

X Nov _ Feb _ Other

Panel Contact Stefan Cohen

Career In Teaching Intern Status Report

Intern's Name: Josephina Rookie School: Albert Shanker School #13

Mentor's Name: Grade/Subject Level:

Observation Dates/Times: Sept 8, per 4; Oct 2 per 4; Nov 4, per 4

Conference Dates: Sept 2, 6, 8, 10; Oct 1, 2, 8, 28; Nov 3, 4

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

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

X Effective

___ Developing

___ Ineffective

Ms. Rookie displays solid knowledge of the important concepts in the discipline and how these relate to one another. His plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. He consistently provides clear explanations of the content.

Ms. Rookie is aware of the different cultural groups in the class and has a good idea of the range of interests of students in the class. She is well informed about students' cultural heritage and incorporates this knowledge in lesson planning. She is aware of the special needs represented by students in the class. She creates outcomes that reflect several different types of learning and opportunities for coordination and they are differentiated, in whatever way is needed, for different groups of students.

She displays awareness of resources beyond those provided by the school or district, including those on the internet, for classroom use and for extending one's professional skill, and seeks out such resources. She creates learning activities that are aligned with the instructional outcomes and these encourage higher-level thinking. Assessments are aligned with these outcomes with clear criteria and standards.

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

X Developing

___ Ineffective

Ms. Rookie has put almost no effort into developing classroom routines. There are no visible procedures posted in the room, and she has apparently put almost no thought into the way students must enter or depart the classroom. Despite evidence to the contrary, she concludes that everything went well.

Ms. Rookie does not consistently enforce classroom rules. She has not modeled or discussed guidelines for respectful behavior. Students do not listen to her instructions and they do not respond in a positive manner. She does not use the system of progressive consequences that I shared with her.

At one point, I had to intervene as a safety issue with a student pulling chairs out from underneath another student. This occurred more than three times in a fifteen minute period. In another incident, materials in a shared classroom belonging to another teacher were damaged beyond repair. The students do not listen to or respond in a positive manner to the directions to return to their seat or to engage in learning.

I plan to videotape one of Ms. Rookie's classes and we can then view the recording together to discuss strategies to address the student behavior problems.

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, has assessment criteria, provides effective feedback, encourages student self-assessment and monitoring of their progress); demonstrates flexibility and responsiveness.

___ Effective

☒ Developing

___ Ineffective

I shared with Ms. Rookie several lesson plan templates to use and we explored various ways apply them to an outcome-based lesson. I gave her several books that include numerous examples for her to choose from. We talked at length after classroom visits about effective communication of learning targets and about how best to assess if those targets are met.

When I last visited Ms. Rookie's classroom, I was impressed with the questions she asked students. They were much better than the ones she was asking in September.

Ms. Rookie has grown in the way she assigns jobs to students for the distribution and collection of materials and has reduced the amount of instructional time lost.

Ms. Rookie needs to do more student-centered lessons that engage students. She needs to more effectively engage her students in the lessons by using stations or hands-on activities.

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

☒ Effective

___ Developing

___ Ineffective

Ms. Rookie has attended many professional development workshops on relevant topics. She gets along well with colleagues. She attends required grade-level meetings at school.

Several of Ms. Rookie's lessons were very engaging for students. The writing workshop circles she developed were well designed to help students connect with the material in a personal way.

Ms. Rookie needs to take a CIT Day soon to visit other classrooms for ideas on engaging students.

Mentor's Signature: _____ Date: _____

Intern's Signature: _____ Date: _____

Intern may attach a response or comments. Please return form underseal to Mentor Program Coordinator, CIT Office