating with parents, attending IEP/SAT meetings, and interpreting data to assign students to groups based on abilities. She has been able to attend an IEP meeting, which is a great experience for her to see what information is shared with families in these meetings. Eventually, she will learn how to prepare, as the general educator, notes and information for these meetings.
- did a great job! These are just some things that maybe she could be more consistent with.
- Don't be hesitant to jump in and work with students.
- Walk around the classroom during student work time- this is a good time to see how they work independently.
- Don't hesitate to ask for help.
- would benefit from more experience and development in classroom management, as any student teacher would.
- For example, giving students specific expectations on assignments/tasks, giving specific directions on what to do when finished with tasks, getting students' attention, etc. has grown in her ability in giving specific feedback to individual students about their work/understanding of a lesson/topic. She can continue to expand in this area by working on identifying whole class misconceptions and focusing on giving specific feedback during class discussions. Lastly, communication is an area that could show improvement on. was able to complete all the required student teaching hours for this semester. Though there were times during her placement this semester where would be absent or late due to gymnastics, group projects, and/or appointments. After speaking with , the communication about absences improved. Overall there were times where it was difficult to depend on her presence, due to the inconsistency of attendance.
- Self confidence
- It was an absolute joy to have in my classroom. She takes initiative, she has wonderful communication skills and she does a great job when working with students during small groups. She asked questions and she came up with creative ideas to enhance student engagement. I do not believe she has anything to improve on, as she more than fulfilled the expectations of a student observer. I believe she will be a fantastic teacher.
- Begin to take the lead in the classroom working with the whole group. Begin to familiarize herself with grade level standards
- Begin to familiarize herself with different curriculum used
- needs to be more assertive in controlling behaviors during class. She has been very kind and caring to all of the students. This will develop as she progresses in her career. Teaching lessons and keeping all students engaged is a skill that teachers get better at as they delve into their own classrooms. This is especially challenging when you have so many students at different abilities and needs.
- is a great role model and the students really enjoyed her. Something she could work on is:
- Being more involved during lessons
- Intervening with the students when she seems a problem
- She needs to be more confident and less apologetic. She always says, "sorry" for small things.
- Classroom management
- From what I have observed, has done an exceptional job in her placement with fifth grade. Something I feel all teachers, new and old, can always improve on is classroom management and learning what works best for their individual teaching style.
- Set Clear Goals and Prioritize Tasks: Clearly defined goals help individuals focus their efforts and stay motivated. Breaking down larger objectives into smaller, manageable tasks can make them less daunting and easier to tackle. Prioritizing tasks based on urgency and importance ensures that the most critical work gets done first.

	<ul style="list-style-type: none"> • Continuous Learning and Skill Development: Staying updated on industry trends, acquiring new skills, and enhancing existing ones can significantly improve work performance. This could involve attending workshops, enrolling in online courses, seeking mentorship, or simply dedicating time each week to self-study. The ability to adapt and grow professionally is invaluable in today's fast-paced work environment. • Effective Time Management and Organization: Time management skills are essential for maximizing productivity and minimizing stress. Techniques such as setting deadlines, using to-do lists, and employing time-blocking methods can help individuals allocate their time more efficiently. Additionally, maintaining a clutter-free workspace and adopting digital tools for task management can streamline workflow and reduce distractions. • should continue to learn about content and pedagogy related to elementary school. • will continue to improve upon her work performance as she gains more experience in the classroom. There are no specific areas of concern at this point in time. She jumped right into the classroom and interacted well with the students and was always willing to do whatever was asked of her. • Professional Development and Skill Enhancement: Investing in professional development opportunities, such as workshops, seminars, and conferences, can broaden a student teacher's knowledge base and teaching repertoire. Additionally, acquiring new skills or mastering existing ones through continued education or online courses can enhance their effectiveness in the classroom. By staying abreast of current trends and best practices in education, student teachers can adapt to evolving teaching methods and better meet the needs of their students. • Time Management and Organization: Effective time management is crucial for student teachers to juggle their various responsibilities, including lesson planning, grading, and classroom preparation. Implementing time management techniques, such as prioritizing tasks, creating schedules, and setting realistic deadlines, can help student teachers maximize their productivity and minimize stress. Additionally, maintaining an organized workspace and utilizing digital tools for task management can streamline workflow and improve efficiency. • is extremely confident and reliable, so this is a difficult answer. • She is finding her voice, in getting the children to attend to her when speaking. She has really improved a lot in this this spring. • As she spends more time with teams of teachers, she can work on collaborating. She tends to listen, and not speak up. She has really good ideas. • She really is a joy to work with, I think a third area she could "improve" on is working on expanding student learning. This is an area we all really need to keep working on, and when I did these types of lessons-- she really enjoyed it. So she could do this as it's something she also enjoys. • Interact with students more. • Be involved with the students and the activities. • Work on management techniques. • Keep students on task when needed. • Continue to work on relationships. • is very punctual and exhibits energetic work. • Learning the ins and outs of the curriculum. • Creating a classroom management plan/system. • Punctuality • is shy by nature; however, he asserts himself by asking fantastic questions. When he becomes a teacher, he will have to work as part of a team and be on various committees. He is very personable and easy to talk to. He is not very confident in his ability to be the leader of the class. • is a very active observation student. At this level of her requirements, I do not see any areas that she needs to improve. • Behavior Management • Continue teaching content to further develop teaching skills • will need more opportunities to work with students in whole group. • will need more opportunities to work on creating lessons for whole group instruction. • will need more opportunities to work with students of different abilities.
English	<ul style="list-style-type: none"> • can continue to build confidence in presenting information to a class of students, trust herself to make the best decisions for students and the classroom, and to be creative in addressing the required standards of an ELA classroom. • Increased familiarity over time will be a huge aid.

	<ul style="list-style-type: none"> • Continuing to explore additional methods of instruction via CLSs and VTRs. • Increase variety of materials for presentations. • is already wonderfully knowledgeable and aware of teaching practices, but all teachers can always grow in seeking out additional strategies to support students with diverse needs. • Content Delivery - Continue to research and learn various teaching strategies and techniques to implement in the classroom. • Classroom Management. Continue to add management tools to her toolbox to aid in managing the classroom. • Vocal Projection. Practice speaking a little louder, so that all students can hear instructions. • We as teachers can always improve. While performs at a very high level, these are some suggestions that can help her set goals for growth: Continue developing the opening of the lesson to tie it in with previous learning and to relate the lesson to real-world situations; project speaking voice and add more inflection (I feel this will come as she gains confidence); Continue developing classroom management techniques (already doing great!). • Confidence, Timing, Detailed Explanations • I do believe that all 3 of these skills come in time with the teaching profession. has a super strong knowledge base and content foundation. Gaining confidence in herself and finding her "teacher voice" as she addresses the classroom will come with continued practice. Throughout her time in my classroom, I watched her overall timing and details in her explanations improve greatly. was very adaptive and worked with multiple classes, improving in all areas with each presentation. Although she did a fantastic job overall, improving the areas of confidence, timing, and detailed explanations will make her classroom approach even more effective. • could improve his work performance by being reliable. often does not show up when he is scheduled. • Second, could improve his work performance by interacting more with the students. He typically comes in and works on his computer while I teach and does not have much interaction with the students. Finally, could improve his work performance by making his time in the classroom a priority. He fails to show up and multitasks on assignments when he is here. He would greatly benefit from giving his time here his full attention.
Math	<ul style="list-style-type: none"> • Having not observed him teaching I am not sure what he needs to improve. I did not observe or discuss a curiosity as to why I taught some of the concepts he saw the way I did. Never really asked why I structured or stop where I did within a content. • could be more aware of completing assignments and tasks on time. I have only seen him two times out of the • semester. I do not have enough interactions with him to offer any more feedback on this matter.
Science	<ul style="list-style-type: none"> • seemed nervous and was not as vocal with students during her first visit. During her subsequent visits this changed dramatically. was slow to followup at first, but overcame this as well once class expectations and norms were established. All around she was a fantastic addition to the learning environment for the classes that she was able to observe and participate in. • Not sure, has been coming to my class and has been observing my teaching. He did not ask questions, participate in discussion, or offer feedback, so I cannot make any comments on any of these questions.
Social Studies	<ul style="list-style-type: none"> • came to the classroom without much experience in middle school. Her experience was more with college students. She would benefit from more experience at this level. • In relation to this, she could work on delivering content at the middle school level, understanding behavior expectations and becoming familiar with the quality of work expected from middle school level students. All of this should come with more experience. • was an excellent example of how a future teacher should perform, look, act and engage with students. His ratings were at the highest because he treated his observations as a prepared and professional future teacher. He had no weaknesses, and I would trust him to substitute for me tomorrow. • could improve on his communication. There were a few times this semester where he did not inform me with whether or not he is going to show up or not. I had spoken to him about this though. He can improve on his preparation. For example, when it was time for him to teach his lesson. He was not even 100% sure what he was teaching about that day. He just watched me one period and then did it himself the next. In the following years, it is super important to preview your lessons and read up on your topic. Finally, could improve on how seriously he takes things. He has this mentality of...this is "easy" or "I am in theaters, I can make it work". I am not sure if he feels stressed when he thinks his way, but it definitely stresses me out for him. • Communicate to cooperating teacher if going to be absent. • Slow down a bit when presenting to students.

- Can't think of a third weakness. He was just observing for the most part.
- could always work to improve on his content knowledge, continue adding tools to his toolbelt, and continue to work on finding his teacher voice.
- The most important improvement is gaining experience in terms of being in front of students. Secondly, the understanding of the content in terms of conveying it to the students again comes through experience. Lastly, engaging when there is conflict that needs to be resolved. All three will improve with experience in those situations.
- Continue growing pedagogically- she works hard to continue to learn and modify any skills that she feels needs development. Continue developing content knowledge - she takes time to read and investigate topics that are being discussed or presented Continue building relationships with stakeholders - she works hard to learn, know and understand students and teachers
- All of these will continue to develop with time
- Self- care: this job can become stressful and a self care routine can alleviate that immensely.
- Self- assurance: this will come with more time being in front of students.
- Content knowledge- it can be difficult for a person not native to West Virginia to teach West Virginia history.
- loves to lecture of which she is very good. She may need to work on breaking the time up into various activities for this grade level. However, I feel she did a good job doing that, although she expressed that she was a little apprehensive about it.
- Tone and volume. is very soft spoken.
- Confidence
- Modes of instruction, don't rely on direct instruction, be confident in variation
- I think is prepared for his student teaching placement in the Fall of 2024, and I look forward to working with him as his cooperating teacher. At this time, I cannot think of areas of improvement at this time. I am sure things will arise when he is student teaching, and I will addressing those at that time.
- More assertive in classroom management
- Have more confidence in her ability
- Slow down pacing when doing direct instruction. Use proximity as a tool to help with attention. Provide clear instructions and timeframes.
- Showing more initiative as a student observer/teacher. I would have liked to see demonstrate more of a desire to interact with the class, be engaged in lessons, and participate in instruction. mostly stayed in the back of the room and quietly observed. While that can be greatly beneficial, I would have liked to see more initiative to get involved in daily tasks/instruction and to offer his own personal ideas in regards to lesson planning, assignments, etc.
- Developing relationships with students. VERY RARELY was "out of his seat and on his feet" walking around to assist and help students with assignments, greeting them at the door, or offering additional support to those students who were pointed out to him upon the beginning of his arrival who would have benefited from having some one-on-one support from another adult in the room.- did at times interact with some students and showed signs of trying to connect with them. Many students did enjoy talking with- and having him in the room.- would occasionally ask them how things are going as he walked around the room, but overall there was not nearly enough relationship building as the semester carried on. The fact that- was with us for approximately three months and could not address any students by name shows how little he interacted with them while he was there.
- Attendance. As educators, we all know the importance of being present in the classroom. Situations happen and emergencies arise, but at the end of the day, no one can replace the relationships we have developed with our students in the classroom and it is difficult to find people who have attained the knowledge and expertise in our field that we have learned. There were several weeks when we had to alter/mo days he came in. At the beginning of his placement, reasons such as sickness, were given but toward the end of cement with me, no excuses were given with his late-night texts notifying me that "tomorrow is not goingto work". As a student observer, calling off and missing days is pretty manageable, but as-continues into full-time student teaching it could become a major area of concern.- lack of concern regarding not beingpresent, fulfilling his duties, developing relationships with students, and simply displaying that teaching is something he wants to do, gives me extreme concern of whether or not teaching is the path he really wants to take.
- does an excellent job with this placement. The only skillI can see at this time is that she may need to improve on would be her self confidence.
- Attendance and tardiness are an issue that needed to be worked on. Since having a meeting regarding these things have

	<ul style="list-style-type: none"> • improved. • Student was not always as prepared as she should have been. • Students should volunteer to help the teacher with which she is working. • could be more assertive in the decision making process. • The most important improvement is simply experience in the classroom environment. Secondly, is knowledge of the material being taught which will occur as she gains more experience and lastly gauging the students needs in a confrontational situation which comes with experience as well.
Fall 2023	
Elementary	<ul style="list-style-type: none"> • Continue to keep a journal of ideas • Complete more read alouds and classroom activities Continue to stay involve with students to build relationships • More experience leading instruction, planning lessons, creating assessments • strengthening classroom management • knowing how long a lesson will take to teach • being confident! • As a new teacher in the classroom had successfully demonstrated the aspects of a new teacher in the classroom. These comments are mostly ideas for her future growth as a teacher, not necessarily problematic areas in my classroom. • Since she did not have to turn in lesson plans and implement lessons this is an area I think would be important for her to focus on. Especially, creating interesting and exciting activities that enhance the lesson. • Learn how to plan in advance for extended periods of time, such as a calendar year. Though, this could also be the time from Thanksgiving to Christmas when there are several activities that take up time and interrupt the regular schedule, but content needs covered as well. • Finding a balance to being a kind and caring teacher and demonstrating a sense of authority in the classroom. As stated previously, as a first time teacher, she did a good job of keeping the class in control if she was in charge of the classroom at any given time. • Taking initiative in leading lessons and preparing materials • Clearly sharing university course work and assignments with me • Jumping in and helping without being prompted • I would encourage to simply immerse herself more into the teaching position while in the classroom. Approach students during independent work time as well as during instruction to help, clarify, identify strugglers, etc. Contribute during class discussions or pull students to the side to assist. • Take risks, jump into situations to be more engaged. is very knowledgeable and the students respond well to her, I'd love to see her show more confidence around the students. • With the time I have worked with there are very few things that she needs to improve on! • As is just beginning her studies within the WVU education program, I feel the only way to improve is to continue her studies. • Very quiet--finding her voice to help students, step in and correct students, etc. • Showing more initiative to do more without being asked • Management--students will turn around and talk to her while I am teaching and they don't really listen to her to stop until I say something to them. • More experience with student management, understanding when to step away from the students • Top 3 ways this individual can improve her work performance: • Having confidence in herself. • Do not be afraid to take risks or try something new. • Expressing her strengths and weaknesses more. • Use a Variety of Teaching Methods. • is very kind and sweet, sometimes more firmness is needed in certain situations with the students.

