Writing an EPD for an Intern Who Had a Strong Performance

Social Studies

Strong Intern

Exit Performance Description

Teaching Situation

served as my intern during the school year at High School. is an affluent community that lies in Mid-Michigan. We have approximately students at the high school and provide a predominately competitive college preparatory curriculum. We continue to be a school that is recognized year in and year out for excellence.

Mr. taught two lead teaching experiences first semester in my two 9th grade U.S. History classes as well as in my two 11th-12th grade World History classes. Second semester he took over these four classes full time from January to the present, with an end date set for mid-April. Furthermore, he did observational work in Spanish courses in support of his certified minor in Spanish.

Michigan State University’s Teacher Certification Program

completed his BA at Michigan State University (M.S.U.) with a major in Social Studies and a minor in Spanish. He meets the requirements for No Child Left Behind in all of the social studies content areas in addition to Spanish. He just completed his year long internship at High School, while completing Masters level courses at M.S.U.

M.S.U.’s teacher certification program is guided by a set of standards. These standards are 1) Knowing Subject Matters and How to Teach Them, 2) Working with Students, 3) Creating a Classroom Learning Community, and 4) Working and Learning in a School and Profession. The categories of these standards provide a helpful structure for assessing ’s teaching performance.

Knowing Subject Matters and How to Teach Them

faced the challenge of teaching both World History and U.S. History, the two areas of social studies with the highest subject matter demands. He met this challenge very well. He was able to identify main goals and core concepts for units taught, and plan and pace his students in a way consistent with their academic maturity and the curriculum constraints faced by a teacher of history.

In U.S. history he monitored his and the students understanding of the subject matter. He also searched for ways to connect the content to the students in meaningful ways while further developing the academic skills of the freshman students in these classes. For example, in U.S. history he designed an interactive Webquest student research and presentation activity. In so doing, he incorporated technology into his lesson (a school-wide N.C.A goal), as well as motivating students to research and present information about the rise of dictators in Europe prior to WWII. Also, as part of his WWII unit, he took the lead in organizing a field trip to the Holocaust Memorial Center in Farmington Hills. Through this experience, he displayed his commitment and concern for students in life long learning. In going through the student reflection papers after the trip I was impressed by the impact this trip had on the students.

Within World History, faced the challenge of covering a large amount of information at a college preparatory level. This also presented numerous subject matter challenges due to the volume of potential material. did an excellent job of focusing on curricular goals, core concepts, and content within units. He conducted research to broaden his understanding of this material, and designed very interactive lessons within his World History classes. He has implemented responsive, curriculum based lessons that have gotten the students involved in discovering the complexity of detail, and the connections to be made, within World History. During his unit on the Renaissance, he incorporated content from the arts, working closely with our art teacher to draw in subject matter content that complemented his own curricular goals. By doing so, he created a cooperative and interactive series of activities that allowed the students to examine and explore the connection between Humanism and Renaissance art and literature. During another unit on the Reformation, he organized a debate between Johann Eck and Martin Luther, followed up with an historical re-enactment of Martin Luther’s heresy trial. This included all the historical roles of people at the Diet of Worms and he even had the students enthusiastically dressing their parts! In speaking with students after this series of activities, I could see their excitement, enthusiasm, and their deep knowledge of the complex events at play during this time period.

Working with Students

Teaching isn’t exclusively about the subject matter, it is about working with students, and fostering within them new life long skills, the core concepts of the subject matter, and a life long appreciation for learning. Mr. has worked successfully towards these goals. He has demonstrated a concern for the well being and safety of his students throughout his
intern experience. He has worked to bridge student strengths, interests and cultural backgrounds with the curriculum. He has spent countless hours before school and at lunch tutoring students, and providing retake opportunities to improve grades. In so doing, he has fostered an inclusive classroom community, where student input and interaction is highly valued.

has developed a good professional relationship with his students. He has adjusted and adapted various lessons to better address the learning needs of different class periods in the same subject area (trying to better develop whole class discussion in first hour U.S. History, versus developing better listening and cooperative skills in sixth hour U.S. History). He has always maintained a respectful classroom environment, in which the focus is on better developing critical thinking, problem solving and performance skills. Within this environment, has been very critical of his instruction, always asking questions, always trying to improve upon what he has done in and out of the classroom.

