

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 Elementary

Grade level*

4th

Content Area*

Art

First date of contact with the Site Coordinator*

01/07/2026

Type of Contact with the Site Coordinator*

F2F/Virtual Meeting

Beginning of Residency with P-12 Students*

08/13/2025

End of Residency Date*

05/28/2026

Assignment Type*

CLIN 141 - Clinical Teaching (Student Teaching)

Performance Assessment*

Semester 2, PA 1

Date of Pre-Conference*

02/24/2026

Observation Date*

02/25/2026

Observation Start Time*

10:15

Observation End Time*

11:10

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 demonstrated clear evidence of effective planning throughout the lesson. The objective, “I can create a Pop Art dessert artwork using repetition, contrast, and a 2x2 grid,” was visibly posted on the board and introduced on the screen, ensuring students understood the learning goal from the start. She thoughtfully built background knowledge by introducing students to Andy Warhol and explaining his role in the Pop Art movement. Students participated in a Turn and Talk discussion responding to the prompt, “What do you notice about his art?”, which actively engaged them in observation and critical thinking. Ms. Cranson provided a clear definition of Pop Art and reinforced the theme of “Making the Ordinary Extraordinary,” helping students connect the historical context to their own creative work.

Her visually appealing and informative slide presentation further supported student understanding, including key concepts such as “Color Creates Mood” and “Repetition Creates Emphasis.” These ideas directly aligned with the project requirements and artistic techniques students were expected to apply. Additionally, Ms. Cranson incorporated differentiation by allowing students to choose between watercolors or colored pencils to complete their artwork, supporting diverse learning preferences and skill levels. The lesson was well-structured, engaging, and aligned with the stated objective, reflecting strong instructional planning and intentional design.

Dimension 2.1 Achieving Expectations*

3

Dimension 2.2 Content Knowledge and Expertise*

3

Dimension 2.3 Communication*

3

Dimension 2.4 Differentiation*

3

Dimension 2.5 Monitor and Adjust*

3

Evidence for Domain 2

Ms. Cranson demonstrated strong evidence of effective instruction throughout the lesson by actively engaging students and promoting critical thinking. She began with an introduction to Andy Warhol, guiding students to closely observe his repeated images and discuss what they noticed. Through several structured Turn and Talk opportunities, students responded to guiding questions such as, “What do you notice?” and “How do colors make you feel?” These questions encouraged thoughtful analysis and deeper connections to artistic elements. Students recognized that although the images were repeated, each one was unique, and the teacher emphasized how the artist used repetition to draw attention to and emphasize the subject.

Ms. Cranson incorporated higher-level questioning strategies, asking students to identify “glows and grows” while previewing artwork, which promoted reflection and critical evaluation. She clearly explained each step of the project and modeled all expectations using the projector, ensuring students understood both the process and the final outcome. The use of a microphone supported clear communication, ensuring all students could hear directions and instruction. Additionally, accommodations were provided as needed, demonstrating responsiveness to diverse learner needs. Overall, the instruction was interactive, scaffolded, and intentionally designed to foster engagement, understanding, and creative application.

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

Ms. Cranson established a positive learning environment through clear routines, consistent procedures, and engaging classroom management strategies. She reinforced student participation and focus by using countdowns such as “10 more seconds to talk...5, 4, 3, 2, 1” and interactive cues like “Show me the Mona Lisa” and the “Call Back Class, Class” response, which encouraged attentive listening and respectful interactions. Expectations for materials were explicitly taught, with reminders such as “Don’t bend my rulers,” which helped students handle supplies responsibly and independently. These effective routines and procedures allowed for smooth transitions and minimized downtime, supporting efficient use of class time. Overall, the classroom atmosphere was structured yet engaging, fostering student accountability, participation, and a sense of shared responsibility, which contributed to a safe and productive learning environment.

4.2 Goal Setting*3

Evidence for Domain 4

Ms. Cranson demonstrated clear evidence of goal setting by thoughtfully preparing for both the pre-conference and post-conference. She organized a detailed and visually appealing slide presentation that outlined key concepts, project steps, and examples of Pop Art, providing a clear roadmap for student learning. Preplanned questions were strategically designed to guide discussion, prompt critical thinking, and check for understanding throughout the lesson. By sharing a variety of Pop Art examples, she ensured students could make connections between the historical art movement and their own creative work. This level of intentional planning reflected Ms. Cranson’s commitment to achieving her instructional goals and supporting student success.

Date of Post-Conference*

02/26/2026

REINFORCEMENT

Reinforcement

RT's area of strength during this observation*

2.2 Content Knowledge and Expertise

Reinforcement Evidence*

Ms. Cranson exhibited strong positive reinforcement in the area of content knowledge. She demonstrated a deep understanding of art instruction by effectively sharing examples of Pop Art and clearly connecting them to the lesson objective. Throughout the lesson, she accurately conveyed concepts, anticipated potential misunderstandings, and prepared strategies to address them, ensuring students stayed on track. Her expertise allowed her to provide precise and meaningful instruction while also creating opportunities for students to think creatively and apply artistic techniques independently. Overall, her content knowledge and thoughtful planning reinforced student learning and supported a productive, engaging classroom experience.

REFINEMENT CO-COACHING FOCUS

Refinement Co-Coaching Evidence and Focus*

T-TESS Domain	T-TESS Dimension	High Impact Outcome	Monitorin g Plan	Coaching Support Plan
Domain 2: Instruction	2.5 Monitor and Adjust	Engage in reflective tasks and set appropriate instructional goals using data	Weekly	Step-by-step support plan

Refinement Evidence*

An area of refinement for Ms. Cranson is pacing and transition management. Although she provided detailed and organized instructions for using the ruler to create grids, the pacing of this portion of the lesson was slower than

necessary. Students transitioned between tables and the carpet multiple times. Continuing to monitor student engagement during these transitions and adjusting instruction in real time will help maintain momentum and ensure that all students remain actively involved in the learning process. With minor adjustments to pacing, the lesson could become even more efficient and engaging.

CO-COACHING SUPPORT PLAN: ACTIONABLE NEXT STEPS

Describe the co-coaching plan to support the Resident in the improvement of practice.*

Next Steps:

- Increase pacing during instructional demonstrations to maintain student engagement.
- Minimize transitions between learning areas to maximize instructional time.
- Continue to monitor student engagement and adjust questioning or activities as needed.
- Explore additional strategies to streamline project setup and material distribution.

Reflection Questions

- Which instructional strategies most effectively supported student engagement and understanding?
- Were there any points in the lesson where pacing or transitions could be improved?
- What evidence showed that students were thinking critically about Pop Art and applying concepts?

Additional Comments

Congratulations on completing POP 3. You continue to hold high expectations for yourself and consistently push yourself to improve your practice. You are open to feedback and actively reflect on how to apply suggestions to strengthen your instruction. Throughout this process, you have gained valuable skills and tools that support effective classroom instruction, particularly in planning and delivering lesson content. Your growing confidence with the material is evident, and it allows you to engage students more clearly and purposefully. Keep building on this momentum as you continue to refine your teaching practice and develop your professional confidence.

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

Electronic Signature

Type your first and last name below:*

Teresa Hunt Sullivan