

***Collaborating Teachers &
Field Instructors***

Final Report

Guidelines for Writing and Samples

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Final Report: Guidelines and Samples

Collaborating teachers and field instructors write a Final Report for each intern with whom they work. In mid-March, interns should give field instructors and CTs copies of a draft list of their accomplishments to date, so that writers of the report can, from then to mid-April, reflect with the interns on their performance and progress throughout the year. CTs and field instructors will begin drafting final reports, and have the option of attending an Elementary Teacher Preparation Program writing workshop to get feedback on their draft. Some CTs and field instructors write one report jointly and others write their own report separately. Final Reports are due to the Elementary Teacher Preparation Coordinator and Secretary by the week of May 7.

Guidelines for writing the report are included in this document. In addition, there are also examples or samples of final reports for two interns from previous years. The reports have been edited to remove specific information that would identify persons, schools, or districts. Otherwise, they stand as the collaborating teachers wrote them.

Guidelines

Purpose and audience. The purpose of the final Intern report is *not* to tell the saga of the year's development. Rather, it is to describe the level of development the intern has attained. The description should be based primarily on the intern's spring guided lead teaching period. Our view of learning to teach in the Elementary Teacher Preparation Program is that learning to teach is a life-long process. This description of the intern's "exit performance" is the beginning of that continuous process.

Potential employers are the audience for the final report. They are interested in the knowledge, dispositions, habits, and skills that the intern has acquired by the latter part of the year, especially as shown in the latter half of the spring lead teaching period. The final report is the equivalent of a letter of recommendation and interns may choose whether or not to include their Final Report in their Placement File. The Final Report is the place where collaborating teachers and field instructors can comment on the extent to which interns have developed a thoughtful and skillful practice of teaching by the latter half of the spring semester.

Organization and content. Potential employers need to know about the internship situation, the context in which the intern has worked on developing his or her teaching practice. They also need to know, in relation to the program's professional standards, the extent to which the intern has developed as a professional. The following is the suggested order for discussing the intern's professional development, based on the Teacher Preparation Program Standards:

Description of Internship Situation

Knowing Subject Matters and How to Teach Them

Working with Students

Creating and Managing a Classroom Learning Community

Working and Learning in a School and Profession

Understanding the Sample Reports

The first thing to notice is that the final reports *do not tell the story of the whole year*. Potential employers are interested in the knowledge, dispositions, habits, and skills that the intern has acquired by the latter part of the year, particularly as shown in the latter half of the spring guided lead teaching period. To get the best reports--the equivalent of letters of recommendation--interns work toward producing the most thoughtful and skillful practice of teaching that they can by the latter half of the spring semester and demonstrate that they are fully committed to their responsibilities as interns until the very end of the internship, even past the lead teaching period.

Second, *notice what is at stake in the reports*. The first report was written about an intern who thought about the internship as a *learning time*. She encountered the usual trouble any intern can expect during the year, but the report does not describe every bit of trouble she dealt with. Rather, the report provides a description of her as a teacher at the end of the internship. According to the report, this intern:

- is articulate, intelligent, well prepared
- researches
- assesses the students' prior knowledge
- is careful to have a variety of modes available to students
- created all her units of study
- took time to design independent student activities
- collects and gathers a variety of reading materials for students whose reading levels range from first through ninth grade

The second report was written about an intern who "viewed his internship as a series of requirements that he needed to overcome, rather than a means to grow professionally and expand his teaching skills." According to the report, this intern:

- has utilized ideas from in-services
- feels more comfortable with paper and pencil tasks
- has begun to develop the ability to plan short term lessons
- seemed to feel overwhelmed
- combined the social studies content with activities that encompassed the four language processes
- created real life scenarios to have students solve
- remained passive in the classroom

Samples: Examples of The Final Report

Sample Final Report #1

**ELEMENTARY INTERN
UNIVERSITY
FINAL ASSESSMENT
REPORT**

**MICHIGAN STATE
DEPARTMENT OF TEACHER
EDUCATION**

Intern Name	Chris Franklin	PID	000000000000
School	Jefferson Elementary	District	Ewing
Major	Elementary Education	Field Instructor	John Gordon

Report Prepared By: Collaborating Teacher x Field Instructor _____

THE INTERNSHIP SETTING

Chris Franklin’s internship year was in a team teaching classroom. This is a unique learning and teaching experience with multiple adults responsible for third, fourth and fifth grade students. She taught fifty students in collaboration with two teachers, taking the lead role in literature, math, social studies and science. Jefferson Elementary is a school that has worked to help teachers make best teaching practice a reality.

