

Student Name :

Cranson, Alexandria

POP CYCLE RESULTS AND CO-COACHING SUPPORT PLAN

Complete this form after each Pop cycle

Residency Teacher name*

Alexandria Cranson

Resident Teacher's TEA ID Number*

2581360

Placement District*

Cypress Fairbanks ISD

Placement Campus*

Brosnahan

Grade level*

3rd

Content Area*

Art

First date of contact with the Site Coordinator*

08/04/2025

Type of Contact with the Site Coordinator*

F2F/Virtual Meeting

Beginning of Residency with P-12 Students*

08/13/2025

End of Residency Date*

05/08/2026

Assignment Type*

CLIN 141 - Clinical Teaching (Student Teaching)

Performance Assessment*

Semester 1, PA 1

Date of Pre-Conference*

10/22/2025

Observation Date*

10/28/2025

Observation Start Time*

11:10

Observation End Time*

12:05

Duration*

55 minutes

T-TESS Rubric Scores

Dimension 1.1 Standards and Alignment*

3

Dimension 1.2 Data and Assessment*

3

Dimension 1.3 Knowledge of Students*

3

Dimension 1.4 Activities*

3

Evidence for Domain 1

Ms. Cranson carefully planned out an Art lesson and demonstrated clear organization throughout. The objective was clearly stated and attainable for all students, ensuring that everyone could participate and be successful. "Students will create a zoomed-in pumpkin artwork demonstrating the use of warm colors and value (highlights, midtones, shadows) to produce the illusion of 3-D form." "I can use warm colors, highlights, and shadows to make my pumpkin look 3D and tell a partner where my light is coming from." A realistic pumpkin as a visual reference made the activity engaging and relevant. Important vocabulary terms such as value and blending were introduced and reinforced appropriately. Step-by-step directions were provided in a clear and sequential manner—beginning with Step 1: draw lines, Step 2: add red, and Step 3: add yellow, noting that yellow is the lightest color. Ms. Cranson also shared examples and modeled each procedure effectively, allowing students to visualize the process before working independently. Overall, the lesson was well-structured, purposeful, and effectively delivered.

Dimension 3.1 Learning Environment*

3

Dimension 3.2 Managing Student Behavior*

3

Dimension 3.3 Classroom Culture (Learning Environment)

3

Evidence for Domain 3

Effective routines and procedures were connected to a picture of the Mona Lisa, which helped maintain student focus and engagement. Expectations were clearly established at the start of class, including the routine of silent work for the first fifteen minutes. Materials were well-prepared prior to class, allowing for smooth transitions and efficient use of instructional time. Students were called by table to collect materials, promoting organization and minimizing disruptions. Positive reinforcement, such as saying, "Thank you, blue table, you are working hard. I see y'all," was used to acknowledge effort and encourage on-task behavior. While the use of verbal praise was effective, care should be taken not to overuse call backs. Overall, the routines and procedures supported a well-managed and productive learning environment.

4.2 Goal Setting*

3

Evidence for Domain 4 (4.2)

The resident teacher was well-prepared for the lesson and demonstrated thoughtful planning throughout. Mini examples were created and used effectively as part of the pre-assessment to gauge students' prior knowledge and readiness. The lesson was carefully organized, showing attention to detail and alignment with learning objectives. Ms. Cranson came prepared for both the pre-conference and post-conference, engaging in reflective discussions about instructional decisions. Assessment data was used meaningfully to adjust instruction, such as modifying the original five-step value scale to a more accessible three-step version to better meet student needs. Overall, the student teacher displayed strong preparation, flexibility, and a growing ability to use data to inform and improve teaching practice.

Date of Post-Conference*

11/04/2025

REINFORCEMENT

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

1.1 Standards and Alignment

Reinforcement Evidence*

The resident teacher demonstrated strong knowledge of lesson content and clear understanding of the learning expectations. The lesson was carefully planned and well-organized, with accommodations pre-planned and thoughtfully implemented to meet the needs of specific students. Classroom management was commendable, especially considering the large class size of nearly forty students. Materials were efficiently organized and distributed, contributing to a smooth and productive learning environment. The student teacher also maintained firm and consistent behavioral expectations, following through when needed rather than giving multiple chances for correction. This consistency helped establish behavioral expectations in the classroom. Overall, the student teacher showed effective planning, content knowledge, and strong classroom management skills that created a positive and focused learning atmosphere.

REFINEMENT CO-COACHING FOCUS

Refinement Co-Coaching Evidence and Focus*

T-TESS Dimension	High Impact Outcome	Monitorin g Plan	Coaching Support Plan
3.1 Routines and Procedures	Consistently use a system of rules and procedures to support student engagement	Weekly	Step-by-step support plan

Refinement Evidence*

An area of refinement for the resident teacher involved increasing intentionality and specificity in instructional choices and feedback. While call backs were effective in gaining student attention, they were sometimes overused; incorporating variety in attention signals could help maintain student engagement. It was suggested that materials, such as pastels, be passed out after students completed their initial drawings to minimize distractions and keep focus on one task at a time. When providing feedback, Ms. Cranson was encouraged to use more specific and descriptive language rather than general praise such as "Good job," so students clearly understood what aspect of their work met expectations. Additionally, attention to pacing would allow time at the end of class for material management and clean-up, ensuring a smoother closure to the lesson. Continued growth in these areas will strengthen classroom flow, student understanding, and overall instructional effectiveness.

CO-COACHING SUPPORT PLAN: ACTIONABLE NEXT STEPS

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

Next Steps:

- Vary attention-getting strategies; avoid overusing call-backs.
- Provide specific and intentional feedback—describe what students did well instead of general praise like “Good job.”
- Distribute materials such as pastels after students complete initial steps to maintain focus.
- Monitor and adjust pacing to ensure adequate time for material management and clean-up at the end of class.
- Continue refining transitions and closure routines to support smooth lesson flow.

Reflection Questions:

How might providing more specific feedback (rather than general praise) impact student understanding, motivation, and quality of work?

What strategies can help you better manage pacing so there is time for clean-up and closure activities?

How do your pre-planned accommodations and adjustments support all learners in meeting the lesson objectives?

Additional Comments

Thank you for consistently taking specific feedback with openness and using it as an opportunity to refine your teaching practices. Your positive attitude reflects a strong growth mindset and a genuine commitment to continuous learning. This dedication to improvement is evident in your ongoing efforts to enhance instructional strategies and strengthen student engagement.

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.

Electronic Signature

Type your first and last name below:*

Teresa Hunt Sullivan