Furthermore, ’s commitment to the students of High School has extended outside of the classroom. He has been integrally connected to our extra-curricular programs all year long. began the year by volunteering time with the varsity cross country team. He assisted head coach with many duties, both at practices and home and away meets. As fall turned to winter, began to get involved with our swimming program. He first coached the program. This is our community swimming program for middle and high school kids, preparing them for the swimming team. He followed this up with becoming the assistant swim coach of our boys varsity swim team under the guidance of This was a particularly successful effort by , where he contributed to our first conference championship in swimming in our schools history. Due to these experiences, regularly has student athletes, many of whom I am unfamiliar with, stopping in before school to say “hi” and talk. He has clearly become a good role model for many students at.

Creating a Classroom Learning Community

Although eluded to above, has continually developed an atmosphere of mutual respect and dedication to the work at hand: learning history. He has employed a variety of activity and participation structures to enhance the classroom environment, expand student learning, and teach/refine academic skills. ’s thorough preparation and involvement in extra curricular activities have helped immensely in this area. His students can readily see his commitment to their learning and growth, and have responded appropriately. By doing so consistently, he has earned the respect of his students, and kept them dedicated to their academic studies. This has helped the students to develop a sense of personal and social responsibility.

Working and Learning in a School and Profession

This truly has been a strength of Mr. ’s from the beginning. From the moment he entered the halls of High School, his appearance, demeanor, attitude, and language was consistent with an adult in a teaching position. He has been eager to learn from the experienced staff around him, and apply what he learns within the classroom.

With all of his teaching and extra curricular duties, he has also managed to be present at all faculty and departmental meetings, and has been involved with a 9th grade administrator-teacher committee that looked into ways to motivate and aid our 9th grade students with the challenging transition to high school. He has also sat in on parent-student-teacher meetings and conducted winter parent-teacher conferences. He truly has been a professional teacher in every sense of the word within the community. He even took over all of my professional duties for a two week period in February while I was on paternity leave with a new born baby. He did so, with the classes and the social studies department not missing a beat!

Final Summary

Through this involvement, Mr. showed a commitment to student growth and excellence in and out of the classroom. His dedication to designing and implementing lessons that are responsive to the curriculum and enriching for students has continued to evolve throughout his internship. He has promoted active learning within his classes, and has been thoughtful about assessment and its relationship to planning and teaching. Finally, he has demonstrated a passion for extra-curricular activities, truly one of the life bloods of any high school. I have been impressed with Mr. throughout his internship. He will be an asset to any district where he teaches!

High School
Social Studies Department Chairperson
Knowing subject matters and how to teach them

struggled throughout his internship experience. Although it appeared that he was competent in his knowledge of subject matter, and was somewhat successful in implementing his mentor teacher’s plans, he had difficulty organizing and designing plans on his own that reflected what he knew. Over the course of the internship year there was little perceivable improvement in this area. mentor teacher and I talked at great length about the connections between planning, pedagogy and management, yet we continue to be uncertain about understandings of these connections. Toward the end of the internship year we all, it is my belief, began to doubt desire to become a teacher—yet progress was being made.

Classroom Management and Student Engagement

works well with individual students. It is in these interactions where he is at his best as a teacher. However, this skill does not carry over when he attempts to engage and manage the entire class. It was evident that cared about his students and their learning and continued to work on his strategies for engaging and managing his classes, however no consistent management or engagement style emerged during his internship. It appeared as if he was surviving from day-to-day with occasional bouts of success. These management issues then began to trouble his already problematic approach to his subject matter teaching—creating a difficult cycle for him to break out of.

Professional Development

is a respectful individual. However, commitments outside of his internship have precluded his involvement in the school community apart from his immediate responsibilities as an intern. While was receptive to constructive feedback he has demonstrated little in the way of integrating this feedback into his planning, teaching, or management strategies. strength as a teacher appears to lie in small group and individual encounters. Perhaps it is in this direction that he may find his niche as a teacher.