Ewing is a residential community with little industry and few small businesses. A predominately white community of 20,000, Ewing has a diverse socioeconomic population ranging from working class to middle class/professional people. Our population includes a large percentage of students who are considered “at risk” as well as children who are average to above average students. Jefferson’s students are 10% minority, 34% receive free or reduced lunch, 14% receive special education services, and over 50% live with people other than their two biological parents.

KNOWING SUBJECT MATTERS AND HOW TO TEACH THEM

Chris Franklin is articulate, intelligent and well prepared to teach the wide range of subject matter presented in an elementary school. Student understanding of the concepts and knowledge is foremost in her mind. She researches the wealth of information and materials available and chooses the information and activities that will be the most meaningful to the students. For example, before teaching each math unit she carefully assesses the students’ prior knowledge. She concentrates on finding a variety of ways to insure all students will understand the new and complex ideas being presented. Chris is careful to have a variety of modes

available to the students as they work on the mathematics. Students are able to draw, create models, use calculators, dramatize, hear stories and discuss with peers. Each can progress to more challenging work or review as needed by that individual.

The presenters at a local nature center were truly impressed when our class participated in one of their programs. The students were so knowledgeable about habitats, interdependence, producers, consumers, decomposers and food webs. All this knowledge came from activities and lessons Chris designed for the class. She created all her units of study. Hours of preparation, organizing and gathering books from area libraries enabled the students to be successful in their research projects. Chris also took the time to design independent study activities for the students as they learned about the communities and cultures in our world by reading informational literature and making presentations to their peers.

WORKING WITH STUDENTS

Chris puts a great deal of thought and effort into planning instruction. One outstanding project in the area of literacy was realistic fiction about ethnic diversity. She selects and gathers a variety of reading materials for the students whose reading levels ranged from first through ninth grade. She creates questions about predictions, connections to their own life, evaluation of the story, and comprehension. These daily Book Clubs help establish and strengthen the literacy elements of reading, writing, speaking and listening. The students share their writing in small groups and each member responds to the speaker. With daily modeling and encouragement Chris creates opportunities for the children to have an interest in one another's success. Each unit involved working through the writing process by the completion of a major piece of writing through rough draft, peer and teacher editing and a final copy. Chris designs rubrics with the students to help them evaluate the quality of their own work.

One of Chris' major strengths is her ability to assess students' prior knowledge and then to encourage growth through interesting and challenging lessons and materials. Chris uses assessment throughout each day to determine the students' understanding through large and small group discussions, problem solving situations and writing assignments. She uses that knowledge to inform and influence her teaching. During discussions Chris has the unique ability to listen carefully to children and help them make connections to previous knowledge.

CREATING AND MANAGING A CLASSROOM LEARNING COMMUNITY

Chris always respects and values each child's contribution. This modeling sets the tone for a classroom atmosphere where children respect themselves, other people, and the environment. Chris is clear and firm about her expectations for student learning and behavior and establishes helpful routines in her classroom. She makes sure the children are at the center of the learning process. Chris encourages them to actively seek and construct meanings for themselves through social interaction. Chris truly values each child as a unique learner. She encourages student responsibility and participation where appropriate and provides consistent management strategies along with positive reinforcement of appropriate behavior.