- I think could try to interact more with the students. I am not exactly sure how much she was supposed to be interacting with the students during this placement as I believe it was only an observation position. I once assigned her to run a small math group in my classroom when my coteacher was absent without a sub and she seemed to be a little reserved, but ran the group seemingly well.
- In time in my classroom, she has displayed a wonderful work performance. She just needs to keep doing what she is doing because it works in the teaching environment.
- build confidence as lead teacher
- learning engagement strategies
- becoming proficient in grade level standards
- Gaining more experience in the classroom is the most important way for her to improve. Getting more involved with the students while she is here is also something she needs to improve on. When she did her read aloud assignment, the students were all talking out at once, so she needs to find ways to gain control.
- Behavior management
- Knowledge of grade level curriculum
- Seeking guidance for own professional development
- has done a great job. One thing I think that should be approved upon is accessing personal devices or her phone while in the placement. She doesn't do this often, but occasionally she will be texting or checking her phone. has been primarily in an observation role at Cheat Lake. When teaching in front of the class she should work on getting the students attention first before beginning.
- Be more outgoing and interact with the students more. Initiate conversation with teachers and students.
- Jump in and join student centers and ask questions or join in their learning.
- I do not have anything negative to report at this time. I would enjoy having her back.
- can improve her work performance by continuing to practice her instruction, her read alouds, and reading and researching her classroom management strategies.
- lacks confidence with classroom management, as almost all new teachers do. She could benefit from further professional development on curriculum, but is always actively trying to learn about state standards and the resources available in schools for helping students reach those standards.
- Teach whole group lessons
- Exposed to more curriculum materials that are available
- Gaining confidence in herself and her ability to be a great teacher
- was a little reserved at first and took some time to become comfortable in the classroom. I have no doubt that as- increases her time within the school building she will become more comfortable and assertive. She can improve by taking more initiative in the classroom, asking what she can help with, initiating working with a small group, coming up with her own ideas to implement or try with students, ect.
- Ask what you can teach when you're here, communicate when you need something for class before your arrival (helps everyone plan)
- Be more involved
- Don't always wait to be asked
- Ask questions
- set up the lesson with background knowledge and an introduction.
- plan more engaging activities to go with the lesson.
- discuss the goal of the lesson.
- Management
- Data collection
- Relationship building
- Continue to develop a deeper understanding of the curriculum

- has demonstrated a consistently exemplary work ethic. There is very little that she could improve on. I might suggest something such as having more knowledge on how to work and collaborate with students who come from trauma situations. This something that all new teachers should/could learn more about.
- More experience within the classroom will help- to improve work performance. Confidence in herself as a teacher and experience with planning lessons will also help improve performance.
- I think at the level- is in the program, her work performance is fine.
- Engage more with the kids.
- having more time in the classroom
- working with a small group more
- leading a lesson
- Have not seen a ton to come up with 3!
- Learn curriculum of grade.
- She has only observed and assisted with small groups. Without actually teaching any lessons, it is difficult to choose anything.
- I do not know her enough to share her improvements.
- Show more initiative. Ask what you can do, instead of waiting to be told.
- Make sure you're always prepared. (i.e. If you're supposed to lead a Morning Meeting and write the Morning Message, make sure you're ready to do that.)
- Be very explicit when giving directions. Do lots of modeling. Being more direct of what she needs to be doing in the classroom and communicating more with the students. Nothing else I can think of.
- has a busy schedule and has done a great job this semester while working towards her hours while being on the gymnastics team. I would recommend she continue to work on scheduling and time management like she has done this semester.
- Double checking accuracy of work
- I have no input as of right now.
- did a good job. Show your confidence when you interact with the students.
- Use that teacher voice.
- Build relationships with students
- Challenge self
- Consistency is very important to me. Although I understand that things happen, I feel that misses several days, however she always makes up the days.
- Interaction with students- I do feel this will improve as she becomes more involved in the program.
- She should record her in time/out time and total time accurately.
- She should follow through and attend class as she stated she would.
- Be punctual.
- I would love to see her have more chances to teach and work directly with students.
- This student could become more familiar with curriculum best practices, grading, and planning.
- I was very confused on days was supposed to be here and times. I think she could work on time management. When missing a day, she needs to notify prior to the day instead of after the cause.
- can work on being louder with students and more involved.
- is wonderful and being her first exposor to a classroom of children as the teacher has been excellent.
- Her initiative to take on tasks without being asked. This has improved as she has gotten use to the classroom.
- Continue to learn content
- Seeing a behavior issue and using nonverbal cues to decrease the behavior.
- did a wonderful job in my classroom! I did not observe any issues, but will include 3 pieces of advice for moving forward with student teaching.

	<ul style="list-style-type: none"> • Don't be afraid to jump in and help out the students. • Always feel free to walk around and observe. • Never hesitate to ask questions or make suggestions. • is an excellent student observer! She is helpful, can be self directed, engaging and knowledgable. She would be a great asset to any school:) • Finding her "teacher voice" • Taking some more initiative • Seeing other subjects taught (this was out of her control) • Confidence • Enthusiasm • confidence in handling student behaviors (comes with teaching and taking control of the classroom) • knowledge of curriculum (comes with teaching it more often) • taking initiative (walking students in the line, smaller roles in the classroom) • can take more initiative to assist students within the classroom, rather than wait for a directive to do so. Additionally, can put in more effort to get to know professionals around him within the building. Finally, can be more inquisitive of the classroom around him, seeking opportunities and ideas for his future growth. • Exposure to more grade levels • More experiences in teaching • Exposure to more diverse learners • Don't hesitate to jump in and make herself at home • Pay more attention to the surroundings ex: if students are working on assignment do not engage in conversation with them • Follow Directions • Work on Confidentiality
English	<ul style="list-style-type: none"> • Since was just observing in my classroom, I do not see any areas where improvement is needed. • Continue to develop classroom management skills • Strengthen transition tactics • Strengthen ability to multi-task FP-ENG • did a wonderful job acclimating to South and jumped in immediately with my students. She interacted with students on a wide range of needs and showed no signs of hesitation or anxiety. She demonstrated a solid understanding of content as well as a • variety of methods with which to implement materials and activities. • She could speak more one on one with the students, engaging them in conversation. • She could have attended their homecoming parade or other out of school event like a football game. • She could have offered to teach a mini-lesson. • Be more pro-active with helping students • Speak up & be more confident • Take on more responsibilities to maximize the learning experience • could take more initiative in the classroom. She could also interact with the students more. Finally, she could reflect on her performance more and ask for feedback of how she could make improvements. • Even when observing, it is important to introduce yourself to the students and talk to them when able.
Math	<ul style="list-style-type: none"> • and I have discussed that she can work on discipline - "putting her foot down" to lessen misbehavior and distractions.

	<ul style="list-style-type: none"> • She could improve on content knowledge/preparedness and being sure she fully understands a method before teaching and anticipates questions - able to answer questions. Lastly, one area of improvement would be being fully present for observations, or assisting students rather than working on personal homework. • When observing a class make an effort to work with the students if you're going to be presenting to them. • Model behavior you want from them... if you don't want them on the phone while you're working with them, then don't be on yours. • Work on time management. I know we have many demands on us but time management is an important skill that will help with the stress of that.
Science	<ul style="list-style-type: none"> • Discipline of students, have strong knowledge of topic/worked out examples ahead of time, gather class attention to move on when lulling in individual progress • Summarize main ideas in writing • Interact more with students • Be more enthusiastic • She can keep learning and growing as a professional. • needs to think more about his audience for an activity and make sure it's appropriate for their knowledge level. • He waited until the last minute to get his activity plan into me which then delayed him getting to present to the class. He didn't get to complete the second day of his plan because he reported to me he was out with Covid. • When he came in to observe I would have expected him to want to make a connection with the students he was going to present to but he didn't. He spent much of his time on his phone. • Show up to work, communicate clearly with supervision • Practice, practice, practice. Trying the same topic more than once will allow for an opportunity to modify and improve a lesson. • Get involved with other leaders, teachers and staff at the school. The support will benefit all involved. • Don't be afraid to try new things, but don't try to reinvent the lessons from scratch. Use all the resources you have available. • Improve Instructions and directions • Provide clear feedback • Leadership / management of students
Social Studies	<ul style="list-style-type: none"> • made great strides in communicating with the students and getting to know them, but of course this is something that everyone needs to continuously work on. • is very soft spoken, which I also think will change with time and experience. • did a wonderful job and I honestly did not see much except the couple things I listed in which he could improve. It was very difficult to find anything in which he needed improvement. • needs to improve on notifying his supervisors of any absence. He did get better over time, but an employer will not accept excuses about not calling in or calling in late for work, especially when students are waiting for a teacher. Secondly, needs to take the initiative to jump in and help with students when he sees the opportunity present itself. I am concerned about how will adapt in a fast-paced environment. Experience will hopefully help him grow in this area. • does not have identifiable weaknesses to improve on, but any new teacher could improve on classroom management skills, time management, and professional development opportunities. • I did not observe any mistakes or errors in judgement and do not have any examples of certain improvements. • was an observer so I'm not sure I can pick out 3 ways. She showed up on time, did whatever tasks I asked and always behaved appropriately. She took advantage of the opportunity to go watch other teachers in our department which demonstrated a • commitment to making the most of her observer opportunity. • Continue to gain valuable experience. • Honestly, I can't think of any. has been so wonderful, has shared resources with me (and vice versa), and has been so helpful. I truly wish he could come back to be my student teacher full time.

	<ul style="list-style-type: none"> • just needs to keep working to grow as a teacher, putting in the time and effort with students to experience this growth. • Should ask questions more frequently • Take the initiative to get involved a bit more often • Time management • I have stated that time to show up on schedule has been a problem a couple of times. promptly emailed me before the school day to tell me he was absent. I think this may tie into the goal setting. • More than anything else, needs to improve on his attendance and dedication to the teaching profession. • Practice working with students more, practice being the leader of a lesson, and speak with more volume and conviction • Continue to observe differentiated instruction to prepare and complete lesson planning • Continue to observe and analyze curriculum design/needs • Continue to examine the structure of IEP and 504 plans and their impact on lesson planning • The obvious way to improve is through experience. The individual needs more time in front of students, developing lessons and units, and learning through trial and error. • is only an observer so she doesn't have to have a lesson planned, but I would like her to do a mini-lesson or activity with the students in December. • Through the observations from my classroom, there was very limited actions that I could say needs improvement.
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Section VIII. Skills Survey Qualitative Results of Improvements for Candidate's in Clinical Placements

Spring 2025	
TPP	Comments
Elementary	<ul style="list-style-type: none"> • Self confidence to do things independently without checking, staying on task/topic if distracted, time management in small groups • She has exhibited strengths consistently throughout her placement. One way she could improve is by maximizing her work environment where a work space is created that helps her focus and can lead to even better performance. Also, by staying up to date on continued professional development such as additional certifications can make her more marketable in the workforce. The last way she can improve is by enhancing her time management. This will boost her efficiency with multiple tasks where she can avoid needing to take work home on the weekends. • Show awareness of work performance and self evaluate to adjust lessons for following year. • Use innovative thinking to go beyond traditional methods— always look for a variety ways you can teach a lesson. • Quickly adapt to technologies; always look for ways to use technologies in the classroom to enhance learning. • She is willing to learn and grow and I have no doubts that she will make an amazing teacher. • Classroom management: Set clear expectations for behavior and routines. Naia does a great job implementing positive reinforcement ideas, but could be used more consistently. • Time Management: Over planning lessons to make sure all class time is used effectively. Use of planning period efficiently. • Lesson Planning & Delivery: Being familiar with county curriculum and how it functions, pre-planning and going over specific lesson vocabulary. Being familiar with planning or using formative assessment regularly. • Seek Constructive Feedback Regularly - Continue to ask not only me, but students as well on what they think went well/didn't go well. • Classroom Management - Continue to stay consistent with high expectations. • Time Management During Lessons - Continue to work on pacing lessons to allow enough time to cover content while allowing time for questions, engagement, and reflection.

- She continues to grow in her classroom management as well as time management abilities. Additionally, she continues to work to improve her ability to manage stress of the job.
- I encourage her to continue to be reflective and always open to new ways for reaching our learners.
- Another suggestion could be to focus on family involvement and how to reach out to the community for our learners.
- The last suggestion would be to continue to look at data to drive instruction and help students fill in those missing gaps.
- Work on keeping all students on task, especially those who are above-level.
- Work on behavior management and consequences.
- Work on in-person Parent communication
- She will improve as an educator as she grows in her knowledge and use of instructional strategies. As she spends more time in the classroom, I think her ability to juggle all of the tasks in conjunction with her stress level will improve. She can also grow in confidence with delivery of instruction.
- Classroom management, time management and flexibility when plans need to shift
- I would like to see her grow even more with how she engages all students in hands on learning. With time, she will better determine when to switch gears if necessary. I think that she will feel more confident doing so within her own classroom in the future.
- She has wonderful ideas and I hope in the future she feels more confident sharing her ideas with teachers and administrators.
- I would like to see her grow more into her classroom management, something that takes teachers years to cultivate.
- As with all student teachers, she will strengthen her classroom management. She will develop her "teacher voice."
- She has done an amazing job in my classroom She just needs to keep doing what she is doing. She is meant to be a teacher.
- It is difficult to find three ways for her to improve. Self confidence would be one way she could improve. The second way would understanding the curriculum better, but that will happen in time within her own classroom. The third improvement would be increasing her knowledge in dealing with troubling behaviors and not taking them to heart.
- Class management: Reminding students of the rules for talking before students are off task.
- Work on transitions from subject to subject.
- Walking around the classroom making sure everyone is on the same page and following along.
- Could improve on getting to school a few minutes before starting time
- Could improve on keeping track to attend meetings (IEP's)
- Thinking outside the box to differentiate, to reach all student levels
- She needs to become more confident in herself and her skills. She is really good, I just want her to realize this.
- Organization- Keeping dates/papers organized. Taking notes when having meetings or conversations to remember things.
- Confidence- Being confident when talking to a group or teaching in front of students.
- Being prepared- Have materials ready to know and plans done ahead of time.
- From the start of any job opportunity set expectations so she would need little to no reminders of the expectations.
- Opportunity to advance plan for upcoming weeks
- Strengthen her belief in her abilities
- She is an amazing student teacher who will be an asset to any school. She's doing a great job and demonstrates strong potential in all areas of teaching. While no major areas of weakness are noticeable, there are always opportunities for growth—especially in areas that naturally develop with time and experience.
- Classroom Management – Continued experience will help her refine her strategies for managing student behavior, transitions, and engagement. This will support a consistently positive and productive classroom environment.

