

Ratings by Domain

Student Name : Rebecca Caylor

Cooperating Teacher : Scott McClelland

Date : March 31, 2026

<p>DOMAIN 1: Planning and Preparation</p> <p><i>Effective teachers in training plan and prepare for lessons using their growing knowledge of the content area, the relationships among different strands within the content and between the subject and other disciplines, and their PK-12 students' understanding of the subject as identified through effective use of assessments. Instructional outcomes are clear, represent important learning in the subject, and are aligned to academic standards. The instructional design includes relevant learning activities and modalities that are well sequenced and support all PK-12 students in meeting high expectations in an environment that provides positive, equitable, and inclusive opportunities for learning.*</i></p>			

UNSATISFACTORY (0) EMERGENT (1) EXPECTED (2) EXEMPLARY (3)

<p>Student teacher's plans reflect little understanding of the content, PK-12 students and/or available resources.</p> <p>Instructional outcomes are either lacking or inappropriate; assessment methodologies are inadequate.**</p>	<p>Student teacher's plans reflect moderate understanding of the content, the students, and/or available resources.</p> <p>Some instructional outcomes are suitable to the PK-12 students as a group, and the approaches to assessment are partially aligned with the goals.**</p>	<p>Student teacher's plans reflect a thorough understanding of the content, the PK-12 students, and available resources.</p> <p>Instructional outcomes represent important learning suitable to most PK-12 students. Most elements of the instructional design, including the assessments, are aligned to the goals and reflect an awareness of the diversity of PK-12 students' interests, background, and needs.**</p>	<p>Student teacher's plans, based on extensive content knowledge and understanding of PK-12 students, are designed to engage all students in significant, autonomous learning.</p> <p>All aspects of the student teacher's plans— instructional outcomes, learning activities, paths to successful completion, materials, resources, and assessments—are in complete alignment and are adapted as needed for individual students or teaching environments.</p> <p>Student teacher planning promotes the learning and growth of all PK-12 students in a positive, culturally sensitive, and collaborative manner.**</p>
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DOMAIN RATING: 3

COMMENTS: Mrs. Caylor has helped in assessing the students in our current reading groups. With this information plans were created and materials were selected to best support the students reading needs at this point in their development.

Comments are continued on last page

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Ratings By Domain, Continued

DOMAIN 2: Classroom Environment			
<i>Effective teachers in training help to organize their classrooms so that all PK-12 students can learn. Student teachers know and value their PK-12 students' identities, as well as their academic, social, and emotional strengths and needs. They maximize instructional time and foster respectful interactions with and among PK-12 students, ensuring that PK-12 students find the classroom a safe place to take intellectual risks. PK-12 students themselves make a substantive contribution to the effective functioning of the class by assisting with classroom procedures, ensuring effective use of instructional space, and supporting and engaging in the learning of classmates. PK-12 students and teachers work in ways that demonstrate their belief that rigorous effort will result in higher levels of learning. Student behavior is consistently appropriate, and the teacher's handling of infractions is subtle, preventive, and respectful of PK-12 students' dignity.*</i>			
UNSATISFACTORY (0)	EMERGENT (1)	EXPECTED (2)	EXEMPLARY (3)
Classroom environment is characterized by chaos and conflict, with low expectations for learning, no clear standards of student conduct, poor use of instructional space and time, and negative interactions between individuals.**	Classroom environment is controlled, with moderate expectations for student learning and conduct, and classroom routines and use of space that partially support student learning. PK-12 students and the student teacher rarely treat one another with disrespect.**	Classroom environment functions smoothly, with efficient use of instructional space and time. Expectations for student learning are high. Standards for student conduct are clear, and interactions among individuals are respectful.**	PK-12 students themselves make a substantive contribution to the smooth functioning of the classroom, with highly positive personal interactions, high expectations and student pride in work, seamless routines, clear standards of conduct, and a physical environment conducive to high-level learning.**

DOMAIN RATING: 3

COMMENTS: Students were able to flow right into the reading lesson because of being familiar with the reading groups routine. The students met Mrs. Caylor at the reading table. Mrs. Caylor gave clear directions and had positive interactions with all students in the group. All materials for the teacher and students were ready and easily accessible.