WORKING AND LEARNING IN A SCHOOL

Chris became a part of a cooperating team of teachers this year. Such close daily contact requires a special kind of personality, flexibility and maturity. Chris established herself as a valuable and equal part of that relationship. She processes ideas quickly and puts them into action. Chris is willing to listen to other viewpoints and acts on them to enhance her teaching and the students' learning. She seeks professional development activities that benefit her teaching. She helped establish the school's first literary magazine and organized a team of students to make a presentation at a community Science Day. Not only did Chris take the leadership role in creating these, but she worked hard to see them through to completion. She is exactly the kind of teacher any school hoping to meet the challenges of the future needs. Chris Franklin is a highly qualified teacher and she has my strongest recommendation.

Sample Final Report #2

**ELEMENTARY INTERN
UNIVERSITY**

MICHIGAN STATE

**FINAL ASSESSMENT
REPORT**

**DEPARTMENT OF TEACHER
EDUCATION**

Intern Name	Paul Elgin	PID 00000000000
School	Washington Elementary	District Fairfield
Major	Elementary Education	Field Instructor Sue
Jones		

Report Prepared By: Collaborating Teacher x Field Instructor

THE INTERNSHIP SETTING

Washington Elementary, located in Franklin, Michigan, is a National Exemplary School of choice serving students in grades 1-5. It is committed to recognizing and cultivating the individual abilities and interests of every student through a two-strand curriculum mode. The core curriculum is compacted allowing for cross-grade enrichment courses to be offered four days each week. Enrichment courses, selected by students, cover all curricular areas. Within the core and enrichment curriculum, innovative instructional techniques are utilized including technology, cooperative learning, problem solving models, alternative assessment techniques and an inclusive education model.

KNOWING SUBJECT MATTERS AND HOW TO TEACH THEM

Paul seemed to feel overwhelmed as he began to take on more responsibility in all content areas. He tended to shy away from subject areas where he lacked confidence (such as science) while focusing more on the area of social studies, where he felt more comfortable. He discovered that a great deal of research and learning needs to take place prior to teaching a unit for the first time in order for it to be successful. His Civil War unit is an excellent example of a well researched and planned unit. His strong level of knowledge of the content and its impact on his excitement while teaching the unit energized the whole class!

Paul has really focused on providing integrated experiences for learners over the last four weeks of his internship. His Civil War unit combined the social studies content with activities that encompassed the four language processes. Students kept a journal in which they responded to issues and events from their side's perspective. They also did oral presentations sharing information that they had researched. Students read one of three historical fiction novels taking place during the Civil War period and connected events from the novel to what they were learning in class. He

also brought in music to show the connection between songs and their secret messages that helped provide information during escapes on the underground railroad. I was thoroughly impressed with this unit!

I would like to have seen this level of initiative within the classroom setting. Paul viewed his internship as a series of requirements that he needed to overcome, rather than a means to grow professionally and expand his teaching skills.

He remained passive within the classroom unless he was asked to do something. With more exploration of the teaching process, Paul could have expanded more on his ability as a teacher, which became evident over the last four weeks of his internship. He needs to be provided with a lot of direction and guidance at this point in his teaching, I would recommend him for a teaching position within a context that provides such support.

WORKING WITH STUDENTS AND CREATING AND MANAGING A LEARNING COMMUNITY

Classroom management is one of Paul's strongest areas. The students really like him because he takes the time to talk with them and truly cares about them. Initially he had to find the balance between his role as teacher and friend, but he has achieved that balance.

WORKING AND LEARNING IN A SCHOOL AND PROFESSION

The fifth grade is set up in a team teaching situation. One teacher focuses instruction on science and mathematics while I focus on language arts and social studies. Team teaching provided the opportunity for Paul to gain from both teachers' areas of expertise. However, Paul preferred to plan independently rather than collaborating with others. In my classroom the language arts and social studies are integrated through novels, informational text, research and simulation activities.

In math and science, manipulatives and hands-on experiences, as well as the National Geographic Kids' Network units help learning to become exciting to students. Paul began to integrate the innovative ideas focused on by our school, however he expressed a desire to teach in a more traditional setting. Paul was also involved in a first/fifth grade buddy program in which each of our students teamed up with a first grader to read with them and provide feedback on the writing.