- Deepening Content Knowledge – As she begins her career and takes on full-time teaching responsibilities, she will have the opportunity to further deepen her subject matter expertise and strengthen her instructional delivery across content areas.
- Ongoing Professional Development – Her growth will be enriched through continued learning opportunities. Staying connected to new teaching strategies, educational research, and collaborative networks will help her remain reflective and innovative in her practice.
- She has built a great rapport with students. She established a positive and respectful classroom environment where all students felt safe and valued. She will need to continue this positive rapport outside of the classroom and extend it to parents/guardians. Classroom management is something that will continue to grow as she gets her own classroom. She did a great job of coming up with unique ways to show positive reinforcement with students. She will need to continue collecting materials and methods to help adapt instruction to meet the diverse needs and learning styles of all her students.
- None at this time, she has done a wonderful job!
- Continue to learn standards
- Continue to strengthen classroom management skills
- Continue to expand planning
- She has a strong sense of organizational skills when creating and planning lessons. I would like to see her adapt more when things are not able to go as planned, such as when technology is failing or if the internet goes out. Having a backup plan and a backup plan for that backup is always good to have to pull from. Being prepared and having things ready before the start of the day is a great way to set yourself up for success. This isn't something she always has a problem with, but I've noticed that things can be more stressful for her when she feels like she isn't ready or prepared for a lesson as much as she could be. Time management is always something that can be improved upon, so setting timers on your phone or alarms to get yourself on track throughout the day can be a great way to keep yourself where you need to be.
- Confidence - I have seen over time she is gaining more confidence.
- At this time, I do not see any work related performances that need improvement. As she gains experience and exposure, classroom management skills, and curriculum understanding and depth of knowledge will continue to solidify and improvement.
- She should work on becoming more familiar with state standards and current curriculum.
- She should continue to develop classroom management skills such as managing smooth transitions and addressing off-task behaviors.
- She should continue to improve upon preparing for lessons before students arrive to ensure a smooth start to the day.
- As her experience in teaching grows, Grace will take student behavior issues less to heart, refine her lesson planning pacing skills, and be more organized with the multitude of daily tasks a teacher must complete.
- Become more familiar with state standards and current curriculum.
- Continue to improve upon preparing for lessons before students arrive to ensure a smooth start to the day.
- Transition between lessons and activities.
- Don't wait for a cooperating teacher or university supervisor to provide feedback. Proactively ask specific questions about areas you're working on or struggling with. For example, "Do you have any specific suggestions based on what you saw today?"
- Classroom Management- however this is an area teachers work on yearly depending on the class and students that you have.
- One strategy that many effective teachers use is to circulate around the room during independent work times. This allows one to have a better sense of how students are progressing and if anyone needs assistance without them having to interrupt their work.
- Manage time for lessons to make. Work on finding more hands on activities or ways to actively engage students.
- nothing comes to mind
- She is growing in the area of classroom management. Like most beginning teachers, she will need to continue working on consistency in discipline. Riley is not confident in phonics instruction. Math is her comfortable subject. She will find her stride when she has a curriculum that she has been

trained in. Our county uses Reading Horizons, and it requires rigorous training to become proficient. Riley is a bit intimidated with it. She lack more confidence than ability. That said, she is doing a good job and our students are thriving.

- Although she has improved a lot this year, Kyra could improve classroom management skills.
 - Patience
 - Assertiveness
 - Planning lessons more in advance
 - Be confident when redirecting off-task behavior and/or discipline is necessary.
 - Keep up with lesson plans....detailed as needed.
 - Follow up with students if they need additional assistance on a particular standard, concept, or activity.
 - She shows many strengths so it is difficult to make comments on ways she could improve work performance.
- My advice to beginner teachers is- to trust yourself, be confident in your abilities and always be willing to adjust your instruction based on the needs of your students.
- Developing classroom discipline. (as most new teachers need)
 - Finding more hands-on learning (STEM, group projects, etc.) and less worksheets especially when it's a holiday.
 - Using platforms like See Saw to communicate more to parents.
 - She does a great job. She will need to on controlling noise level when all the kids want to talk at once, but they feel comfortable with her and want the participate and learn.
 - Improve behavior management
 - Time management for lessons - know how to fill time if needed
 - Tone of voice - using a positive tone and engaging voice
 - She is often one to take in her surroundings and I would like to see her continue to have the confidence to jump in and address a problem or situation. She already has grown in this area, but I want her to continue. Also, I would like to see her push students to elaborate more on information, especially in reading. She does a great job in math, but I want to see her ask questions to push students to deeper thinking in reading.
 - Although there are not many areas I feel she needs to improve on overall, if I had to choose the ways she could continue growing it would be bringing lessons to a close more seamlessly and connecting main idea at the end and planning with the end in mind by thinking of how to assess student learning at end of units.
 - She needs to work on time management in the classroom.
 - She does a wonderful job! She works hard to reach and meet all of her students' needs. She can, though, stress herself too much. She does too well to worry about the days that aren't a 10/10!
 - provide more hands-on activities
 - She set high behavioral expectations in the classroom. She could continue to practice setting, implementing, and reviewing behavioral expectations.
 - She could continue to practice effective classroom management strategies.
 - She could continue to plan a variety of engaging instructional strategies with her lessons.
 - Enhance Classroom Management Techniques: The intern should focus on developing a consistent system for managing student behavior, using clear expectations and positive reinforcement. Observing experienced educators, seeking feedback from mentors, and implementing strategies such as proactive routines and transitions will build confidence and authority in the classroom.
 - Strengthen Student Evaluation: The intern should work on aligning assessments with learning objectives and using a variety of formative and summative tools. Reflecting on student work with mentor guidance, practicing data interpretation, and providing specific, actionable feedback to students will improve this skill.

- Refine Lesson Planning for Clarity and Engagement: The intern should focus on creating lesson plans that are both standards-based and student-centered. They can improve by ensuring clear learning objectives, varied instructional strategies, and appropriate pacing. Incorporating time for student interaction and checking for understanding will increase lesson effectiveness.
- Build confidence by continuing working in the education field
- She could take more initiative in planning and material preparation without being asked.
- She struggles to ask for help, assistance, and feedback when needed.
- She can improve on time management and lesson pacing.
- Since she is extremely organized and committed to completing her work, it is sometimes difficult for her to understand why some students don't have the same motivation and dedication to their own learning. She has made great strides with this and is becoming more flexible with students work habits in an effort to help them be as successful as possible.
- As a teacher it is difficult to not show some balance of favoritism. Even if this is not intentional because students that are always done with work and do what they are supposed to, tend to be those who are called on to complete other tasks. She does show love and respect to all students but needs to make the effort to ensure those who are more quiet and bashful or slower with work get extra attention as they are easy to overlook.
- She does a great job with lesson plans and incorporating the standards that need to be taught. As she progresses as a teacher she will learn to balance the important aspects of the basal / required curriculum and supplemental materials that enhance the lesson, especially with enrichment materials that help with differentiation. This comes with time and understanding of the expectations of the school and district she will be teaching in.
- trust in her own abilities
- Devote more time to planning lessons and activities.
- Show initiative consistently.
- Be aware of schedules and expectations of teaching profession (i.e. trips away from the internship)
- She will and can continue to improve on interpreting data, to make decisions and solve problems in the classroom, and seek out opportunities to learn new information in the everchanging world of education.
- She is fantastic! I would work with her again.
- This is extremely difficult for me to even come up with anything. One way she could improve her work is seek out feedback. For example, when she is teaching something she could ask for my thoughts or how she could improve what she is doing. The second way she could improve is by having more communication with parents. I kind of take over the parent contact right now and haven't given her much responsibility with this, although I know she would do just fine if she had to do this. The third improvement would maybe be to keep a reflective journal throughout her teaching. This way she could write some things down that help her tweak and make adjustments to her teaching in the future.
- She could improve by gaining more confidence and familiarity with the content material covered. She was gaining more the more she worked with the topics, but will need to continue to grow. Next, she could also improve on working with data - interpreting it and using it to guide instruction across the content areas. Finally, she could work on keeping up in a fast-paced environment. Again, she was getting more and more confident with that as her placement went on, but she could continue to grow in that way.
- The only area of weakness of note would be the pacing of lesson delivery. She tries to make sure that all students complete a task before moving on in the lesson. We have discussed moving on when a majority of the class is finished to avoid losing the class attention. I explained that we would catch up the students who work slower at small group time. She has already started to implement my suggestions, and I am sure as she gains more experience with teaching she will continue to improve.
- Be mindful of what is being said so it is a critique and not a criticism (delivery can sound belittling)
- Be better prepared with lesson plans, materials, delivery of information
- Be on time and stay on topic

	<ul style="list-style-type: none"> • She is going to be a wonderful teacher. She should just continue building relationships with her future students the way she did with the students in my classroom this year. She will continue to gain experience, and that alone will help her to keep growing as an educator. She can also reflect on her experience from her student teaching placement to make improvements for the future. • Scaffolding of units from prerequisites to assessment • Classroom management • Questioning/wait time • She is working on clear written communication. • She is working on reflecting on her instruction and making changes on her own. She is great at asking for help but we are working on generating ideas on her own. • She is still working on depth of knowledge in all subject areas that will be increase through experience with the material.
Math	<ul style="list-style-type: none"> • Grasping and containing the attention of all students throughout the class (limit students having side conversations) • Speed of lessons can increase; wait time for students can be a little long which in turn has other students getting off task. • Urgency to get through topics • work on planning entire unit progressions, by the end goal of an assessment already in mind. • differentiate lessons to run different levels of content concurrently, supporting student engagement. • implement grouping strategies to best structure student learning.
Physical Education	<ul style="list-style-type: none"> • She needs to keep working to improve her confidence in her abilities. She is very smart and hard-working and does a great job with students! • Keep seeking opportunities to learn something new to add into the classroom! New technologies, new skills, new ways to assess, behavior management strategies, etc. • Keep working on time management within the classroom! Her time management improved greatly during her time here at Brookhaven, but it is something that can always be improved upon! • Continue to create relationships with your students and help them to become more engaged. • Continue to work on classroom management skills • Continue to stay up on new trends and activities that are available to utilize in lessons. • Continue to build on different strategies inside of P.E. • Continue to participate in extended learning inside the profession. • Continue to develop strong relationships with your students. • Establish clear classroom expectations and management • Continue to incorporate technology into your lessons. • Could have better time management skills. • Sometimes didn't discipline students when necessary. • Could project his voice better in classroom environments. • Be more assertive and command the respect of the students when he is leading instruction. • Challenge the highly skilled students to achieve even more. • Be more assertive in discipline whenever necessary. • She could be more engaging with students showing more enthusiasm. • She could give more feedback to students as they are participating in the lesson. • She could use her time to prepare before a class more wisely at times. • Gym voice needs to be a bit louder. There is an echo in the gym that makes it a bit harder to hear people who are soft spoken. • Being able to fill a full period. A few times there was 5-10 extra minutes left in class and the students would get a bit restless

	<ul style="list-style-type: none"> • Sometimes he could give better and more detailed feedback to students. • Time Management-comes with practice • Transitions-lining up, moving on to next game etc. • Start/Stop Cues • Just get more up-to-date with computer programs, especially Google drive/sheets/docs/classroom. He does okay with these, but he has told me his knowledge could be better! • Make sure to use to correct capitalization, spelling and grammar in things such as emails, lesson plans, anything within the workplace! • Keep working to give clear instructions. This is something he has improved greatly upon during his time here at Brookhaven. He has become more direct and clear in his instruction to tell and show students exactly what they will be doing within an activity. • Varying up and adding additional lead up activities and games that build up to the final game during his units. • Using the students to help out during the lesson to help with transitions and putting materials away. • Show more enthusiasm/excitement while teaching (changing voice complexion to show emotion) so kids will match the energy. • The only thing that stood out is that Josh has a relative quiet and more laid back personality but vastly improved during his time with me. He got more vocal and was able to take control of the classroom. Josh will be a very good teacher one day,
Science	<ul style="list-style-type: none"> • Project voice better in larger classrooms • More experience - will get this after being hired (There is a big difference between "student teaching" and teaching your own classroom). • Learn to say no (this may impede completing tasks once fulling employed).
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Agriculture	<ul style="list-style-type: none"> • Improve knowledge of Student organization (FFA) • I think that she does a great job in my experience with here. She is here observing me and assists when I ask. It is hard for me to say what she needs to improve on, because there is nothing that I have observed that has made me say "Oh my" or that I have had to address with her. If I had to pick something, I would say communicating being late/absent due to being sick. • She could work on more differentiation and adapting to special needs or IEP/504 students. • She could work on long term planning and alternate assessments. • She could work on managing behaviors more and having experience with discipline. • Believing that she is an expert in her field. • Believe that people want to hear what she has to say • Understand that she cannot prevent mistakes.
Elementary	<ul style="list-style-type: none"> • Reflective practice: regular self-reflection helps in identifying areas for improvement. After each lesson, she can ask herself questions such as "What went well?" "What could have been done differently?" • Student engagement techniques: Try new techniques to boost student engagement, such as trying different questioning techniques to encourage deeper thinking and to get all students involved. • Building strong classroom management skills such as fine tuning those skills to be the best teacher possible. • Communicate and collaborate with teachers clearly what will be taught, and the objectives • Intergrate technology with lessons to make engaging • Motivate others with diverse needs and build relationships to find ways to get them learn and feel good about it. • She is currently working on her classroom management, questioning, and pace while teaching. • Building Confidence in Teaching**: She has made great strides in her teaching journey. To further enhance her effectiveness, focusing on building confidence in the lessons she prepares could be beneficial. With more self-assurance, she'll be able to engage her students more effectively during her lessons.

