

**Student Name :**

Cranson, Alexandria

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**POP CYCLE RESULTS AND CO-COACHING SUPPORT PLAN**

*Complete this form after each Pop cycle*

**Residency Teacher name\***

Alexandria Cranson

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**Resident Teacher's TEA ID Number\***

2581360

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**Placement District\***

Cypress-Fairbanks ISD

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**Placement Campus\***

Brosnahan

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**Grade level\***

5th

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**Content Area\***

Art

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**First date of contact with the Site Coordinator\***

08/04/2025

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**Type of Contact with the Site Coordinator\***

F2F/Virtual Meeting

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**Beginning of Residency with P-12 Students\***

08/13/2025

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**End of Residency Date\***

05/08/2026

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**Assignment Type\***

CLIN 141 - Clinical Teaching (Student Teaching)

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**Performance Assessment\***

Semester 1, PA 1

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**Date of Pre-Conference\***

09/09/2025

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**Observation Date\***

09/10/2025

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**Observation Start Time\***

9:25

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**Observation End Time\***

10:10

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**Duration\***

45 minutes

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**T-TESS Rubric Scores**

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**Dimension 1.1 Standards and Alignment\***

3

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**Dimension 1.2 Data and Assessment\***

2

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**Dimension 1.3 Knowledge of Students\***

2

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**Dimension 1.4 Activities\***

3

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**Evidence for Domain 1**

Alex Cranson planned activities to address the learning objective. The lesson plan template was used to interpret and analyze the lesson TEKS. "Students will be able to create an original optical illusion artwork in which they identify and apply elements of art (line, color, value, and form), use a variety of media and techniques to produce their drawings, and communicate their ideas visually through intentional artistic choices." Ms. Cranson created a video to model creating an optical illusion. Instructional activities were aligned with the instructional purposes.

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**Dimension 3.1 Learning Environment\***

3

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**Dimension 3.2 Managing Student Behavior\***

2

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**Dimension 3.3 Classroom Culture (Learning Environment )**

3

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**Evidence for Domain 3**

The teacher candidate demonstrated strong classroom management skills through the use of clear and efficient procedures, routines, and transitions. As students entered the classroom a pre-assessment was given asking students to shade three areas one dark, medium and light. Throughout the lesson, the teacher actively monitored students as they worked, ensuring they remained on task and providing support as needed. Clear time limits were assigned with the use of a timer to manage pacing and maintain student focus during activities, contributing to smooth transitions and effective use of instructional time. The teacher engaged positively with students, and all interactions were respectful and encouraging. Ms. Cranson has helped to foster a safe, supportive classroom environment. Overall, the classroom was well-organized, with clear expectations and effective strategies that supported both behavior and learning.

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**4.2 Goal Setting\***

2

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**Evidence for Domain 4 (4.2)**

The teacher candidate demonstrated preparedness and professionalism throughout the lesson planning and observation process. Ms. Cranson completed a well-structured lesson plan. Prior to instruction, the candidate was prepared for the pre-conference. During the pre-conference questions were asked to clarify expectations. The pre-conference and post conference both provided opportunities to reflect and engage in meaningful dialogue about instructional strategies and student learning. The candidate effectively designed a video for modeling and examples were shared with students. Ms. Cranson met all expectations for professional goal setting, demonstrating a commitment to continuous growth and development. There was clear alignment between the pre-assessment, instruction, and post-assessment, ensuring consistency and purposeful planning. Overall, this teacher candidate shows promise as a reflective, data-informed educator who is focused on student success and professional excellence.

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**Date of Post-Conference\***

09/15/2025

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**REINFORCEMENT**

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**Reinforcement**

**RT's area of strength during this observation\***

1.4 Activities

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**Reinforcement Evidence\***

The lesson was well planned, organized, and detailed, demonstrating strong preparation. The lesson plan objective was clearly defined. Activities and assessments were clearly aligned with the lesson objectives and sequenced appropriately to support student understanding. All materials were prepared in advance and ready for effective instruction. An exceptional video was prerecorded and shared during the lesson modeling drawing and connecting lines. Activities were aligned with the learning objective. I encourage you to continue refining your planning process.

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**REFINEMENT CO-COACHING FOCUS**

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**Refinement Co-Coaching Evidence and Focus\***

T-TESS Dimension	High Impact Outcome	Monitoring Plan	Coaching Support Plan
4.2 Goals	Use data to inform instruction	Bi-weekly	Step-by-step support plan

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**Refinement Evidence\***

The teacher candidate used the beginning of the lesson for a quick pre-assessment. Continue to refine pre-conference procedures by deepening the process of gathering and analyzing information about students. This includes administering pre-assessments prior to instruction, thoroughly analyzing assessment data, and using the results to inform and guide lesson planning and instructional decisions.

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**CO-COACHING SUPPORT PLAN: ACTIONABLE NEXT STEPS**

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**Describe the actionable next steps to support the Resident in the improvement of practice.\***

Prior to instruction:

Develop and administer a pre-assessment aligned with the lesson objective(s).

Ensure the pre-assessment targets the same skills, knowledge, or standards addressed in the lesson.

After administering the pre-assessment:

Analyze results to identify student readiness, strengths, and areas for growth.

Use assessment data to differentiate instruction and adjust lesson planning accordingly.

During instruction:

Incorporate strategies based on pre-assessment insights to meet diverse learning needs.

After instruction:

Administer a post-assessment that is also aligned with the lesson objective(s).

Compare post-assessment data to pre-assessment results to evaluate student progress and instructional effectiveness.

Reflect on student outcomes to inform future instruction and planning.

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**Additional Comments**

Ms. Cranson has had a successful start to her resident teaching year.[te](#)

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**Please select:\***

I understand that checking this box constitutes that the above electronic signature is a legal signature--confirming that I acknowledge that this form contains accurate information.

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**Electronic Signature**

**Type your first and last name below:\***

Teresa Hunt Sullivan