DOMAIN 3: Instruction

*Effective teachers in training ensure all PK-12 students are highly engaged in learning and contribute to the success of the class. Student teacher explanations are clear and invite student intellectual engagement. Instructional practices are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness. Student teacher feedback is specific to learning goals and rubrics and offers concrete suggestions for improvement. As a result, PK-12 students understand their progress in learning the content and can explain the learning goals and what they need to do in order to improve and have autonomy in their learning. Effective student teachers recognize their responsibility for student learning and make adjustments, as needed, to ensure student success.**

UNSATISFACTORY (0)	EMERGENT (1)	EXPECTED (2)	EXEMPLARY (3)

<p>Instruction is characterized by poor communication, low level questions, little student engagement or participation in discussion, little or no use of assessment in learning, and rigid adherence to an instructional plan despite evidence that it should be revised or modified.**</p>	<p>Inconsistently clear communication, uneven use of questioning and discussion strategies, and/or lack of suitable instructional activities and materials result in only some PK-12 students engaged in learning.</p> <p>The student teacher displays some use of assessment in instruction and is moderately flexible in adjusting the instructional plan in response to PK-12 students' interests and their success in learning.**</p>	<p>All PK-12 students are engaged in learning as a result of clear communication and successful use of questioning and discussion techniques.</p> <p>Activities and assignments are of high quality, and the student teacher and PK-12 students make productive use of assessments.</p> <p>The student teacher demonstrates flexibility in contributing to the success of the lesson and of each student.**</p>	<p>All PK-12 students are highly engaged in learning and make material contributions to the success of the class through their participation in discussions, active involvement in learning activities, and use of assessment information in their learning.</p> <p>The student teacher creates opportunities for peer-to-peer engagement that support social, emotional, and academic development and continuously incorporates approaches to meet the needs of every student.**</p>
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DOMAIN RATING: 3

COMMENTS: Mrs. Caylor gave clear directions and had positive interactions with all students in the group. Students felt comfortable sharing ideas, individually and in group response. (through dry erase boards)
Please note that all students were engaged and participating throughout all steps of the lesson. Nice job!

The students had opportunities to have peer to peer and peer to teacher interactions. She also provided opportunities for individual practice turns to check for understanding. Mrs. Caylor provided support, feedback and appropriate praise when warranted.

Lesson Routine: CVC Review Stories / Short Vowels a,e,i,o,u

Warm - Up Activity

Phonological Awareness and Articulation of Skill - used mirrors to practice sounds

Letter - Sound Correspondence

Word Reading Blending Routine

Word Work

Dictation

Text Application

DOMAIN 4: Professional Responsibilities

*Effective teachers in training are developing high ethical standards, a deep sense of professionalism, and are focused on improving their own teaching. In collaboration with their mentor teacher, student teachers provide frequent, proactive, and personalized communications with families about student learning and performance, while demonstrating understanding of and appreciation for different families' home language, culture, and values. They participate in both school and LEA projects, and they engage in a wide range of professional development activities to strengthen their practice. Reflection on their own teaching results in ideas for improvement that are shared across professional learning communities and contribute to improving the practice of all. Documentation is accurate and comprehensive and supports student learning.**

UNSATISFACTORY (0)	EMERGENT (1)	EXPECTED (2)	EXEMPLARY (3)
<p>The student teacher demonstrates low ethical standards and levels of professionalism, with poor recordkeeping systems and skill in reflection, little or no communication with families or colleagues, and avoidance of school and LEA responsibilities and participation in activities for professional growth.**</p>	<p>The student teacher demonstrates moderate ethical standards and levels of professionalism, with rudimentary recordkeeping systems and skills in reflection, modest communication with families or colleagues, and compliance with expectations regarding participation in school and LEA projects and activities for professional growth.**</p>	<p>The student teacher demonstrates high ethical standards and a genuine sense of professionalism by engaging in accurate reflection on instruction, maintaining accurate records, communicating frequently with families, actively participating in school and LEA events, and engaging in activities for professional development.**</p>	<p>The teacher's ethical standards and sense of professionalism are highly developed, showing perceptiveness, use of reflection, effective systems for recordkeeping and culturally responsive communication with families, leadership roles in both school and LEA projects, and extensive professional development activities.</p> <p>Where appropriate, PK-12 students contribute to the systems for recordkeeping and family communication.**</p>

DOMAIN RATING: 3

COMMENTS: Mrs. Caylor has participated in all Professional Development activities and continues to seek opportunities to learn from our school staff and any trainers that have presented to our staff. She also reflects on her lessons and is willing to collaborate with her mentor and other first grade teachers to get different ideas and approaches to enhance her lessons.

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