- Enhancing Teacher Presence**: She has a wonderful opportunity to develop a strong "teacher presence" in the classroom. By actively walking around, engaging students with questions, and working closely with them, she can create an environment that demonstrates her leadership and authority as an educator.
- Strengthening Classroom Management**: She is learning valuable techniques for classroom management. Continuing to work on consistency will be key. By being firm and following through on student consequences, she can establish greater authority and create a more controlled learning environment.
- Be specific when giving feedback to students
- Continue to move around the room more to check for understanding when students are working independently
- She is a wonderful student teacher who exhibits the love for the profession. The main thing she could improve on is her confidence in her lessons. She has well thought out lessons and delivers the content in a meaningful way. The more confident she becomes it's just going to enhance her teaching. The next thing would be time management and thinking out how long her lessons will take. With this, making sure she has "to do" items ready for the students if they finish the lesson or early.
- She continues to work on managing time and breaking tasks up over a few days to ensure it gets completed. Additionally, she is working on taking more initiative on tasks that need completed. We are also working on maintaining the boundary of teacher rather than peer.
- Confidence in ability and when performing a task.
- Learning how to multi-task with better efficiency, and deciding which task is the most important to complete first.
- Flexibility, able to change lessons on the go when needed based on the students needs.
- Differentiating Instruction: While her lessons are engaging and well-organized, exploring ways to further differentiate for varied learning styles and abilities can deepen our students' understanding.
- Time Management and Pacing: She has demonstrated strong planning skills, and refining her pacing within lessons can help ensure that each part of the lesson receives adequate attention.
- Building Parent and Family Communication Skills: Developing consistent and proactive communication with families can enhance student support beyond the classroom.
- It is hard to think of three items to improve on. She is currently working on a louder instruction voice, understanding the teacher Manuel's, and working with the online versions of the curriculum.
- regular attendance
- slower pace of instruction
- grow in knowledge of best practices and research based instruction
- She is still finding her confidence, it has grown immensely, but is an area that still can grow.
- Time management when teaching a lesson.
- She struggles with redirecting off task students, she is getting better.
- As she becomes more comfortable teaching, I believe that her classroom management will improve too. She will become more of an expert in the curriculum once she is teaching it on a daily basis. Lastly, I believe that she will become better at prioritizing the elements of a lesson and assessment as time goes on.
- She does a great job. She just needs to believe in herself a little more.
- She has a strong grasp on the students and is eager to help them. Sometimes getting hurt in the process. If a student is removed from learning due to behavior concerns she tries to fix the situation. Sometimes it causes her being yelled at or physically hurt.
- She is an asset in the class and really just needs time to learn her way to accomplish success.
- She could improve her classroom management. It is easier to deal with issues when they are small instead of waiting until the issue has grown bigger. For example, when students start talking, it is easier to stop the first couple of students than the whole class.

- As teachers, we often speak about students behaviors, grades, etc. She would benefit by being mindful of volume and who is in ear-shot at the time. A few times I was unsure of her schedule coming and going into the classroom.
- Confidence in her ability to teach, and have the students understand what she is teaching, this will come with time and experience.
- Be prepared when coming into the classroom. Lessons done. It would great if you could let me know the plan ahead of time.
- Choose a variety of ways for the kids to learn. They like to move and do different things.
- Have confidence when you teach!
- While not a concern, there are areas where my student teacher can continue to grow with time and experience. One area for improvement is the management of small groups when she is not directly working with them, ensuring students remain on task and productive. Additionally, developing a deeper understanding of content will enhance her ability to provide enriched and confident instruction. With her strong work ethic and eagerness to learn, I am confident she will excel in these areas as she gains more experience in the classroom.
- She has a lot of patience which allows her to handle more challenging students. She and I are working on a behavior plan that can be carried out throughout her student teaching experience. Classroom management is an area where most teachers need to adapt from one classroom and/or student to another.
- She has done a wonderful job this semester and I don't have too much constructive feedback for her because she often brings it up to work on as we go!
- Behavior management of students with more severe behaviors
- Reviewing assessments to inform future instruction
- Differentiation within a whole group setting.
- Continue to learn the curriculum
- Continue to improve classroom management
- She could improve on initiative as far as undertaking more leadership within the classroom. She does great with established roles and routines but I would like to see her make things more her own.
- I think that having more support in de-escalation strategies for students that have severe behavior disorders would help Ava improve in classroom management.
- She could benefit from activities that have her let loose with students and develop personal relationships even further with them.
- Step up and do things on her own.
- Find new ways to teach the content.
- Be prepared to step in and help with class routines.
- Time management while teaching. (Stick to schedule as closely as possible)
- Classroom management. (Routinely enforce school-wide and classroom expectations)
- Self reflection. (Consistently look for ways to improve own teaching practices)
- She can continue to work on classroom management and delivering instructions in a more clear manner while waiting for student's full attention. She can also work on lesson planning for the entire day or week versus individual lessons.
- Taking more initiative in the classroom. Walking around during lessons or classwork time.
- Time and classroom management while teaching. Routinely enforce school wide and classroom expectations.
- Increase enthusiasm for teaching.
- Classroom Management: Next semester, I would like to see Juliet creating clear expectations with students before the next activity/before transitioning. This is the hardest part in a classroom.
- Student Engagement: She does great with small groups! However, I think keeping the whole group engaged is key to effective teaching. We talked about having students be involved with whole group teaching.
- Lesson Planning: I am excited to see Juliet lesson plan with our team & share her ideas to make a lesson engaging & effective.

- Make sure students are being respectful/listening while she is teaching/talking. Find ways to engage students in a variety of ways...try different teaching methods.
- Continue learning and self reflecting
- She is doing a great job! As with any beginning teacher, she will need to work on developing a strong, no nonsense presence in order to execute a strong classroom management system. She is pretty, soft spoken and the children love her. She will need to work on being firmer.
- She needs to continue working on presenting material in the very lowest terms for kindergarten. As she takes over planning, she will need to break down the material and then break it down again. Kindergarten is challenging in that every concept and every procedure needs to be reduced to the easiest of terms to build in order to build strong foundation of background knowledge.
- She needs to continue to develop confidence in her knowledge and ability.
- She could improve her classroom management skills in the hallways.
- She could improve her different teaching styles.
- She has truly gone above and beyond while in my classroom. Everyone who enters my room enjoys working with her. She is responsible and respectful. She has been an asset to our classroom community. If I had to give 3 suggestions on areas she could possibly work on, they would be . . .
- Projecting more excitement into voice when leading groups of young learners.
- Thoroughly explaining directions
- Avoid allowing learners to dominate whole group learning/discussions.
- She possesses many qualities of a great teacher. She does an excellent job instructing the students and working one on one and in small groups. She has built great rapport in the classroom and in her work environment.
- Work on disciplining.
- Work on ELA (phonic, phonemic awareness, phonemes)
- Explaining things on their level in math.
- She is very dependable and is very relatable with the students. She could take more of initiative in the classroom, however she is also easy improving on that since starting
- I would like to see her push herself out of her comfort zone. I would like her to think about difficult lesson plans, have her try new things, and encourage students to reach a higher level of engagement with her facilitating the lesson. Her lesson plans are good, but I want to see her continue to preserve them to make them better.
- I would like to see her take the initiative to do more in the classroom and not feel that she has to wait for me to give her direction to complete a task or work with a student.
- I want her to think about the 'next steps' when it comes to student learning. She offers positive feedback, but I want her to think about what specific feedback can she offer where students are going to push their thinking to a higher level or clarify a misconception.
- Assertiveness when implementing classroom management strategies
- Growing self-confidence
- She needs to work on time and noise management within the classroom.
- Remember to always continue to grow, don't ever become too comfortable. Also, there will always be people that are challenging to work with and you must find ways to connect even in the most difficult or uncomfortable situations. You are there first and foremost for the students and must advocate for them and yourself.
- varied instruction
- time
- explanation
- Use daily routines and procedures to improve classroom and behavior management.

	<ul style="list-style-type: none"> • Set clear academic expectations when implementing a lesson or assignment. • Use a variety of instructional strategies and practices to enhance student engagement and understanding. • She is a valuable asset to our fifth grade classroom. She has improved tremendously since August with finding her teacher voice, self-confidence, and role(s) within the classroom. I look forward to seeing her continue to grow and learn throughout the school year. • Continue to gain knowledge of content and whole group behavior management • Classroom management • Task initiation without being asked • Being more assertive with students • Understanding the differences of the children and their intrinsic and extrinsic motivation as well as their personal dedication to their education. She does well trying to understand, though our student population is a high percentage of low SES which is often difficult to understand what children go through at home. • When starting full time student teaching, work on finding fun activities to support and enhance the learning lessons. • She has helped with reading and small groups, though when she starts full time student teaching and is here everyday, I would like to see her focus and plan small group lessons. She does help and meet with students now, but I would like to see her build her small group skills by having the ability to see students daily. • Show more confidence in her amazing abilities! • Initiative • Assertiveness • continue a deeper understanding of curriculum standards • continue to improve classroom management skills • continue building relationships with students • Behavior Management • She contributes greatly to the classroom by her knowledge and personal relationship with the students. Three ways she could continue to improve is learning curriculum and learning standards for third grade, by progress monitoring lower-achievement students on concepts, and by self-reflecting how to change a conceptual lesson that was not mastered by students. • Step in to co-teach more (this is tough to know when to chime in, we are still learning each other), ask more open ended questions, reflect more on teaching practices to make adjustments in future lessons • She needs more experience working in the classroom to gain confidence. She also needs more practice creating lessons independently. Finally, she needs to work on differentiating the activities that she will do. • She will improve her delivery of instruction with more experience. She is only teaching the whole group for 2 lessons a day. She does a great job planning and preparing for the lessons but needs more practice delivering the lesson especially with the pacing and flow of the lesson. • He needs to work on appropriately planning and using appropriate materials and standards. He has presented lessons for 5th grade with the objectives for 3rd grade. He has had trouble arriving on time. This has improved since bringing it to his attention. He also struggles to have lessons and materials prepared ahead of time. On occasion he has struggled to follow directions. For example, when asked to count out a box of papers for our class, he counted one page and then went on to something else. • She is working on building confidence with her whole group lessons including classroom management and time management. • Classroom management • Time management • Making changes based on student performance
English	<ul style="list-style-type: none"> • Developing classroom management skills. We have discussed this as one of her concerns. She takes advice and incorporates that advice into her lesson.

	<ul style="list-style-type: none"> • It is not his fault because he came in the middle of the semester; however, it would help to be more organized. His timeliness in grading could be better. He could show more modeling of the work with students. • She is an amazing teacher candidate and has great command of the classroom. As with all young teachers, she can work on pacing, but beyond that, she is on target. • Timing, Scaffolding, Confidence • One way that she could improve on her work would be to try and implement different strategies into the classroom such as jigsaw, four corners, peer review, group work, etc. This is not entirely her fault though due to the nature of the lessons we have been conducting while she has been here have greatly required direct instruction/modeling, so her being able to release power more to the students would be good. • Another area that she could improve upon would be to gain confidence in her abilities instead of always looking for confirmation from me during/after her lessons. She knows her stuff, but she seems a little worried she may be "teaching wrong." • The last area she could improve upon would be to become a little more familiar with collaborative structures and including the collaborative teacher into instruction. She does so a little bit, but there are more structures that could be utilized that may help spice up instruction and keep students engaged. • She needs to trust in her abilities as a teacher so she can lessen her stress. • Be more assertive • Slow down when asking questions, and give a longer response time. • Encourage more discussion • I can only think of two aspects on which to work, which would be helpful for all teachers. He can build confidence and avoid being overly self-critical, focusing on each small success in his teaching and viewing challenges as growth opportunities. He should work on wait-time strategies (e.g., counting to five silently after asking a question to give students time to think and respond). Progress will come with patience and practice for both him and his students.
Social Studies	<ul style="list-style-type: none"> • I am not sure how to give 3 ways to this situation. He has come in with the ability to teach in my room. He always is eager to learn and fact check if unsure. He will be an asset to any team. • Work performance was exceptional, continue to gather all those supplemental resources and continue to read on classroom management. • Spend more time acquiring/getting familiar with the content that is being delivered the week of instruction. • Address the students that are off task - walk around/ proximity. (Classroom management) • Work on giving directions to students in a clear, thorough manner. Don't hesitate to repeat/rephrase, or ask students to repeat/rephrase to ensure understanding. • Continue to work on becoming comfortable with unfamiliar content. Don't be afraid to write/use notes during lectures or other activities to help you become comfortable with the content and to make sure you don't forget something that you want to share. • Work on adding more detail to your lesson plans. Think about writing them for someone who has no knowledge of the content so that they are thorough. I would recommend including objects/guiding questions in your lesson plans, as this is usually something that administrators look for when conducting observations. • Reinforcing expectations for behavior, while I don't view it as a weakness I do think that it needs to be something that she continues to work on. Honestly, it will come with time. • She did a very good job learning student names quickly. Sometimes, however, her tone can be a little sarcastic, which can be hard for some students that don't pick up on it. Sometimes that can also come across as her not thinking the work is important, or that she doesn't really care about it. I know she does, but sometimes students can interpret that as they shouldn't care either. • She has done a good job developing positive relationships with students. I would say the only thing to work on is discipline. It doesn't mean she has to be harsh to students, but it's not good to ignore students who are acting out or not following rules. It can quickly spiral to everyone thinking they don't need to follow rules. Nipping small disruptions early can prevent future issues.

	<ul style="list-style-type: none"> • With block periods, I allow each class a 5 minute break during a transition. She sometimes allows these breaks to go on for 10-12 minutes, which eats into instructional time. Sometimes she allows students to run conversations that are meant to purposefully extend breaks and cut into the time they need to work. She also tends to let students pack up too early, which can lead to behavior issues. I've encouraged her to use any extra time at the end to review with students. • He could focus on becoming more organized in his instructional approach. • He should continue to hone the skill of reflection. • He should always work to improve his content knowledge. • Medium and Long Range Planning • Subject Matter Acquisition • Differentiation • Continue to grow - Focus on improving delivery - directions, engaging with thought-provoking questions, multi-tasking. Classroom management - focus on awareness of the room and asserting expectations. Communication - dedicate time and effort to communicate with adults that are essential to your success as well as parents to keep students on correct path. • She does an outstanding job in the classroom, and this will only continue to develop and improve with experience. • Classroom Management: She has good classroom management skills. This will be an area that she will continue to develop, especially when she has a classroom of her own. • Content Development: She is strong the content areas that she is teaching, but I am a firm believer that once you have your own classroom that your understanding of the content will grow over time.
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Spring 2024

Agriculture	<ul style="list-style-type: none"> • adaptability • content knowledge • communication with peers
Elementary	<ul style="list-style-type: none"> • could work to improve her quality of instruction by becoming more comfortable and knowledgeable about the subjects before teaching them. • should continue to improve her classroom management to increase lesson effectiveness. • could work on interpersonal skills to build relationships with colleagues throughout the school and taking initiative to anticipate needs and be a valuable member of the team. • Continue to have more experiences to work with different groups of students. • Continue to explore classroom management techniques that work for various groups of students. • Continue to develop knowledge of curricula at elementary grades. • will learn as she obtains more work experience I'm sure on how to gather a variety of sources to understand a problem or standard by looking for more information to assist her with instruction for a lesson to make it more well rounded and challenging. This in turn will also assist her in producing more high quality lessons and she will gain stronger knowledge of her curriculum materials to use to help guide her instruction. • She is an exceptional educator who could benefit from strengthening her formal writing skills; however, this is currently compensated well by the use of technology. One of the ways that she could continue to excell as an educator is by strengthening her technology skills and incorporating more technology into her instruction. Finally, as a lifelong learner, she will continue to grow as an educator and strengthen her delivery and diverse current teaching strategies. • has done a wonderful job within the classroom. Some of the areas she is working on is perfecting all grade level grammar and math strategies for intermediate grade levels. However, she does a wonderful job of looking up the information or asking for advice/assistance on both areas. • As she enters her own classroom in the future, work performance could improve in the following areas:

