

☒ First Status Report
☐ Second Status Report

Month:
November(January)

Year: 2022-23

Panel Contact: [REDACTED]

Career in Teaching Intern Status Report

Intern Name:	[REDACTED]	School:	[REDACTED]
Mentor Name:	[REDACTED]	Job Assignment:	SS/ 7 & 8 th Grade teacher
Observation Dates/Times:	10/26 (5 th period), 11/30 (1 st period, 2 nd period, 6 th period)		
Conference Dates:	10/12, 10/19, 10/25, 10/26, 10/27, 11/08, 11/11, 11/19, 11/27, 11/30, 12/01, 12/05, 12/09, 12/12, 12/13, 12/14, 12/17, 12/23, 01/03, 01/12, 01/20, and 01/22		

Effective: Performance meets or exceeds professional expectations
Developing: Performance continues to improve in areas indicated.
Ineffective: Performance needs improvement in areas indicated.

DOMAIN 1: Planning and Preparation

Demonstrates knowledge of important concepts when planning; demonstrates knowledge of students when planning; sets instructional outcomes; Demonstrates knowledge of resources; Designs coherent instruction based on NYS/Common Core Content Standards; Designs coherent instruction for diverse learners; Designs student assessments that correspond to instructional outcomes and that guide planning

☒ Effective

☐ Developing

☐ Ineffective

[REDACTED]'s past experience as a teacher in NY and Texas is demonstrated through his planning and preparation for class. [REDACTED] understands and implements the content and skills that are both part of the 7th and 8th grade curriculum. This is evident in his daily lessons. For instance, [REDACTED] incorporated close reading and annotation in a lesson on colonial Massachusetts. [REDACTED] is currently using the NYS Framework and RCSD pacing guide to build his curriculum, however he also uses the NYS SS Framework, New Visions, History Channel, youtube, the America the Story of US video series, CNN.com and other resources to enrich and reinforce his lessons. Chris also uses a lot of visuals and primary/ secondary documents to enhance his lessons and incorporate the needs of different types of learners.

[REDACTED] participates in daily Common Planning Team meetings with various teams of teachers. During these meetings, the team discusses a variety of topics, including planning for school wide initiatives, lesson/ unit planning, student behavior and student progress. During a recent visit, I observed [REDACTED] collaborating with his CT teacher about the various skills they would like to introduce in the classroom.

[REDACTED] uses the lesson-planning format that he learned at his last school and graduate school. This format includes the learning target, the First Five (DO Now), the steps to achieve the learning goal, and worktime activity. [REDACTED] uses a variety of Formative and Summative Assessment that align with the NYS Framework. Some of his assessments include a Funko Pop poster on a famous historical figure, an advertisement for the Transcontinental Railroad and a formal multiple choice summative on the First Unit.

[REDACTED] is very aware of the needs of his students. To accommodate the needs of his ENL students, [REDACTED] provides the Unit Vocabulary activities in both English and Spanish. [REDACTED] and his co-teacher also make sure to incorporate the needs of all learners by providing opportunities to work in pairs, small groups, whole-group and individually. His lessons allow students flexibility with pacing and resources.

During a CIT Day in the Spring [REDACTED] and I plan on outlining the rest of the school year based on the NYS SS Framework and RCSD pacing chart. I look forward to planning lessons and assessments with [REDACTED].

DOMAIN 2: Classroom Environment*Creates an environment of respect and rapport; Establishes a culture for learning; Manages classroom procedures and routines that support student learning; Manages student behavior; Organizes physical space to promote safe learning*☐ Effective☒ Developing☐ Ineffective

_____ has developed positive relationships with students. It is evident with his daily interactions with his students. He greets students at the door. During the work time portion of a recent lesson, _____ bent down to the student level to work one-on-one with students. When a student was struggling with an activity, _____ mentioned that he finds that task difficult too and that it is okay to struggle. The student continued to work and even shared his ideas with the class. _____ greets students by name as they come into the classroom.

The classroom is a vibrant place where learning takes place. During a recent lesson on colonial America. Students were eager to share their answers and ideas. Many students volunteer to read out loud (both English speaking and ESOL) students. _____ always encourages student participation and offers positive praise when students contribute. During the work time portion of the lesson, students are encouraged to work together and are often heard discussing the lesson. During a recent lesson on immigration, students worked together to analyze documents on the new immigrants. Before asking the teacher for help, students looked to their peers for help.

Procedures _____'s rituals and procedures in class support student learning and the classroom environment. For instance, _____ has a First Five (Do Now) posted on the board and on a worksheet that is handed out at the beginning of every class. This allows students to get right to work at the beginning of class because they know what to expect. _____ also has multiple procedures for the class. These procedures include bathroom passes (student names are written on the board), timers to keep instruction on task and even student helpers for the distribution of classroom materials. _____ also uses student folders to help students stay organized in his class. During a recent assessment Mr. Wierman handed out tests and tests. As the test began, the teacher handed out maps that students had already created to use as a reference for the test.

Management _____ uses proactive management to manage student behaviors. For instance, _____ greets all students as they enter the classroom and calls them by name. He also uses a seating chart and proximity to address student behaviors. In a recent lesson, _____ noticed a student was not staying on task so he redirected the student. The student still struggled to stay focused, so the teacher quietly asked the student to move to a different seat. The student worked and engaged in the task. At the end of the lesson, _____ asked the student about how he felt he did with the lesson. The student felt good about the work and was able to identify the distraction his friend was creating. This gave the student ownership over his behavior. During a recent test _____ and his co-teacher circulated around the room to check on students while the co-teacher read the test to a student.

