***Career In Teaching***

**SAMPLE Intern Final Report – HIGHLY RECOMMEND**

Vocal Music

XXXXXXXXXX

**Intern’s Name: Certification:**

XXXXXXXXXX

**Mentor’s Name: School:**

XXXXXXXXXX

**Hiring Status:** [x]  **Probationary** [ ]  **Contract Substitute** [ ]  **Part-Time** [ ]  **Per Diem** [ ]  **Hourly**

1. **Describe the progress this intern made during the school year. Include references to growth and/or problems in meeting the professional expectations for interns and any other areas germane to the intern’s future in the teaching profession.**

**I HIGHLY RECOMMEND** \_\_\_\_\_\_\_ for continued employment in the Rochester City School District. This recommendation is based on 18 observations and 42 conferences throughout the 2014-2015 school year. \_\_\_\_\_\_\_\_\_\_was hired as a Vocal Music teacher at \_\_\_\_\_\_\_. I was assigned as \_\_\_\_\_’s mentor September 10, 2014.

Whether planning for MIOL (Music in our Lives), small group voice lessons or full group ensemble, \_\_\_\_\_\_\_\_’s plans reflect the goals and objectives found in the State and National Standards for Music Education. Following the RCSD curriculum, \_\_\_\_\_\_\_\_’s plans further reflect the readiness levels and interests of varying age groups of adolescent teens from diverse backgrounds. At the secondary level, musical content and concepts can be quite complex. Planning with knowledge of his students in mind, \_\_\_\_\_\_\_\_ has become adept at modifying and adapting overall instructional outcomes to different students. While the goal is for all students to eventually attain and internalize the same concepts, the level of scaffolding looks quite different from class to class. Assessment of learning outcomes is largely done through performance based and written tasks.

From the first interactions \_\_\_\_\_\_\_\_had with his students back in September, he has continued to create and foster an environment of mutual respect and rapport. His students know that he is fully invested in them as both students and young people. Through both verbal and non-verbal communication, \_\_\_\_\_\_\_\_ exudes a level of enthusiasm and passion that is contagious, thus creating a culture for learning that is both exciting and engaging to his students. His students respond by consistently expending their best efforts, and taking obvious pride in their talents. With subtle prompting, \_\_\_\_\_\_\_\_’s students assume considerable responsibility for the smooth operation of daily routines. \_\_\_\_\_\_\_\_ also holds his students to the highest standards of personal behavior. The environment of mutual respect is the single most important deterrent to inappropriate behavior, however when necessary, \_\_\_\_\_\_\_\_’s response to misbehavior is subtle, using proximity and/or private conferencing to respect the dignity of each individual.

Through meaningful, student-centered instructional strategies, \_\_\_\_\_\_\_\_ successfully engages his students in each lesson that he teaches. Whether he is teaching basic musical concepts or building upon the theory behind the music, he clearly communicates the instructional purpose and models the task so that students understand what they are expected to do. He invites student intellectual engagement by posing questions that encourage student to make connections among concepts, as well as to other experiences, both personal and academic. At all readiness levels, he constantly has his finger on the pulse of the class, using global indications as well as individual checks for understanding throughout the class period. To this end, feedback is immediate and specific to each individual’s performance.

\_\_\_\_\_\_\_\_ is a well-respected member of the staff at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ . He is a proud and active member of the school community, arriving early and leaving late to be available to assist students or collaborate with colleagues. He puts a great deal of time and effort into maintaining open communication with the parents/guardians of the students that he teaches, and has taken an active role in supporting many of his students in both their academic and social development.

It has truly been my pleasure working with \_\_\_\_\_\_\_\_ as he begins his career with the Rochester City School District.

1. **Describe the procedures you employed to assist this intern. Include specific references to time and frequency of observations and conferences. Note other assistance and interaction as reflected in your records.**
* Reviewed Professional Goals
* Helped to identify important concepts of the discipline
* Helped to understand how to incorporate knowledge of students into planning.
* Helped to understand how to set instructional outcomes
* Provided resources and materials (journals, index cards, chart paper, pencils, etc..)
* Discussed/Reviewed NYS/Common Core Content Standards and helped to develop lessons aligned with standards Assisted with designing coherent instruction for diverse learners
* Reviewed/Assisted in understanding RCSD Curriculum and Pacing
* Collaborated/Consulted about ways to create an environment of respect and rapport
* Collaborated/Consulted about ways to establish a culture for learning
* Suggested routines and procedures that support student learning (attention getting signal, firm limits, etc.)
* Suggested ways to organize physical space to promote learning
* Collaborated/Consulted about ways to communicate with students (eg. clarity of lesson purpose, clear directions for activities, explanation of content, etc.)
* Collaborated/Consulted about using effective questions and discussion techniques designed to promote student thinking and understanding (wait time to promote deeper thinking and exploration of content)
* Suggested strategies for how to engage students in learning; provided a binder of literacy and vocabulary strategies to support active engagement with the content.
* Suggested ways to use assessment regularly during instruction (through the use of interactive strategies) in order to diagnose evidence of learning.
* Suggested learning experiences that promote autonomy, interaction or choice (introducing common experiences to bolster confidence in choral performance.)
* Suggested ways to engage students based upon their developmental levels (differentiating instruction in voice lessons.
* Arranged observations of veteran music teachers both in and around the Rochester City School District.
* Asked reflective questions to help \_\_\_\_\_\_\_\_\_ assess the effectiveness of his lessons and to help him to reflect on ways to enhance lessons.
* Suggested ways to communicate/involve families to support student learning
* Encouraged collaboration with colleagues to further support the students in both his classes as well as their academic core.

**Mentor’s Signature: Date:**

**Intern’s Signature: Date:**

**Reviewed by CIT Panel: Date:**

(Signature)

Intern may attach a response or comment; please initial here if comment is attached: \_\_\_\_\_\_

This form should be presented in person to the CIT Panel during the Final Review Process unless otherwise directed.