- Time management - doing better with being prepared with all plans and materials for a day's lessons - student teachers are often too inexperienced to "wing it" and preparing materials during class time takes away from productivity
- Classroom management - does a good job, but I feel all teacher candidates at this level will improve and
- know how to handle situations with better instincts through experience - "on the job training"
- Personal reflection - being able to assess a lesson for its strengths and weaknesses and reflecting upon her presentation/activities for clarity and accuracy; going deeper than "I think it went well"
- is eager to learn and enjoys teaching students. She should continue to make every decision with students at the
- forefront of her mind.
- should continue to display a positive attitude, which she ALWAYS does. will benefit from continuing to ask questions to clarify unknowns.
- Collect, organize, and interpret student data
- Reflective improvement upon instructional struggles
- Gain more experience in altering plans when unexpected schedule conflicts arise
- Confidence
- Time management within daily lessons
- is excellent in absolutely every area. I have zero concerns with her work performance, therefore can not give
- ways that she can improve.
- Managing group behavior while working with small groups.
- Time management as it pertains to reviewing upcoming lessons/materials
- Timeliness of daily arrival
- Incorporating more movement breaks or variation of instruction delivery after students have been sitting for an extended period of time
- Discipline within the classroom
- Not over explaining and giving instructions so students have to work through and struggle a little
- Foster more independents with the students - he is too helpful :-)
- As a student teacher, has had the opportunity to see my writing styles for IEPs, classroom progress reports, and data sheets, which have evolved over my time teaching. As a professional, will have to develop these skills and figure out what works for her. With a new position, there will be other staff to create relationships with, and not every team is as open and helpful as we tend to be. Navigating more difficult relationships could be difficult since is so mild-mannered, but after teaching 9 years, I still have issues with a coworker as well. Continuing to grow with curriculum development, lesson planning, and finding what works and what doesn't will be an ongoing process as well.
- is actively working on developing her confidence in the area of math instruction. She is also continually growing her strategies in communicating clear directions in small steps and interpreting data and applying that data to effective lessons.
- Talk louder
- needs to be consistently on time in the morning. She can continue to build her curriculum knowledge.
- continues to increase her own confidence as a teacher leader in the classroom.
- I have seen a huge improvement in classroom management, but she could still be a little more strict.
- Sometimes the students take advantage of her kindness.
- usually does a good job filling the time we have with productive learning, but sometimes the lesson is shorter
- than anticipated. It would be good to have a back-up plan for when this happens.
- Classroom management
- Calibration with other professional school employees (very shy)

- may not always see her own potential clearly. She tends to opt for the safe route rather than taking risks, and she often relies on my guidance instead of exploring options independently. I believe that with some encouragement and support, she can become more confident in her abilities and gradually step out of her comfort zone.
- Maintain a high level of energy through a lesson delivery to increase engagement; allow for more opportunities for choral, group nonverbal, partner responses;
- Confidence in her own abilities to implement quality instruction
- Communication with community (this is not something she should be required to do as a student teacher, but is something I had to "grade" her on in her final evaluation)
- Seeking out professional learning opportunities (this is not something she should be required to do as a student teacher, but is something I had to "grade" her on in her final evaluation)
- The only thing that comes to mind is time management. Managing the amount of time given to teach the concepts expected. This comes with classroom experience, and seeing as she has already learned and matured so much as a new teacher, I am positive she will find her way with this as well.
- classroom management
- self-reflection
- knowledge of curriculum
- coming up with ways to communicate with families
- Be more confident from the start.
- Trust your gut on situations and how to handle them.
- came into our building with the classroom already set up. She will need more experience in setting up her own classroom and implementing routines and procedures for the first time.
- Consistency with expectations, following through with consequences, and not taking work home.
- Consistency with expectations is different for every class that you have. We have had that conversation & she knows how to address that for her work performance. We both can work on following through with consequences. We have talked about that it is something we need to do for a learning opportunity for our students more than "punishment". It is extremely important to have a work-life balance. I told her to try to get what she can do during planning time & to not bring work home.
- Having an organized behavior management and system and routines will be key.
- Create good relationships with students.
- Establish good communication with families.
- Experience . She will thrive in her own classroom with her own kids where she can try out different approaches and see what works best for her and her students.
- Time management - fitting more things in a given time frame
- Expectations for students
- Look ahead in planning for major events that will disrupt the usual flow
- Integrate more hands on small group activities for practice
- Classroom management, but that comes with more practice. As she was becoming more comfortable, she was already making improvements.
- Taking charge. I feel like there were times she wanted to say something more on a topic , but was too scared to jump in or add more. She did a super wonderful job in her statins and delivery when it was her lessons. She also did a great job with the routines.
- Parent communication.

- Effective Behavior management with students who are constantly talking and being disruptive.
- Planning ahead.
- Organization of lesson plans and activities.
- Talk louder so she is easily heard No other concerns
- did a great job with students, but could improve on time management of getting lesson plans completed, time management within lessons (too long or too short), and modeling/scaffolding directions before asking students to complete tasks.
- has done an excellent job in my classroom and has shown lots of growth! However, she still has room to grow, which is expected.
- The top 3 ways could improve upon her work performance would be...
- Be sure to know the content. There were a few errors made throughout her teaching (phonics, math, science topics). I talked with her about the importance of really knowing the content you are teaching the students. (Sometimes we have to teach ourselves, or review a concept so we know it well enough to teach it). I also reminded her that when a situation
- arises that she is unaware of the answer, that's ok. Just tell the kids I will need to look that up to be sure...but do not make up an answer that may be incorrect.
- Planning fun and engaging activities (less lecturing) so students will stay more engaged and ontask
- Classroom management and transitions
- Gain more self confidence. does an excellent job leading the class, she just does not believe in her self. Continue to hone in on what management/behavior strategies work best. Again, she does an amazing job reinforcing and modeling appropriate behavior, but this is always an area for continued growth. Communication with parents could improve. As the supervising teacher, I deal with all parental communication. This would be something that maybe I could have had her do more with so she had some practice and also would gain some confidence in this area.
- Classroom management- Before giving directions or prompting, ensure students are attentive. Monitor behavior and
- performance to prevent chaos.
- Multi-tasking- While working on administrative teaching tasks, it is important to multitask by keeping an eye on the
- students and checking in with them even if the teacher needs to work at their desk.
- Timing during lessons- During lessons, excessive downtime can lead to disengagement and disruptive behavior, which
- may be challenging to manage.
- Be more confident in yourself in all areas of your teaching.
- Working with students affected by trauma. This was a new learning/teaching experience for me as well this year and we can
- all improve as the world changes.
- Remember it will take a couple of years to master all areas. It will come! It takes time to build your classroom, teaching style, routines, management (which you have seen is ever changing! Bucket filling idea you had), communication and community will ALL come together in time! You got this!
- Three areas where could improve her teaching would be to build on content knowledge, pedagogy, and differentiation.
- displayed skills comparable to any new teacher starting out in these areas. It takes time to build these skills beyond a year in the classroom.
- is an amazing teacher. I don't have an improvements that she could make at this time.
- can improve my being more confident in herself and the work she does. can improve by asking for help when she needs it
- *Continue developing the teacher voice to bring students back to the task
- *Continue to walk around to monitor student as they work on assignments
- Continue to work on preparedness by having materials ready to go for lessons
- performed well in all areas considering her limited experience! These improvements are not weaknesses, but
- are developed with more time and experience.

- Behavior Management: Improve behavior management techniques and consistency with how rules are enforced. Lesson Detail: More practice thinking through the details of how each activity will function, considering unexpected outcomes.
- Adaptability: Being adaptable to unforeseen circumstances such as a student injury or outburst and coming up with quick effective solutions.
- is an incredible educator already. Anything that she needs to improve on will be gained quickly through the experience of having her own classroom.
- Be more confident! She is not always confident in herself even though she should be!
- Wait Time - Give students more wait time when answering questions during discussions.
- Behavior - figure out new strategies to help students with big behaviors.
- I feel has a good handle on teaching. There isn't really anything I can think of at this time.
- Continue to develop a strong classroom presence in front of the whole group setting (improved throughout the year). Continue to develop a "strong teacher voice".
- Always have a "plan B" if a lesson doesn't go well, or students struggle with a concept.
- Strengthening classroom management Obtaining her "teacher voice"
- Making sure to plan ahead, having a general outline for the upcoming weeks
- could improve her lesson planning by researching more about the content being taught. She could be more firm with students to maintain classroom behaviors. Finally, could include more interactive ideas into her lessons.
- Continue to work on strengthening classroom management and organization skills as well as depth of curricular knowledge.
- I believe that the biggest thing needs is experience in the field. With proper experience and continuing professional development in curriculum and district requirements, I believe that can succeed. She needs to build on her self- confidence and slow down when taking in new information before trying to push out new instruction to students.
- Being on time
- Preparing in advance
- Questioning strategies
- has shown so many strengths during my time with her. The suggestions below are things I would suggest for any novice teacher.
- Continue to strengthen class management techniques.
- Continue to work on strengthening time management with daily lessons.
- Continue to work on setting up routines to streamline your teaching.
- Speak up more in team-level meetings to share thoughts and ideas
- Continue to expand classroom management strategies
- Continue to work on planning cross-curricular units by connecting lessons
- 1. Classroom management- manages the classroom well, but as with all new teachers, it is important to solidify classroom management practices.
- 2. Crisis intervention- should continue to find strategies and intervention to intervene with severe behavior issues.
- 3. Instructional Strategies- should practice the implementation of various instructional methods and strategies to reach various learning modalities.
- Classroom Management
- Time Management
- Increase Curriculum Knowledge
- -focus on the difference between at work and at home
- -adjusting tone and volume when speaking to kids or other adults
- -receptive to feedback and reflect upon it; everyone can improve somehow

	<ul style="list-style-type: none"> • being more vocal with students • being not afraid to give marks where needed to improve behavior • varying teaching styles • relied heavily on my help in guiding her lessons. I think she is capable of coming up with her own, but was afraid she would forget something important.
Math	<ul style="list-style-type: none"> • Something that all teachers, not just should improve on is: focus on understanding, not just memorization—all math teachers should explain things in multiple ways, identify and address misconceptions, and encourage students to ask questions. Teachers should all incorporate variety in teaching methods—will use a variety of methods to keep students engaged, like incorporating group work, hands-on activities, and visual aids. Cultivate a positive math learning environment—this can involve celebrating effort, offering different paths to solve problems, and fostering a sense of collaboration among students. • should consider strengthening her ability to write assessments / projects. This will come with experience and time, • and depends on her student population. • should work on planning a Unit as a whole, which will also come with time and experience. • should work on her skills of modifying assignments for ELLs, which is a limited population in our classroom.
Physical Education	<ul style="list-style-type: none"> • Always maintain an open mind to feedback. Everyone providing feedback has different experiences and points of view to share with you. There is always something to learn from others. As we have talked, and I always tell my students, there are times that my boss tells me to do something that it doesn't really matter if I agree with them, I do it because that is their expectation. For example Our lesson plans are electronic. There are fields that I have to fill in that really have nothing to • do with how I teach the lesson but they are required by my administration. There are years that we have to update our curriculum maps, not because our content has changed, but they want it in a different format. These are things that I comply with because that is what is expected of me as I do my job. • Speak with confidence to students when delivering lesson instruction. Understand when to bring students back in if a lesson is slowly deteriorating. Pinpoint students doing well more often. • More dedication to his job with more thoughtful planning for daily activities. • Being more accepting to feedback given to him, and more willingness to try to implement ideas that were given to him. • No modifications were made to the lessons after they were written. Even if the students struggled with the tasks. • Make sure he has everyone's attention when presenting directions. • Adjust plans a little better across grade levels • Become a little more familiar with ways to adjust for disabilities in lesson • I was reaching for these. He did a very good job! • Modifying tasks during a lesson to meet the needs of different learners and abilities. • Being able to explain or demonstrate tasks in more than one way to help students who were struggling to understand the concepts. • Researching different teaching strategies (teach led and student led) could help him improve his teaching in the future. • Honestly, I have seen much improvement with confidence in her teaching. She held a lot of doubt in her ability as a teacher and as she became more confident the engagement with students drastically improved. • Over plan the lesson's, so that if or when things don't go as planned, you have extensions or activities ready. Have more confidence in herself and her abilities. • Recognizing her own self confidence will help her to make others feel more confident. • Become more familiar with content to gain confidence. • Nothing comes to mind as far as what can be improved upon.

	<ul style="list-style-type: none"> • Do more research on new skills and games that will help the students. • Be willing to change an activity if it is not giving the desired outcome. • Incorporate more technology and student feedback into the lessons. (Pedometers, heart rate monitors, etc.) • She needs to think for herself with less guidance. • She needs to build her confidence. • She needs to be more assertive/aggressive pending certain situations. • Redirect students back on task in a timely manner • Speak with more authority and leadership • Relax and enjoy teaching instead of worried about being evaluated. • could improve on her content knowledge of different sports. This is a common area where individuals with less experience need to improve and will improve with experience. • The only work performance improvement that Coach could take to heart is upon her frustration with herself. A couple of times she seemed to get down upon herself for a lesson that she felt was unsuccessful. The kiddos did not feel this way and still learned & were successfully active. • N/A was great and showed nothing that needs improvement in the daily tasks we assigned to him. • could use improvement in the area of projection. When you are teaching in a large space, it is important that every student is able to hear your instructions. Enthusiasm is very important in the world of teaching, no matter what subject is being taught. could use some improvement in this area. • Focus on transitions in-between activities , checking for understanding after instruction (using a demonstration), reminding • students to follow safety rules after each activity. • Being more vocal at times is the only one I can think of. • Continue to work on voice projection/feedback during classroom activities • Continue to understand the importance of developing relationships with her students. • Establish strong classroom managements and stay consistent. • Over plan the lessons just in case the lesson might not go as planned or be a successful as the instructor wanted, that way you have extensions and options to move on to. • Plan with detail and in advance so that she is more prepared, and in turn will be more comfortable when the time comes to • teach the lessons. • Better communication with myself and university. Use the resources that are available to her while she is in school. Gaining control of the class before giving whole group instruction. • Seek opportunities that will allow for innovative materials to use in class.
Science	<ul style="list-style-type: none"> • create own lesson templates • design own labs • be more assertive when it comes to students not being engaged during lesson • slightly longer-term planning so students can be informed when exams are intended well ahead of time. • more presence of mind with time in classroom discussions. Sometimes discussions are allowed to go long and derail the lesson. • plan for focused discussion on objectives after investigations. • is learning how to new information to students in different ways. She is researching new and current best practices in the areas of effective teaching strategies and student engagement. will need time, as all new teachers do, to continue growing in the area of classroom management. • The most important way that could improve upon her work performance would be to make sure that she is putting personal difficulties aside when attending to the job at hand. The second way that could improve upon her work is to be more prepared for day to day classes ahead of

