Teaching Situation

During the 2003-2004 school year, taught Chemistry and Advanced Placement (AP) Biology at High School in Michigan. The school is located in an urban area and the students come from a wide variety of ethnic and socioeconomic backgrounds. There are approximately students in grades 9 to 12 and the population is composed of approximately 45% minority students, including a large Hispanic community and a significant number of international refugee students. The students primarily come from working class families and a large percentage qualify for free and reduced lunch programs.

During the majority of the first semester, taught one chemistry class and assisted in two other classes on a regular basis. She assumed the lead teaching role in two chemistry classes and one AP biology class for a total of approximately three weeks. The chemistry classes were composed primarily of tenth and eleventh graders who are planning on continuing their formal education beyond the secondary level and initially ranged in size from 36 to 42 students. The AP biology class was composed of twenty eleventh and twelfth grade college bound students.

For the first ten weeks of the second semester, was the lead teacher for the above mentioned three classes as well as an additional AP biology class on a daily basis. She was also involved in the tutoring program for our athletes and assisted as needed with the Academic Decathlon team.

Subject Matter Teaching

began her internship year with a good chemistry background and could readily identify major themes and sequence specific objectives within the curriculum content. Although her specialty within the realm of biology was botany, she did not hesitate to spend time learning more about the animal systems content and finding additional sources for materials beyond the textbook at hand.

had learned about cooperative learning strategies during her college course work, but had little hands on experience with specific techniques prior to starting her internship year. After some initial frustrations, was able to design activities which balanced both the interactive advantages of student teams and the importance of individual contributions, tailored to the dynamics of individual classes.

's organizational skills, which were strong to begin with, have been a great asset in assisting students in taking more responsibility for their own learning. This was clearly demonstrated to the students by the use of "unit plans" which she distributed to students at the beginning of each two or three week unit of study. These one page unit plans outlined the daily activities, listed the specific objectives and vocabulary, provided the students with a list of assignments for the unit including due dates and room for students to record grades, and served as a cover page for the unit notebook of assignments students were required to keep for each unit of material. This greatly facilitated classroom management because students who had been absent could readily determine what they had missed without disturbing the flow of the day's
activities. Although most students initially had some difficulty remembering to check the unit plan for assignment due dates on a regular basis, most students came to view them as a valuable tool for time management.

**Classroom Management and Student Engagement**

This is the area in which [name redacted] has demonstrated the greatest growth during her internship. Although it was difficult for her initially to get certain students to focus on a specific task or deliver a presentation to some classes without multiple disruptions, she has been willing to continually try different techniques until she found what worked for individual students. This willingness to be flexible where appropriate and personal attention has resulted in a classroom atmosphere where students feel comfortable and respected. She has developed a greater sense of confidence about disciplining students when necessary and has learned to anticipate where problems may occur, for example in transitions between activities, and take steps to avoid them.

A major concern in many science classes is the safe integration of laboratory experiences. [name redacted] has prepared materials and supervised students in the laboratory on numerous occasions and is well aware of the need for continuous monitoring of safety conditions.

**Professional Development and Relationships**

Given the dual nature of the internship program through Michigan State University whereby the interns are both teachers and students at the same time, the demands of balancing the day to day teacher work load as well as substantial university assignments on a regular basis is difficult for all interns. [name redacted] has handled this load well. She has attended staff meetings on a regular basis and participated in building staff development opportunities. [name redacted] has participated in parent conferences, including one evening in which she was solely responsible for fielding all parent comments and concerns.

[Name redacted] has taken an active role at [school name] this past year in “extra-curricular” activities. She has consistently demonstrated her willingness to help students outside of class by being available for students to drop in at lunch or after school to get additional help, finish assignments, or just to talk. She has attended student events outside the regular class day and has worked with the supplemental tutoring program for athletes established this year at [school name].

Collaborating Teacher: [name redacted]
Writing an EPD for an Intern Who Had a Weak Performance

Exit Performance Description
Major: Biology—Minor: English

Teaching Situation
During his internship year, [name] worked at [school name], an urban school in the [location]. [School name] High School houses approximately [number] students, with 76 percent African American students, 13 percent Caucasian students, nine percent Hispanic students, and two percent Asian students. Approximately 49 percent of [students] qualify for the free and reduced lunch program.