Classroom environment _____ splits his teaching responsibilities between 2 classrooms. In both classrooms the physical environment is set up to promote student learning. For instance, silent teachers are posted throughout both rooms. There is a compass rose poster in both English and Spanish to accommodate bi-lingual students. Student work is also displayed in the classrooms (in both English and Spanish). In both classrooms the student desks are organized in pairs to allow students to work in partners and collaborate. The Smartboard is visible for all students and resources are easily accessible.

DOMAIN 3: Instruction

Communicates clearly with students; Uses effective questioning and discussion techniques; Engages students in learning (activities/assignments, grouping of students, instructional materials/resources, structure and pacing); Uses Assessment in instruction (monitors student learning, assessment criteria, provides effective feedback, encourages student self-assessment and monitoring of progress); demonstrates flexibility and responsiveness.

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_____ uses a variety of methods to communicate instruction, including verbal, non-verbal, and written instruction. During a recent lesson, _____ had the daily First Five, Agenda and Learning Target posted on the board. After students sat down, _____ explained the expectations and directions for the class. He reminded the students about their test and asked students if they needed pencils. To direct focus to the agenda, _____ also pointed to the learning target as he unpacked the lesson. While greeting students at the door, _____ reminds students to look at the board and complete their Do Now (the First Five). Then, _____ posted an annotation guide on the board and verbally explained the guide to the students too. _____ also uses a variety of resources, visuals to facilitate classroom discussion. During discussions students are asked a mixture of lower and higher-level questions including: "What were the 4 New England Colonies?", "Why were Pilgrims leaving England?", "Why would immigrants want to move to the United States?" During the discussion, students answered and one student made a connection between the Puritans experience to racism. Throughout the discussion, _____ rephrased and reinforced student responses and praised students for participating.

_____ uses a variety of methods to engage students in learning. During a lesson about Colonial America, students were given an interactive notebook about Massachusetts. Students were instructed to cut out the handout to glue in their interactive notebook. All students were engaged on the task. As students worked on cutting out the handout, the teacher walked around the room to check on student progress. _____ had students record notes into their interactive notebook. During a close reading activity, students were given an annotation guide. _____ had students highlight and share key Social Studies words. Students shared the words they identified. _____ also uses a variety of projects that draw on student creativity to engage in the content. For instance, students had to create a Funko Pop character to highlight a specific group impacted by westward expansion. In fact, _____ has engaging projects attached to each unit of study. _____ also uses student choice to engage students. This student choice with grouping and pairing helps engage students and gives them ownership over their own learning.. He makes sure to provide students with culturally relevant readings about historical figures from all different backgrounds.

_____ also uses formal and informal assessments to assess student learning and inform instruction. At the end of each unit, _____ uses a traditional multiple choice and short answer assessment. However, _____ also makes sure to give students a project to also assess student learning. For instance, he had students create an advertisement for the transcontinental railroad, New Immigration research project and story, and creation of a Funko Pop character and backstory for industrialization. These projects are graded on a rubric and include written feedback for students. _____ informal assessments include verbal checks for understanding, monitoring student work, and the First Five. During the First Five (bell work), _____ often determines student understanding and will adjust the lesson to do some pre-teaching if needed. During a recent lesson, _____ noticed that not all students were able to analyze a document, so instead of moving on with the lesson, _____ had student volunteers explain the document in their own words. By readjusting lessons and learning activities, shows a willingness to be flexible and responsive to student needs.

DOMAIN 4: Professional Responsibilities

Reflects on teaching practices to assess the effectiveness of lessons and plans lessons accordingly; Maintains accurate records about student progress; Communicates/engages with families about the instructional program and about student progress; Participates in the school community and district through collaborative relationships with colleagues, participation in school and district projects; Develops and grows professionally by participating in professional learning opportunities to enhance content knowledge and pedagogical skill; Shows professionalism

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_____ uses Power Teacher to record and monitor student grades. He provides students and parents with updated progress reports using Power Teacher. He also uses a folder/ packet system that he grades to keep students updated on their progress. _____ also participates in School _____ and RCSD initiatives including community-building events, Common Planning Time, grade-level meetings, Superintendent's Day Social Studies training, School _____ PDs, the RCSD and new teacher orientation. _____ also stays after with his students multiple times a week and often gives up his lunch period to work with students.

_____ also uses a variety of methods to communicate/ engage families and students. He has participated in School _____s Open House and parent teacher conferences. _____ also makes phone calls and writes emails to keep parents and families updated on student progress/ behavior. He also records student attendance in power school and posts some assignments in google classroom.

_____ is an asset to the School _____ and RCSD SS Department! His prior experience as a Social Studies teacher and flexibility and reflectiveness are apparent in his lessons. _____ is so insightful. He is so eager to receive feedback and always asks himself how he can best serve his students. I look forward to our conversations about his lessons/ classroom/ students because he always has such excitement about what is happening in the class. He truly loves to plan and create new and exciting ways for his students to learn. _____ is also collaborative. It is fun to watch _____ and his co-teachers in action. Their rapport with each other is felt throughout the classroom and enhances the classroom community.

I have enjoyed observing and learning from _____. Over the next few months, we will continue to discuss instructional practice and historical thinking skills at the middle school level!

Mentor signature

1/22/23
Date

Intern signature

1/22/23
Date

Signatures indicate that the Mentor has reviewed this report with the Intern. Interns may attach a written response or comments. **Please return form under seal to CIT Office, CO-2.**