	<p>the work day. Lastly, the way could improve upon her work is to never be nervous to get creative and venture away from what is laid out for her to do.</p> <ul style="list-style-type: none"> • As a young teacher, may struggle a little bit with dealing with students attitudes and issues. Managing classroom behavior and ways to address issues are an area to work on, and she is well aware of it. • Time management and planning for 90 minute class period is another area that could be worked on. I think this will come with time as she finds out how long it takes students to do things and having other back up things to do if needed. • As a young teacher, will just have to work on classroom management a bit. This will usually come with time. Classroom management as in addressing certain minor issues on a daily basis (tardies, talking loudly, attitudes, etc.) • Something that I struggle with still as well is time management. It is sometimes hard to know what amount of things can get done in a 90 minute class period. It's hard and you usually have to pivot with things that come up (absences, unannounced meetings, etc.) Even then, still does pretty well with this and has alternative and back up plans for down time.
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Fall 2023

Agriculture	<ul style="list-style-type: none"> • has many attributes that will mature through time and additional experiences to make him successful in his desired career path. love for West Virginia agriculture and its people at times stifled his opportunity to fully experience the program he was in. His level of investment in the Suffield agriscience program did not affect his classroom instruction but I believe did limit his experience of Connecticut agriculture. A highly skilled teacher can create connections and support students that acknowledge the value of where they are. I believe has the opportunity to grow in this area by connecting to and creating opportunities to encourage students. Additionally, his relationships with colleagues would be more successful as he learns to balance acknowledging the contributions of others and their ability to have alternative ways for success. • Better time management. • Movement around the classroom. • Planning lessons beyond day to day. It does come with time • Things don't have to be perfect and aren't going to be. Relax and take a breath when needed. • Look at the big picture and not the brush strokes.
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Elementary	<ul style="list-style-type: none"> • Finding her "teacher voice" and not being afraid to raise the voice when students do not listen. Being more creative in making learning engaging and high quality for students • Always evaluate oneself and look for ways to improve as a teacher. • Continue to strengthen classroom management techniques and individualized behavior plans for difficult students. • Continue to identify and strengthen differentiation for all academic levels within the kindergarten classroom. • Continue to reflect upon strengths and weaknesses to challenge herself to learn and apply the latest research proven methods within the classroom. • is doing an absolutely wonderful job! The three things we are continuing to develop is classroom management ideas that she will be able to immediately implement when she has her own classroom, strong lessons centered on hands-on learning and rigorous standard development, and time management where students smoothly transition between lessons quickly and efficiently. • Research and develop lessons on their own related to students' needs and interests. • Be more mindful of what is happening everywhere in the classroom and address needs/concerns as they are happening. Show more enthusiasm while teaching and being with the students. • Continue to learn our grade level curriculum. • Continue to challenge herself to provide students with varied and engaging learning experiences for students. Continue to command respect from students • An opportunity to observe- collaborate with other educators. • Provid and opportunity to pace out multiple lessons for small group reading groups.
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- Provide- an opportunity to deconstruct and analyze student data based upon grade level state standards.
- Work on "in the moment" decision making while teaching.
- Building confidence in math instruction.
- Time management when teaching.
- time management regarding lesson length assertiveness
- performance is exceptional. At this time- has no deficits. She needs ample opportunity to hone her skills and she will be an excellent educator.
- Planning in advance for upcoming lessons (Looking ahead to following week lessons more consistently)
- Lesson plan creation from scratch
- Leaving ample time for assignment completion
- I would like to see prioritize and make better use of her planning time at school during the day so that she doesn't need to rely on after school hours or weekends to do the work.
- I would like for to take steps to increase her confidence and ability to have fun while teaching the material.
- I would like for to improve her classroom management skills.
- has good classroom management, but this is always an area teachers can improve in!
- Self evaluating and how a lesson could go better.
- Become familiar with WV standards.
- First, needs to learn when to step back and let the students struggle a little before accommodating their needs. He is too eager, nice, and helpful in the classroom and does things for the students because he is so kind and thoughtful.
- Second, He needs to talk less after instructions. I think sometimes he feels the need to "fill the void" when kids are on task. Allowing the kids to be independent and not circulating and asking if they need anything.
- Third, He needs to put his cell phone away while the kids are in the classroom when observing or in small groups. I know this is hard for all of us to do. Second, He needs to talk less after instructions. I think sometimes he feels the need to "fill the void" when kids are on task. Allowing the kids to be independent and not circulating and asking if they need anything.
- Third, He needs to put his cell phone away while the kids are in the classroom when observing or in small groups. I know this is hard for all of us to do.
- Time management in lessons.
- Seeing the whole unit and not just the next lesson when teaching.
- Assess students abilities both formally and informally and using that information to change lessons as needed.
- Not for her, but for the university. Provide a better layout of teaching responsibility expectations.
- could focus on the area of managing student behavior. Often times this is simply just allowing too many children up at one time or not being specific enough with directions.
- Being a young teacher, she just needs to speak up louder and be firm with students so they don't talk over her. I feel this will come the more she teaches.
- could improve on presentation skills such as voice projection, body language, and facial expressions. She still seems a little nervous or uncomfortable in front of the class. She should continue to develop the animation and expression often present when teaching elementary students.
- could be a stronger disciplinarian.
- She could be more enthusiastic during her lessons.
- She could take more initiative with extra things such as grading papers.
- Classroom management
- Small Group Instruction
- Analyzing Data

- She is learning and implementing new assessments and action plans in our fourth grade curriculum.
- Seek feedback and reflection.
- Establish clear expectations of students.
- Implement effective behavior management strategies. Many routines are already in place they just need to be reinforced.
- Her three areas of growth have already begun to improve: engagement, pacing, and confidence/brevity of language for young learners.
- could continue to work on harnessing the energy of primary age learners through lesson engagement during DI. I gave her this feedback and she has improved already, stating she could feel the difference in the lessons where she asked for verbal or bodily engagement in lessons. I was impressed with her ability to apply this feedback.
- has grown more confident in her instructional delivery, but this is another area of potential growth for her.
- Her pacing and time management during instruction have also improved since the beginning of the year through the use of timers and planned transitions from one task to another.
- Have confidence in her ability to lead the classroom and in her instruction!
- Confidence in her ability, you will make mistakes and it is ok. Tomorrow is a new day. You got this! Otherwise excellent job so far!
- Classroom management Content knowledge
- Questioning students when they are stuck to help them problem solve (not just giving students an answer)
- is doing amazing. She is continuing to become more confident.
- Curriculum material- research variety of high quality practices
- Practice prioritizing tasks that need to be completed in order of importance
- Practice implementing high quality instruction
- Collaboration with team.
- She and I collaborate great, but I will help her more with collaborating with grade team level.
- Classroom Management
- Everyone can always improve with classroom management
- Confidence with her teaching
- and I both agree she does lean on me for reassurance when she is teaching.
- often facilitates activities happening during guided reading and math times. She tries to get several back on task, but just needs to be firmer with student behavior. Because is just becoming familiar with some of our on-line programs, she will need to become more familiar as she looks at the data in different ways to be able to interpret and summarize it. She will also need to be able to multi-task well in our fast-paced environment.
- will benefit greatly from experience. I have no doubt that as she takes on more responsibilities in the classroom her confidence will grow and she will become a great teacher. I want to see her gain confidence in developing her own ideas and plans. She does a nice job following my lead, but I am excited to see the development of her ideas. Not to be afraid to jump in and do something - stay busy. There is always something to do and someone that could use some help.
- Be confident in sharing new ideas and ways of delivering instruction. Just because I do it a certain way does not mean its the best . Share what you know with confidence!
- Build more confidence in whole group instruction
- Build more indepth knowlege of google applications
- Offer ideas/ collaborate more
- Not give as much leeway to the students
- Taking more leader role without prompting.
- Strengthening classroom management skills

- Being more confident
- Having more self esteem
- Time management on lessons which comes with experience Taking plans and adding a creative element to it
- Not feeling stressed when told that something needs done differently
- More modeling before independent practice
- Being better organized/prepared and thinking through the lesson--staying focused on the objective/standards she wants
- students to demonstrate at the end of the lesson--not just trying to make it fun, but also meaningful.
- Classroom management/enthusiasm /Time management
- Better knowledge and understanding of the curriculum
- I feel most of these will improve with time and experience.
- Expand on content and questions during lessons. For example, after reading a math problem, asking additional questions to prompt thinking and also further the understanding of the content. Feel competent and confident to get up and walk around the room during lessons to keep students on task and monitor their work. Finally, feel confident to jump into co-teach situations and smoothly transition teaching from teacher to teacher. She has expressed to me she doesn't know exactly how or when to jump in and she doesn't want to step on anyone's toes. Be less concerned about that.
- I would like to see take more initiative walking around to help students. I will sometimes have to prompt her to help out students. She will often sit at her desk and not walk around monitoring students while I still teach.
- Time-management. is still working on time-management. She can recognize when she is taking too long during a lesson but needs advice on how to speed up her lesson.
- Classroom Management- keeping students focused and on task is an area for improvement. Address the whole class is a group is also an area of improvement. She can tend to give a direction, but not all students will be looking or paying attention to her.
- does a nice job! If I had to choose some things for her to improve her performance, it would be:
- Taking the initiative-whatever she is comfortable with, do it! She is not stepping on toes. Voice-Making sure she enunciates and delivers loud and clear, expectations, phonics, praise and discipline. Input-while we have themes, I would like to see take the reins and share her ideas on ways she can enhance units with her knowledge and things she has learned at the university.
- Like most new teachers, is working on improving classroom management strategies, lesson plans, and content
- knowledge.
- is shy to change away from a part of a lesson that isn't working. Changing lessons to effect the mood of the students, the skill struggle, and the changes of the day can become difficult.
- Build up confidence in herself and her abilities
- attendance
- Continue building relationships/repor with the students/staff. She has established a great relationship/repor with our students in the classroom and with our second-grade team.
- Continue assisting with instruction in the classroom, even if unsure/uncomfortable. I offered to let assist in the Guided Reading rotation, she was happy to so. By doing this it has helped her with building confidence and becoming comfortable with small group instruction.
- Continue to establish disciplinary action, for students not following instructions/rules of the classroom/small group. is becoming comfortable with redirecting students back on tasks in small groups.
- could use more experience with strategies to teach the standards as well as training in SOR strategies.
- I cannot think of any ways that could improve her current performance. She is hands down the best student teacher I have ever had.
- does a nice job in the classroom. I see her confidence building with every lesson she presents. With time and experience she will be fine!
- She's learning to become more assertive with the students. She is finding her teacher voice.

	<ul style="list-style-type: none"> • could improve being prepared for lessons by looking over the material to be presented. She could also improve her time management of lessons. Finally, could improve by giving students expectations of what to do when they finish their work. • Continue to have high expectations for students both academically and socially. • Maintain consistency with classroom expectations and procedures. • Hold students accountable for their choices. • Classroom management, utilizing consequences that meet the behavior (natural consequences), time management. • The top three ways I feel could improve on her work performance would be: take initiative, be engaged a majority of the time, be willing to try something even if it doesn't work out as planned. • Continue to work on classroom management (this will come with time and experience) • Work on ways to keep students engaged in lessons • Continue to work on ways to deal with students who are defiant and disruptive • can give students more thinking time when posing questions to them or asking them to prove their thinking in a variety of ways. • Set a specific goal to focus on within the classroom • Think and plan lessons as a more cohesive unit and not so much as stand-alone lessons. • Analyze student work in a timely manner to form instruction • Student engagement (less focus on worksheets) • Classroom management • biggest weakness is her lack of experience. She is a bit timid but opening up more each day that she is here. She lacks confidence when it comes to exuding her teacher voice. Classroom management is a bit of a struggle especially during transitions. needs to understand that is okay to take risks because we learn from our mistakes. More of her time needs spent kid watching and carouseling around the classroom when she's not teaching a lesson. • At this time, I do not have any areas of concern or improvement. As we continue on to the next placement the expectations will become greater, but at this time she has meet all expectations and requirements. • Managing the day-to-day tasks that arise as a teacher. It will be easier when she is full-time teaching. • could improve her work performance by: • Developing a stronger sense of knowing when to respond to someone/something and when to let it go. • Stenghtening her organizational skills. • Be open to feedback from others. • Providing a stronger approach to classroom management and ensuring that all students are listening while teaching • Not being afraid to discipline as a last resort • Ensuring the students that she is in charge and can make adequate educational decisions • is working on her understanding of grade level content. • She is working on classroom management. • She is working on differentiating lessons to accommodate our wide variety of learners. • Share learned strategies, Classroom Management, share yearly goals
Science	<ul style="list-style-type: none"> • Whenever possible, don't accept too many activities/jobs to complete at the same time. "Don't bite off more than you can chew" to improve your life and to limit your stress levels. • Remain flexible with your schedule to allow for attendance at meetings that are scheduled at the last minute. However, don't be afraid to say "no" when you are overwhelmed with too much to do. • Get more involved with activities at the school level. Attend meetings, go to ballgames and other activities to support the students.

	<ul style="list-style-type: none"> • Just keep learning and trying new things. is very open to new ideas and new ways of teaching, so she can improve by • continuing to learn and grow as an educator.
Social Studies	<ul style="list-style-type: none"> • instructional design • engagement and personal relationships with students, • building contextual knowledge • lacked a little experience, but improved and will be an asset to any school district. • Communication with students, being clear with instructions. • Adapting lessons and flexibility throughout the day. • I think it would benefit to invest in some planning materials, perhaps a calendar or teacher lesson plan book. We've had a few discussions about making sure he comes in planned out for the day, including having resources, worksheets, or other review materials ready. It is also helpful to make a long range plan for a unit, and break down lessons after creating the "big picture" and recognizing what he wants students to gain out of the unit. • Creating a "To-Do" list and keeping organized would be a good idea for growth as an educator. There are so many things going on in a day, and it's easy to forget some of the tasks to complete, so writing them down, checking them off as they're complete would be a good skill to help make sure it all gets done. • As part of planning, making sure to leave time for recap and review is important. Allowing students to talk about what they • learned or the task they completed in class is a good way to check for understanding before moving on. • needs to develop more of a presence in the classroom. She sometimes struggles with management of students in staying • on task and engaged. does a great job of making connections with some students (those that are similar in nature and • style) however struggles with students that are beyond her comfort level. • I would like to see work on preparing for lessons more, especially when he is covering content that is newer to him. One thing that we have talked • about is making sure he is sure of how to pronounce key vocabulary words/names/etc. • and I have had conversations about how he can improve his lesson plans by adding more detail to the procedures. I CP-SS am looking forward • to seeing his lesson plans next week to see how he improves after our recent discussion. • has room to grow in his classroom management, and one area of improvement there is giving out directions to students and being thorough and clear • when giving instructions. As gains more experience in the classroom I know that his classroom management skills will improve. • Preparation for a advanced level classes needs to be done way in advance. This student waits till the morning of to begin preparing for the daily • lessons, material, and activities. Teaching is a profession where there needs to be work done at home, whether we like it or not. • Differentiate your style and types of instruction. The idea of 10 minute lecture, show a video, and then do an assignment is good, but should not be • done everyday. Showing that you can adapt, create, and engage is extremely important to becoming a respected teacher. • Speak with a louder voice in the classroom and get to know your content. Relying on videos to then teach your content will not be engaging enough. • You need to know the background of the material you are teaching. The students want to know that you are confident and in turn they will show • more respect. • Learn about the students. • Manage time efficiently. • Help with task completion. • Dedication to content mastery. To be fair, she came into a psychology classroom without a background in the subject. • Take more ownership in forging relationships with the students • Show a greater desire to learn more and collaborate • should focus on developing his role as the teacher in the classroom. He has difficulty exercising authority with the students. He needs to develop • classroom management skills and strategies to help increase students' time on task. He is also

- | | |
|--|--|
| | <ul style="list-style-type: none">• improving on creating purposeful instruction and communicating the purpose and goal of lessons to students.• does an exceptional job overall. He just needs to gain more experience and he will become a very good teacher. If I were to critique anything it would be content knowledge. That is also something that comes with experience.• could improve on the way she delivers her basic content information i.e. her lectures and how students take notes.• She also needs to work on her discipline style/classroom management.• also needs to improve her confidence in the classroom. She is on her way and in many ways already an excellent teacher so she needs to bring up her confidence as the person in charge of the classroom• Enter grades and attendance every day• Read over materials before presenting it• Know all materials presenting• has done a wonderful job. He has been dependable and works hard. can improve in three areas which would be #1 cueing students when they get off task, #2 paying attention to spelling errors when writing and improving the readability• of his writing, and #3 using the correct pronunciation of names of world leaders. These are all minor adjustments that will be made through experience when having his own classroom. He is going to make a wonderful teacher.• Inexperience will be the only barrier for- to hurdle.• Continue to try new teaching methodologies outside his comfort zone. |
|--|--|

Section IX. Overall Trends on Skills Assessment

The data suggests a generally effective teacher preparation program with consistent performance standards but highlights specific areas where targeted interventions could improve candidate development, particularly in critical thinking skills, classroom management confidence, and technology integration.