[name] taught within several biology classes, including one honors period. From the beginning of the internship sequence, [name] taught one section of biology throughout the entire year. He also worked to observe and co-teach in his mentor’s other biology classes. At two different times in his first semester, [name] also taught within one or two additional sections of biology. Then, from February to April, [name] worked within a ten-week lead-teaching situation, in which he taught four sections of biology. During his lead teaching, [name] was forced to suspend his teaching for about 10 days due to an illness; he then extended his lead teaching for several weeks to accommodate the disruption in his overall schedule. [name] worked within a block schedule, and learned to adapt lessons to both 55-minute blocks and 90-minute blocks.

The Four Program Standards
Michigan State University’s Teacher Education program follows four major program standards for elementary and secondary teacher training. These standards are consistent with the objectives and standards for teaching excellence at both the state and national level. The following report is structured within the framework of these program standards: 1) Knowing subject matters and how to teach them; 2) Working with students; 3) Creating and managing a classroom learning community; 4) Working and learning in a school and profession.

Knowing Subject Matters and How to Teach Them
[name] exemplifies a good working knowledge of biological concepts. Throughout his internship experience, [name] struggled with finding methods of presenting biology subject matter in an engaging curriculum of understanding, and toward the end of this year, he began to find some sources—including other teachers and Internet resources—to use in meeting these goals. Though [name] originally felt unsure when he could not answer a difficult student question, he recently implemented a process in which students could gain extra credit by researching the answers to such questions; he seems much more comfortable within these situations as he ends his year.

As [name] shouldered more responsibility as the lead teacher, he began writing his own tests and assessments. He is beginning to make connections between such assessments and the types of review sessions and materials that he plans. [name] should now begin to think about analyzing his
assessments, especially tests, to determine their effectiveness in telling him what students understand, along with how to change his teaching in the future.

**Working with Students**

As a first-time teacher with little experience with large urban classrooms, initially struggled with initiating student relationships both within the classroom and within the overall school community. Because his honors section had a smaller number of students, positive relationships seemed to form more quickly in this classroom. As ends his internship year, he shows improvement in getting to know his students, especially by overtly attempting to gain new knowledge about students each week. taught in a tiered lecture hall with the seats bolted to the floor, which caused a major problem with moving throughout the classroom. Toward the end of his internship, began moving throughout the room with more confidence in order to meet small group and individual student needs.

One of's major goals for this year was to apply active learning concepts within his classroom; he stated that his major reason for wanting to teach is to help people feel engaged in science. Though he often struggled to find such activities for his classroom, ends the semester with several positive examples of this type of learning in his classes. For example, he found a genetics activity on the Internet; the activity involved a hands-on lesson about genetics and Punnett squares.

**Creating and Managing a Classroom Learning Community**

Due to the newness of his placement, also had difficulty in working out classroom management issues. In his final observation, showed improvement in his ability to scan the classroom and call on specific students in order to bring the group to attention. One of his best moves has been the addition of a daily opening activity in which he asks his students a question to help them settle into their work, as well as to help engage them in the biological subject of the day. In addition, in his second semester, decided to implement a behavioral contract with his students, thus emphasizing classroom rules and norms. now needs to focus on enforcing the consequences set within this contract.

Toward the end of his internship, began to find that by knowing his students and their needs, he could create a more successful learning community within his classes. After his last observation, he mentioned that he was keeping specific students in mind when planning his units. For example, one of his honor students is very religious, so he prepared for his evolution unit with this information in mind.

**Working and Learning in a School and Profession**

This is an area where has shown some growth this year. Though he did not initially take advantage of the multiple resources within his school community, he has ended his year with some observations with other teachers and some attention to professional development measures. After a period of adjustment, began to attend meetings and in-services with his mentor, along with joining in on some extra-curricular events. When his schedule permitted,
attended an after-school weight lifting club established by another science teacher. In addition, [REDACTED] has attended several rounds of parent-teacher conferences.

As he ends his internship year, [REDACTED] is beginning to take responsibility for his own learning and professional development. His most important discovery was the importance of actively observing other teachers in order to inform his practices. In addition, he has begun developing his journals and reflections in a productive and successful manner.

**Conclusion**

[REDACTED] has shown some definite growth, especially in his final internship months. He is working to develop relationships with all of his students, and he is searching for sources of engaging activities to help his students gain a better understanding of science. [REDACTED] is on a positive path toward becoming an effective science teacher.

**Signature:**

Field Instructor

**Date:** 5-7