Writing an English EPD for an Intern Who Had a Strong Performance

Exit Performance Description for Mr. [Redacted]
Mentor teacher.

Mr. [Redacted] taught a full year at [Redacted] High School in [Redacted], Michigan. [Redacted] is a tenth through twelfth public high school with a predominately Caucasian student body with about ten percent African American, Hispanic, and Asian American. [Redacted] is more socio-economically diverse than ethnically diverse. The school has an attendance of about [Redacted]. [Redacted] is considered a suburb of Lansing. About sixty percent of the students who graduate from [Redacted] go on to some type of postgraduate schooling and the others enter the work world.

[Redacted] taught three different senior level courses during the year. He was completely responsible for [Redacted], a multi culture focus that included the novels Their Eyes Were Watching God, The Color of Water, I Know Why the Caged Bird Sings, the play Othello, and several short stories, essays, and poetry. He co planned and co taught Macbeth, Beowulf and Canterbury Tales in English Literature, and several aspects of our film as literature course. During his lead teaching he planned and taught Jane Eyre, Wuthering Heights, Oliver Twist, Frankenstein, A Tale of Two Cities, and the Romantic and Victorian poets. While [Redacted]'s experience has only involved seniors, there was a wide range of ability, motivation and interest among the students. He has had a solid experience with many literary genres and writing assignments.

I was very impressed with [Redacted]'s content knowledge. He is a well-read eclectic reader and has had training and experience in teaching writing. His in depth understanding of the works studied helped him create lessons that encouraged critical thinking and student engagement with the text. While teaching Jane Eyre and Wuthering Heights, the students were asked to write a character sketch. During the course of reading the novel, all the activities were designed to build on the ideas of character. From the opening pre reading activity to the end paper, there was a connectedness to the unit.

[Redacted] is good at using supplemental sources to engage students in the class material. He has used film clips and comic strips for example, as leads into the lesson. He is well aware of the students’ needs for variety and works to interest students on many levels.

Additionally, [Redacted] plans activities that all students can participate in. He varies the type of assignment to include a variety of learning styles, personality types and student ability. Because different classes can have different reactions to the same assignment, he is aware of the need to change to accommodate that. This shows his flexibility as well as his level of knowing his students well. There are several students with special needs in [Redacted]'s classes and he works to provide the best accommodations for each. From enlarging the day’s work for a sight-impaired student to giving extra time on a test, he always keeps the students as the center of his focus.
Students know that they have to be accountable for their own work, which I think helps them realize personal responsibility. He keeps a calendar of each day’s work in the front of the room so that students may check on class work and assignments. Because he comes to class each day totally prepared, his class environment is one of productivity and focus. He takes time with any student that has a question and students find him to be very approachable. He presents himself in an easy, non-threatening way to students and they respond in kind. Put downs and negative comments are not acceptable and he is quick to squelch disrespectful language. As he continues to grow and develop, his classroom will reflect that growth as well.

He works well with other staff members and participates in many activities. He has acted as a coach for the quiz bowl team, helped with auditions for the school play and attended department meetings. He was an active member of a Collaborating For Student Success group. The group consists of eight to ten staff members that use student work to better their teaching. During parent teacher conferences he took the lead discussions about the students in his focus classes. He was very adept at answering questions. He has a good understanding of each of his students and was able to articulate those strengths and weaknesses to the parents.

I highly value him as a colleague. In our discussions he always brings up salient points and thoughtful comments. He is open to suggestions about his performance and ideas. He has very high ideals and standards for himself. He strives to succeed in all aspects of our profession. His desire for success leads to his reflective nature and acts as an impetus for improvement. I am confident that he will make an outstanding contribution to our profession.

High School