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

Exit Performance Description

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[Name]'s experience during her internship was at High School, a suburban high school in mid-Michigan. The enrollment is approximately 9th – 12th grade students. Over 90% of the student body is Caucasian. Despite this similarity, there exists an extensive socio-economic diversity among students. A large percentage of High School students go on to further their education at universities or community colleges.

[Name]'s experience is even unique among Michigan State interns. She had the opportunity to be a long-term substitute for 8 weeks during my maternity leave. At that time taught three Integrated 2 classes, which are comparable to the traditional Geometry course. She also taught two Integrated 1A classes. Integrated 1A is a yearlong course that covers the material found in the first half of Integrated 1. First semester, also co-taught and co-planned a Pre-Algebra course with me. This is the first math course we offer at our high school. In our Integrated 1A and Pre-Algebra courses, many of these students have been identified as being “at risk” or are identified as having special needs. Additionally, these students have not had much success in school, let alone in a math class. These students provide many challenges with their academic past, but also bring a variety of experiences that make for a rich learning environment.

[Name]'s commitments to her students’ learning and extensive knowledge of mathematics allow her to be very successful. Even before the school year began, I was impressed with [Name]'s eagerness to learn everything about our school, the students, and how to get the year started. Despite [Name]'s atypical situation and increased responsibility, she excelled in our classroom as a teacher and a colleague.

Knowing subject matters and how to teach them:
[Name]'s deep understanding of mathematics allowed her to develop creative, insightful and worthwhile activities for her students. Her decisions about how to proceed with lessons and create assessments demonstrate the thoughtfulness with which she plans. Despite her high level of mathematics understanding, she thought about where misconceptions or misunderstandings for her students might be. She was genuinely concerned with meeting her students' learning needs. In order to do this, she assessed students' prior knowledge, progress, misconceptions, and understanding of topics in many ways. [Name] was consistently innovative when creating activities, traditional assessments and performance assessments.
Working with students:
 Беседа was genuinely concerned about her students' success in math and in life. She took responsibility for their learning in her class while understanding the places that math takes in her students' lives. Беседа's relationship with her students was friendly while still maintaining a professional distance. Our second semester began as Беседа began her long-term substituting. This semester brought seventy new students to our five classes. Беседа had learned the names of all these new students and begun developing positive relationships with them within the first week. She greeted students at the door and spoke to them individually about mathematics and other important events they've shared. Беседа's patience, sympathy, and sense of humor allowed her to make excellent progress with many students. Students enrolled in our classes offer several challenges in addition to struggling with learning mathematics. Developing strategies for building a relationship with these disconnected students while keeping them involved and engaged in class proved to be one of Беседа's biggest challenges and biggest accomplishment.

Creating and managing a classroom learning community:
 Беседа's classes were truly learning communities. Students spoke openly and honestly about their mathematical ideas, questions, and confusions. Беседа valued students' ideas and knew there was much to be learned from her students especially their incorrect answers. She phrased questions and responded to comments in a non-threatening way that probed for student understanding. Students treated Беседа and each other with respect, even in the midst of intense mathematical disagreements. Students knew they would be treated fairly and with respect. Беседа's consistency in maintaining classroom routines helped ensure students' best use of class time. Беседа also remained flexible when extenuating circumstances arose.

Working and learning in a school and profession:
 Беседа worked with many professionals in the school in a constant effort to improve her teaching. She sought out other math teachers, other teachers outside her department, administrators, counselors, social workers, technology support staff, and media specialist. Additionally, Беседа worked at girls' basketball games and attended many extracurricular activities throughout the year in support of her students. Chaperoning the winter dance and attending staff and professional development meetings showed her dedication to our profession. Беседа was also directly involved with starting and maintaining an Integrated 2 planning team. All teachers of Integrated 2 would meet weekly to discuss the direction of the course, specific lessons, share ideas, and develop activities for students. Беседа's participation and contributions were well received and provided evidence of her creativity and concern for student success. Furthermore, Беседа assisted me during our Fall Parent-Teacher Conferences and handled the Spring Parent-Teacher Conferences on her own. Our principal and other staff members made several positive comments about Беседа's professional conduct and demeanor during the conferences. Беседа was very articulate regarding a student's progress while remaining positive.
Math: weak

Writing a Math EPD for an Intern Who Had a Weak Performance

was an intern at High School during the 2002-2003 school year. is a suburban AA school with 62% of last years graduating class going on to a 4-year university and 19% on to a community college. The student population ranges from upper middle class families to students living in government subsidized projects. The school has ninth through twelfth grades and runs an 8-hour day. High was ranked among the top 100 schools in the nation by US News and World Report.

Upon the beginning of the school year, taught Algebra One for . The second semester, have switched to teaching two Applied Trigonometry courses for and two Applied Geometry classes for . Also assisted in cafeteria duty on a daily basis.

Knowing the Subject Matters and How to Teach Them
has an excellent grasp of mathematical concepts, as displayed by his teaching of Algebra One, Geometry, and Trigonometry. When working with the Applied Geometry and Applied Trigonometry classes, developed numerous examples and various ways to explain each concept.

When was able to plan in advance, he facilitated interesting hands-on activities. With experience, I believe will continue to incorporate more activities into his daily teaching. carefully develops each classroom assessment to be sure it is in line with his daily objectives. When working with the Algebra courses, his assessments were all professionally written.

Working With Students
has had the opportunity to work with various ages and levels of students during his intern experience. He began the year with ninth graders in a college preparatory Algebra One course and changed to a slower paced twelfth grade group in Applied Trigonometry, along with a mix of tenth and eleventh graders in the Applied Geometry. In working with the Applied classes had difficulty establishing authority. Students would take advantage of his mild manner. Student who were struggling with the material were invited to come to the after school help room, in which volunteered twice a week for approximately 15 weeks. would also spend time during his lunch or before school helping students.

One of strongest attributes is that he treats all students fairly and equally. He is consistent on his classroom policies and expresses genuine concern for troubled students. wants all of his students to be successful and goes the extra mile to assist them.
Creating and Managing a Classroom Learning Community

has been successful in creating a classroom where all questions are welcomed. In order to maintain an environment conducive to learning, utilizes the intercession room to remove disruptive students. is hesitant to follow through with parent phone calls in an effort to keep a positive relationship with the students. Due to ’s desire to thoroughly complete one task before starting another, classroom time is not always effectively utilized.

Working in a School and Profession

is open to constructive criticism and often makes adjustments based on feedback. He is very willing to assist other colleagues. is polite and professional. He arrives before school begins and often stays into the evening working on lesson plans. needs to continue to work on meeting deadlines, advanced planning, and organizational skills. is very detailed in his checking of student work, often making many comments and following the student’s solving process. Unfortunately this put in the situation were the third marking period grades were not done in time and had to be completed by his mentors.

is hard working and conscientious. He is honest with himself and others. We are certain that will continue striving to develop professionally.