Key Quantitative Trends

Overall Performance Levels:

- Both field and clinical placements consistently show high performance, with most scores ranging from 6.0-6.8 on the 7-point scale
- Clinical placements generally show slightly higher scores than field placements across most skill categories
- Performance remains relatively stable across semesters, suggesting consistent program quality

Skill Category Performance Patterns:

- **Equity and Inclusion** consistently scores highest (6.4-6.7 range)
- **Technology** shows more variability, particularly in Fall 2023 field placements (5.1-6.5 range)
- **Critical Thinking** tends to score lowest among the skill categories
- **Leadership** shows moderate performance with room for growth

Gender Differences:

- Female candidates generally outperform male candidates across most skill categories
- The gap is most pronounced in Communication and Professionalism categories
- Some exceptions exist in specific TPPs, particularly in Physical Education

Program-Specific Trends

Elementary Education: Shows the most consistent high performance across all skill areas, likely due to larger sample sizes and established program structures.

Physical Education: Demonstrates strong performance but with notable gender differences, with male candidates performing better in some semesters.

Secondary Programs: Show more variability, possibly reflecting the challenges of subject-specific content integration with pedagogical skills.

Qualitative Feedback Trends

Consistent Strengths Identified:

- Building relationships with students (most frequently mentioned strength)
- Professionalism and reliability
- Willingness to learn and accept feedback
- Flexibility and adaptability

Common Areas for Improvement:

- Classroom management (most frequently cited area needing development)
- Confidence in teaching abilities
- Time management during lessons
- Content knowledge depth
- Taking initiative without prompting

Developmental Progression: The qualitative data reveals expected developmental patterns where field placement candidates need more support with basic classroom presence and confidence, while clinical placement candidates focus more on refined teaching strategies and independent decision-making.

Concerning Patterns

Technology Skills Volatility: The significant drop in technology scores for Fall 2023 field placements (as low as 0.0 for some candidates) suggests either data collection issues or a cohort with significant technology gaps.

Critical Thinking Consistency: This skill area shows the most concerning pattern of lower scores across multiple semesters and programs, suggesting a need for curriculum review.

Small Sample Size Reliability: Some TPPs have very small numbers (1-4 candidates per semester), making trend analysis less reliable for those programs.

Section X. Overall Trends on Skills Assessment for Agriculture

The available evidence suggests candidates who complete the program demonstrate strong agricultural content knowledge and professionalism, but the program's sustainability remains questionable given the limited participation rates.

Limited Data Availability: Agricultural Education shows significant data gaps, with many semesters having no candidates (marked with "-") or very small numbers (1-4 candidates), making trend analysis challenging and potentially unreliable.

Quantitative Performance Patterns:

Field Placements:

- Spring 2024: 4 candidates with strong overall performance (6.8 overall career readiness)
- Fall 2023: No data available
- Spring 2023: No data available
- Most recent data (Spring 2025): No field placement candidates

Clinical Placements:

- Fall 2024: 4 candidates showing solid performance (6.6 overall career readiness)
- Spring 2024: 1 candidate with exceptional performance (6.8 overall)
- Fall 2023: 2 candidates with mixed performance

Skill Category Performance: When data is available, Agriculture candidates generally perform well across categories:

- **Professionalism:** Consistently high (6.8-7.0 range)
- **Communication:** Strong performance (6.5-7.0)
- **Technology:** Variable, ranging from 6.0-7.0
- **Leadership:** Generally solid (6.3-7.0)

Qualitative Feedback Patterns

Consistent Strengths:

- **Content knowledge** and passion for agriculture
- **Strong work ethic** and dedication
- **Professional demeanor** in agricultural settings
- **Hands-on teaching abilities**
- **Connection to agricultural community**

Areas for Improvement:

- **Adaptability** to different agricultural contexts (noted concern about candidates being too attached to their home region)
- **Experience and confidence** (common theme for new teachers)
- **Classroom management** in agricultural education settings
- **Balancing traditional methods with innovation**

Concerning Patterns

Program Sustainability Issues:

- Extremely small cohort sizes raise questions about program viability
- Inconsistent candidate numbers across semesters suggests potential recruitment or retention challenges
- Some semesters with zero candidates indicate program instability

Geographic/Cultural Adaptation: The qualitative feedback reveals a unique challenge where one candidate's strong attachment to West Virginia agriculture limited their ability to fully engage with the Connecticut agricultural program, suggesting potential issues with preparing candidates for diverse agricultural contexts.

Limited Comparative Data: The small sample sizes make it difficult to identify reliable trends or compare performance meaningfully with other TPPs.

Recommendations Based on Trends

The Agriculture Education program appears to produce quality candidates when they complete the program, but faces significant challenges with program scale and consistency. The data suggests a need for:

1. **Program recruitment strategies** to increase candidate numbers
2. **Preparation for diverse agricultural contexts** beyond candidates' home regions
3. **Consistent program delivery** across semesters
4. **Better data collection** to enable meaningful trend analysis

Section XI. Overall Trends on Skills Assessment for Elementary

The Elementary Education program demonstrates consistent quality with strong relationship-building foundations, but persistent challenges with classroom management confidence suggest targeted interventions could enhance candidate preparation in this critical area.

Robust Data Set: Elementary Education shows the strongest and most consistent data across all semesters, with large candidate numbers (57-70 per semester) providing reliable trend analysis.

Quantitative Performance Trends

Overall Career Readiness:

- **Field Placements:** Consistently strong (6.2-6.4 range across semesters)
- **Clinical Placements:** Similar performance (6.2-6.5 range)
- **Stability:** Minimal variation between semesters, indicating program consistency

Skill Category Performance Patterns:

- **Equity and Inclusion:** Highest performing category (6.5-6.7 consistently)
- **Professionalism:** Strong and stable (6.2-6.5 range)
- **Communication:** Solid performance (6.1-6.5 range)
- **Technology:** Most variable category, with notable decline in Fall 2023 field placements (5.1) compared to other semesters (6.3-6.5)
- **Critical Thinking:** Lowest performing category (5.5-6.3 range)
- **Leadership:** Moderate performance with room for improvement (5.8-6.3)

Gender Performance Differences:

- Female candidates consistently outperform male candidates across most skill categories
- Gap is most pronounced in Communication and Professionalism
- Male candidates show slightly better performance in some Technology areas

Semester-by-Semester Analysis

Spring 2025: Strong overall performance (6.4 overall career readiness) **Fall 2024:** Minimal data (only 4 candidates in field placements) **Spring 2024:** Peak performance period (6.4 overall) **Fall 2023:** Concerning technology scores drop (5.1 for field placements)

Qualitative Feedback Patterns

Most Frequently Cited Strengths:

1. **Building relationships with students** (mentioned in nearly every evaluation)
2. **Professionalism and punctuality**
3. **Willingness to learn and accept feedback**
4. **Flexibility and adaptability**
5. **Initiative in helping students**
6. **Organization and preparation**

Most Common Areas for Improvement:

1. **Classroom management** (overwhelmingly the most cited need)
2. **Confidence in teaching abilities** (especially in field placements)
3. **Time management during lessons**
4. **Taking initiative without prompting**
5. **Content knowledge depth**
6. **Voice projection and teacher presence**

Developmental Progression: Clear differences between field and clinical placement feedback:

- **Field Placements:** Focus on basic teaching confidence, relationship building, observation skills
- **Clinical Placements:** Emphasis on refined classroom management, lesson planning, independent decision-making

Notable Concerns and Patterns

Technology Skills Volatility: The significant drop in technology scores for Fall 2023 field placements raises questions about either cohort preparation or data collection reliability.

Classroom Management Consistency: Despite strong relationship-building skills, classroom management remains the most persistent challenge across all semesters, suggesting a potential gap in preparation programs.

Critical Thinking Scores: This category consistently underperforms compared to other skills, indicating a possible curriculum area needing attention.

Male Candidate Performance: Lower representation and generally lower scores among male candidates may indicate recruitment or support needs.

Positive Trends

Relationship Building Excellence: Elementary candidates consistently excel at connecting with students, which is foundational for effective teaching.

Professional Growth: Clear evidence of development from field to clinical placements, with candidates showing increased independence and confidence.

Adaptability: Strong performance in flexibility suggests candidates are well-prepared for the dynamic nature of elementary classrooms.

Section XII. Overall Trends on Skills Assessment for English

While individual candidates can perform well, the program appears to face systemic challenges that may require administrative review and intervention. The irregular data patterns alone suggest significant program coordination issues that go beyond normal candidate development concerns.

Limited and Inconsistent Data: English Education shows significant data limitations with very small candidate numbers and inconsistent participation across semesters, making trend identification challenging.

Quantitative Performance Trends

Sample Size Issues:

- Spring 2025: 14 field placement candidates, 0 clinical
- Fall 2024: 0 field, 7 clinical placement candidates
- Spring 2024: 7 field, 0 clinical placement candidates
- Fall 2023: 7 field, 6 clinical placement candidates

Performance Levels: When data is available, English candidates perform moderately well:

- **Overall Career Readiness:** 6.0-6.3 range (slightly below Elementary Education)
- **Field vs Clinical:** Limited comparison possible due to data gaps

Skill Category Performance:

- **Professionalism:** Generally strong (6.0-6.4 range)
- **Communication:** Mixed performance (5.9-6.5 range) - surprising given subject area
- **Technology:** Highly variable (4.9-6.9 range)

- **Critical Thinking:** Lower performance (5.4-6.2 range)
- **Equity and Inclusion:** Best performing category (6.5-6.9 range)

Gender Performance Differences:

- Limited data makes gender comparison unreliable
- Where data exists, performance differences vary by semester without clear patterns

Concerning Data Quality Issues

Fall 2023 Technology Scores: Males showed extremely low technology scores (0.0 in some categories), which appears to be a data collection or reporting error rather than actual performance.

Inconsistent Program Delivery: The alternating pattern of field/clinical placements across semesters suggests possible program scheduling or coordination issues.

Qualitative Feedback Analysis

Strengths Consistently Identified:

- **Content knowledge** and subject matter expertise
- **Creativity in lesson planning**
- **Professional demeanor**
- **Willingness to learn**
- **Student relationship building**

Common Improvement Areas:

- **Classroom management** (most frequently cited)
- **Confidence and voice projection**
- **Time management in lessons**
- **Initiative taking**
- **Attendance and reliability** (concerning pattern)

Specific Feedback Patterns

Field Placement Feedback Themes:

- Emphasis on building teaching confidence
- Need for more content delivery practice
- Professional behavior expectations
- Relationship building with students

Clinical Placement Feedback Themes:

- Refined instructional techniques
- Independent lesson planning
- Classroom management sophistication
- Content integration skills

Red Flags in English Program

Attendance and Reliability Issues: Multiple mentions of attendance problems, tardiness, and communication issues in qualitative feedback - more frequent than other programs.

Program Inconsistency: The irregular data patterns suggest potential program delivery or student tracking issues.

Communication Performance Paradox: Despite being English majors, communication scores are not consistently higher than other programs, which warrants investigation.

Positive Indicators

Content Expertise: When candidates are engaged, they demonstrate strong subject matter knowledge and creativity in English/Language Arts instruction.

Professional Growth: Those who complete placements show appropriate developmental progression.

Student Engagement Skills: Successful candidates demonstrate ability to make literature and writing engaging for students.

Critical Assessment

The English Education program shows concerning patterns that differ from other TPPs:

1. **Inconsistent participation** suggests retention or program structure issues
2. **Attendance problems** appear more frequently than in other programs
3. **Communication scores** don't reflect expected subject-area strength
4. **Small cohort sizes** raise sustainability questions

Section XIII. Overall Trends on Skills Assessment for Math

The data suggests this program requires immediate administrative review and possible restructuring or discontinuation. The sparse data makes it impossible to identify meaningful pedagogical trends, as the program appears to lack sufficient scale for effective operation.

This situation represents a broader challenge in STEM teacher preparation that extends beyond individual candidate development to fundamental program sustainability questions.

Severely Limited Data Set: Mathematics Education shows critical data scarcity with extremely small candidate numbers, making reliable trend analysis nearly impossible.

Quantitative Performance Overview

Sample Size Crisis:

- Spring 2025: 0 field, 2 clinical placement candidates
- Fall 2024: 1 field, 0 clinical placement candidates
- Spring 2024: 2 field, 2 clinical placement candidates
- Fall 2023: 0 field, 1 clinical placement candidate

Performance When Available: The limited data shows:

- **Overall Career Readiness:** 5.9-6.1 range (notably lower than Elementary Education)
- **Individual Performance:** High variability due to small samples

Skill Category Analysis: With such small numbers, individual candidate performance significantly skews category averages:

- **Critical Thinking:** Shows concerning variability (4.5-6.7 range)
- **Technology:** Mixed performance (5.5-6.9 range)
- **Communication:** Generally adequate (6.0-6.3 range)
- **Leadership:** Variable performance (5.7-7.0 range)

Critical Program Sustainability Issues

Enrollment Crisis: Multiple semesters with zero or single-digit candidates indicates a program in severe distress, raising questions about:

- Program viability
- Resource allocation efficiency
- Market demand for math teachers
- Program quality or reputation

Data Reliability Problems: With only 1-2 candidates per semester, individual performance anomalies create misleading statistical trends.

Qualitative Feedback Analysis

Limited Qualitative Data: Few mentor teacher evaluations available due to small cohort sizes.

Available Feedback Themes:

Strengths Identified:

- **Subject matter knowledge** and mathematical competence
- **Thoroughness in instruction**
- **Supportive approach with students**
- **Attention to detail**

Areas for Improvement:

- **Lesson pacing and time management**
- **Student engagement strategies**
- **Classroom management**
- **Unit-level planning skills**
- **Differentiation for diverse learners**

Specific Concerns from Feedback

Instructional Delivery Issues:

- "Speed of lessons can increase; wait time for students can be a little long"
- "Urgency to get through topics"
- Need for "planning entire unit progressions"

Student Engagement:

- Difficulty maintaining attention of all students
- Need for more varied instructional approaches
- Challenges with differentiation

Red Flags for Mathematics Program

Program Viability Crisis: The consistently low enrollment numbers suggest fundamental program issues that extend beyond normal candidate development concerns.

Performance Concerns: When data is available, mathematics candidates show lower overall performance compared to other TPPs, particularly in critical thinking - concerning for a mathematics program.

Support System Questions: With so few candidates, the program may lack sufficient peer support and collaborative learning opportunities essential for teacher development.

Comparative Context

Unlike other TPPs that show consistent cohort sizes and performance trends, Mathematics Education appears to face systemic challenges:

Contrast with Elementary Education:

- Elementary: 57-70 candidates per semester, stable performance
- Mathematics: 0-2 candidates per semester, variable performance

Market Reality: The data may reflect broader national challenges in mathematics teacher recruitment and retention.

Critical Assessment

The Mathematics Education program data reveals a program in crisis rather than one showing developmental trends. The combination of:

- Critically low enrollment
- Inconsistent performance when measured
- Limited peer learning opportunities

Section XIV. Overall Trends on Skills Assessment for Physical Education

The Physical Education program demonstrates solid preparation with unique challenges related to the gymnasium environment. The emphasis on voice projection, space management, and confidence-building reflects the distinct requirements of teaching physical education, while the reversed gender performance pattern suggests different dynamics than other subject areas.

Moderate and Consistent Data Set: Physical Education shows reasonable sample sizes with more consistent participation than Mathematics or English, though smaller than Elementary Education.

Quantitative Performance Trends

Sample Sizes:

- Spring 2025: 6 field, 9 clinical placement candidates
- Fall 2024: 0 field, 0 clinical placement candidates (data gap)
- Spring 2024: 3 field, 21 clinical placement candidates
- Fall 2023: 0 field, 0 clinical placement candidates (data gap)

Overall Performance Levels:

- **Field Placements:** 6.2-6.7 range (strong performance)
- **Clinical Placements:** 5.8-6.8 range (variable but generally solid)
- **Trend:** Performance appears stable when data is available

Notable Gender Performance Patterns: Physical Education shows the most pronounced and consistent gender differences of all TPPs:

- **Male candidates** often outperform female candidates, particularly in clinical placements
- **Spring 2025:** Males (5.9) vs Females (6.0) - minimal difference
- **Spring 2024:** Males (6.7) vs Females (6.8) in field; Males (6.7) vs Females (6.8) in clinical
- This contrasts with other TPPs where females typically outperform males

Skill Category Analysis

Strongest Areas:

- **Professionalism:** Consistently high (6.3-7.0 range)
- **Communication:** Generally strong (6.0-6.5 range)
- **Teamwork:** Solid performance (6.0-6.8 range)

Areas of Concern:

- **Critical Thinking:** Lower scores (5.4-6.8 range) with high variability
- **Technology:** Inconsistent performance (5.9-6.7 range)
- **Leadership:** Moderate performance (5.7-6.7 range)

Qualitative Feedback Patterns

Consistently Identified Strengths:

- **Relationship building** with students (most frequently mentioned)
- **Content knowledge** and skill demonstration
- **Professional demeanor** and punctuality
- **Enthusiasm** and passion for physical education
- **Adaptability** to different grade levels and activities
- **Clear instruction delivery**

Common Areas for Improvement:

- **Voice projection** in gymnasium settings (most frequently cited)
- **Classroom management** in large group settings
- **Time management** within lessons
- **Confidence** in teaching abilities
- **Enthusiasm and energy** in instruction delivery

Physical Education-Specific Challenges

Environmental Factors:

- **"Gym voice"** consistently mentioned as needed improvement

- **Space management** and equipment organization
- **Safety considerations** in physical activities
- **Large group management** challenges

Instructional Challenges:

- **Differentiation** for various skill levels and abilities
- **Engagement** of reluctant participants
- **Transition management** between activities
- **Assessment** in physical education settings

Developmental Progression Patterns

Field Placement Focus:

- Building basic teaching confidence
- Learning equipment and space management
- Developing "teacher voice" for gymnasium
- Understanding safety protocols

Clinical Placement Focus:

- Refined lesson planning and pacing
- Advanced behavior management techniques
- Independent curriculum development
- Professional relationships with colleagues

Notable Trends and Concerns

Intermittent Data Availability: The complete absence of data for Fall semesters raises questions about program scheduling or data collection consistency.

Gender Performance Reversal: Unlike other TPPs, Physical Education shows males often performing equally or better than females, possibly reflecting traditional gender associations with physical education or different recruitment patterns.

Voice and Presence Issues: Unique to Physical Education is the consistent feedback about needing stronger voice projection and more commanding presence - requirements specific to gymnasium teaching environments.

Confidence Building: More emphasis on building confidence compared to other TPPs, possibly reflecting the performative nature of physical education instruction.

Positive Indicators

Strong Professional Skills: Physical Education candidates consistently demonstrate high professionalism and punctuality.

Content Expertise: Candidates show solid knowledge of physical activities and sports, with ability to demonstrate skills effectively.

Adaptability: Strong performance in adapting to different grade levels and diverse student needs.

Student Engagement: When confident, candidates show excellent ability to engage students in physical activities.

Section XV. Overall Trends on Skills Assessment for Science

The sparse data makes it difficult to identify meaningful pedagogical development trends, as the program lacks consistent scale for reliable assessment. This situation likely requires administrative review to determine whether the program can be restructured for effectiveness or if resources should be reallocated to strengthen other teacher preparation areas.

Very Limited Data Set: Science Education shows critical data scarcity similar to Mathematics, with extremely small candidate numbers making trend analysis unreliable.

Quantitative Performance Overview

Sample Size Issues:

- Spring 2025: 0 field, 1 clinical placement candidate
- Fall 2024: 3 field, 0 clinical placement candidates
- Spring 2024: 1 field, 6 clinical placement candidates
- Fall 2023: 7 field, 2 clinical placement candidates

Performance When Available: The limited data shows variable performance:

- **Overall Career Readiness:** 6.0-6.8 range (decent when measured)
- **Individual Impact:** Single candidates significantly affect statistical averages

Skill Category Performance:

- **Professionalism:** Generally strong (6.1-7.0 range)
- **Communication:** Adequate performance (5.8-6.5 range)
- **Critical Thinking:** Variable (5.4-6.8 range)
- **Technology:** Inconsistent (6.0-6.5 range)

Program Sustainability Concerns

Enrollment Instability: The erratic candidate numbers across semesters indicate potential program viability issues:

- Inconsistent cohort sizes prevent peer learning opportunities
- Resource allocation challenges
- Difficulty maintaining program momentum

Data Reliability: With 0-7 candidates per semester, individual performance anomalies create misleading trends.

Qualitative Feedback Analysis

Identified Strengths:

- **Content knowledge** and scientific understanding
- **Laboratory skills** and hands-on teaching ability
- **Student relationship building**
- **Professional behavior**
- **Work ethic** and dedication
- **Reflective practice** abilities

Areas for Improvement:

- **Voice projection** in classroom settings
- **Classroom management** strategies
- **Student engagement** techniques

- **Time management** during lessons
- **Confidence** in teaching abilities

Science-Specific Teaching Challenges

Laboratory Management:

- Safety protocols and procedures
- Equipment organization and use
- Managing hands-on investigations
- Balancing inquiry with direct instruction

Content Complexity:

- Making abstract concepts accessible
- Scaffolding scientific reasoning
- Integrating mathematics with science content
- Addressing misconceptions

Developmental Patterns

Field Placement Feedback:

- Focus on basic classroom presence
- Learning laboratory safety and management
- Building confidence in content delivery
- Understanding student misconceptions

Clinical Placement Feedback:

- Refined inquiry-based instruction
- Independent lesson planning
- Advanced classroom management in lab settings
- Professional collaboration skills

Concerning Patterns

Program Scale Issues: The small candidate numbers suggest:

- Possible recruitment challenges in STEM education
- Limited program visibility or marketing
- Competition from other career paths in science
- Inadequate support systems for STEM teacher candidates

Performance Variability: When data exists, wide performance ranges indicate:

- Inconsistent candidate preparation
- Limited peer support and collaboration
- Possible program structure issues

Notable Qualitative Themes

Mentor Teacher Observations:

- Emphasis on building student relationships
- Need for stronger classroom presence
- Importance of making science engaging and accessible
- Challenges with pacing and time management

Unique Science Education Needs:

- Integration of safety considerations
- Balance between hands-on and theoretical learning
- Managing diverse student backgrounds in science
- Addressing science anxiety and misconceptions

Critical Assessment

The Science Education program faces similar challenges to Mathematics Education:

Systemic Issues:

- Critically low enrollment numbers

- Inconsistent program delivery
- Limited economies of scale for effective teacher preparation
- Potential resource allocation concerns

STEM Teacher Shortage Context: The data may reflect broader national challenges in recruiting and preparing science teachers, including:

- Competition with higher-paying STEM careers
- Complexity of teaching science effectively
- Need for specialized laboratory skills and safety training

Program Viability Questions: Unlike robust programs like Elementary Education, Science Education appears to struggle with maintaining sufficient enrollment for effective cohort-based learning and program sustainability.

Section XVI. Overall Trends on Skills Assessment for Social Studies

The Social Studies Education program shows solid candidate development but faces structural challenges in program delivery and concerning gaps in critical thinking preparation. The alternating placement pattern particularly limits opportunities for comprehensive candidate development and peer learning experiences.

Moderate Data Set with Variability: Social Studies Education shows reasonable participation numbers but with significant fluctuations across semesters, creating mixed reliability for trend analysis.

Quantitative Performance Overview

Sample Sizes:

- Spring 2025: 18 field, 0 clinical placement candidates
- Fall 2024: 0 field, 12 clinical placement candidates
- Spring 2024: 17 field, 0 clinical placement candidates
- Fall 2023: 19 field, 0 clinical placement candidates

Performance Levels:

- **Field Placements:** 6.2-6.4 range (solid performance)
- **Clinical Placements:** 6.3 (limited data from Fall 2024 only)
- **Stability:** Relatively consistent when measured

Alternating Placement Pattern: The data shows a concerning pattern where candidates appear in either field OR clinical placements per semester, but rarely both, suggesting possible program scheduling or coordination issues.

Skill Category Performance

Strongest Areas:

- **Equity and Inclusion:** Consistently highest (6.4-6.7 range)
- **Professionalism:** Strong and stable (6.2-6.3 range)
- **Teamwork:** Solid performance (6.3-6.7 range)

Areas of Concern:

- **Critical Thinking:** Lowest performing category (5.7-6.2 range) - concerning for social studies
- **Leadership:** Inconsistent performance (5.9-6.4 range)
- **Technology:** Variable (5.4-6.6 range)

Gender Performance Differences:

- Female candidates generally outperform male candidates
- Gap most pronounced in Communication and Critical Thinking
- Technology shows mixed gender performance patterns

Qualitative Feedback Analysis

Most Frequently Cited Strengths:

- **Content knowledge** and passion for history/social studies
- **Student relationship building** and rapport
- **Professional behavior** and reliability
- **Communication skills** and discussion leadership
- **Enthusiasm** for subject matter
- **Organization** and preparation

Common Areas for Improvement:

- **Classroom management** (most frequently mentioned)
- **Confidence** in teaching abilities
- **Time management** during lessons
- **Initiative taking** without prompting
- **Voice projection** and commanding presence
- **Content preparation** and review before teaching

Social Studies-Specific Patterns

Content-Related Strengths:

- Strong historical knowledge and factual accuracy
- Ability to make connections between past and present
- Skill in facilitating discussions and debates
- Use of primary and secondary sources

Subject-Specific Challenges:

- **Engaging reluctant students** in social studies content
- **Managing discussions** without losing control
- **Time management** with content-heavy curricula
- **Differentiation** for various reading levels
- **Current events integration**

Developmental Progression

Field Placement Focus:

- Building basic classroom confidence
- Learning to facilitate discussions
- Understanding content standards
- Developing questioning techniques

Clinical Placement Focus:

- Independent lesson planning and unit design

- Advanced discussion facilitation
- Assessment and grading strategies
- Professional collaboration with colleagues

Critical Thinking Performance Concern

The consistently lower Critical Thinking scores (5.7-6.2) are particularly concerning for Social Studies Education, given that:

- Critical thinking is fundamental to social studies instruction
- The subject area emphasizes analysis, evaluation, and synthesis
- Students need modeling of critical thinking skills from teachers

This pattern suggests potential curriculum gaps in preparing candidates to teach higher-order thinking skills.

Technology Integration Challenges

Variable technology scores (5.4-6.6) indicate inconsistent preparation in:

- Digital research tools and databases
- Online discussion platforms
- Multimedia presentations
- Educational technology specific to social studies

Notable Qualitative Themes

Mentor Teacher Observations:

- Emphasis on building student engagement with "dry" content
- Need for stronger classroom presence and authority
- Importance of current events knowledge
- Challenges with diverse learners and reading levels

Professional Development Needs:

- Classroom management in discussion-based learning
- Differentiation strategies for social studies content

- Technology integration for historical inquiry
- Assessment design for social studies learning

Program Structure Concerns

Scheduling Issues: The alternating field/clinical pattern suggests:

- Possible coordination problems between university and schools
- Limited placement opportunities
- Inefficient use of mentor teachers
- Reduced opportunities for candidate peer learning

Resource Allocation: The uneven distribution across semesters may indicate:

- Insufficient planning for placement logistics
- Limited mentor teacher availability
- Competing demands with other programs

Positive Indicators

Content Expertise: Social Studies candidates consistently demonstrate strong subject matter knowledge and enthusiasm for their field.

Discussion Skills: Candidates show ability to facilitate meaningful classroom discussions, a critical social studies teaching skill.

Professional Growth: Clear developmental progression from field to clinical placements when data allows comparison.