

Nov Feb X Other

Panel Contact [REDACTED]

Career In Teaching Intern Status Report

Intern's Name: [REDACTED] School: [REDACTED]

Mentor's Name: [REDACTED] Grade/Subject Level: Grade 5/ 12:1:1

Observation Dates/Times: 12/8, 12/13, 12/15, 12/19, 1/4, 1/9, 1/11, 1/17, 1/19, 1/24, 1/31, 2/9, 2/14, 2/17, 2/28, 3/9, 3/16, 3/22, 3/28, 4/11.

Conference Dates: 12/8, 12/13, 12/15, 12/19, 1/4, 1/9, 1/11, 1/17, 1/19, 1/24, 1/26, 1/31, 2/7, 2/9, 2/14, 2/17, 2/28, 3/6, 3/9, 3/16, 3/22, 3/28, 4/11.

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

 Effective

 Developing

 X Ineffective

[REDACTED] utilizes planbook.com to outline her weekly lessons. Included in her plans are days of the week, learning targets, essential questions, and some general activities. We have discussed the importance of including specific student groupings (with staff roles), materials, evidence of differentiation, modifications of lessons for specific students, and assessment tools. Planning these components in advance will allow [REDACTED] to communicate her goals with her TA and provide coherent instruction for her students. [REDACTED] her TA, and I have met to schedule a common planning time (Monday and Wednesday before school) to discuss the plans for the week. During our conversation, we established expectations and roles for these meetings. Coming to these meeting prepared with specific plans will allow her TA to know how best to support their students throughout the day and ask pertinent questions. At this time, these meetings have not taken place consistently, and the lack of thorough plans hampers the smooth operation of instruction.

[REDACTED] continues to make efforts to utilize the curriculum provided by the district. At this time, her lessons reflect a limited range of approaches. Incorporating consistent strategies and advanced preparation of visual cues to support auditory information will allow students to gain a better understanding of challenging content [REDACTED] should continue to seek out engaging resources at her students' instructional level to motivate and empower her students. To support [REDACTED] in planning cohesive lessons I have offered options for scaffolding learning activities, to co-plan lessons, as well as supplemental resources aligned with the curriculum. Throughout our time together, [REDACTED] has been a willing participant in our discussions around planning and preparation. I will continue to support [REDACTED] as she develops her ability to design a recognizable structure to her instruction. We will continue to focus on developing her knowledge base of content, pedagogy, and use of assessments to inform and design her instruction as it relates to the diverse needs of her students. [REDACTED] will need to follow through with the

implementation of these structures and application of her knowledge base in order to provide effective instruction.

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

X Ineffective

_____ has made efforts to connect and engage students in the learning process. She models common courtesies such as "please" and "thank you" throughout the day. During our conferences, she acknowledges the value of positive relationships and offering opportunities/materials relevant to students' lives. _____ has requested the support of the district's behavior support specialist and has asked the building's restorative coach to facilitate weekly circles to foster a sense of community. She has worked with her students to establish a "contract" of class expectations. She has also created a Class Dojo account and behavior tracking sheets in efforts to reinforce positive choices. I have encouraged her to give students leadership roles as a means to maximize instructional time, recognize positive character traits, and foster a sense of ownership within the classroom.

Despite these efforts to create a positive learning environment, students frequently engage in negative behaviors to avoid academic tasks, gain peer approval (or safety), and express unmet needs. These behaviors include talking over one another, eloping from the classroom, engaging in verbal and physical confrontation (directed toward Nicole and or peers). _____'s attempts to redirect students often results in a conflict cycle between her and her scholars. Building support staff is frequently called to remove students from the classroom. During my visits I have modeled using nonverbal cues (close proximity, positive post-it notes, thumbs-up, picture cues) to deescalated situations and foster a sense of safety. To support _____ in establishing/repairing relationships with her students I have facilitated restorative conferences to get to know her students and offer opportunities for them to feel heard. _____ continues to struggle in consistently and effectively addressing negative student behaviors.

As the instructional leader of the classroom, _____ should continue to work with her staff and students to clearly define roles and expectations for learning. Using positive language (4 to 1 ratio), clearly communicating and offering logical consequences when negative behaviors occur (repairing relationships when harm has occurred, recess folders for missed work) will help to preserve student/adult relationships. These relationships are an integral part of supporting students in working through uncomfortable emotions. _____ should use documents such as IEP's and behavior intervention plans to guide her as she addresses specific behaviors. _____ and her TA should continue to work on improving the climate of their classroom by assisting students in identifying their emotions (beyond anger) and by modeling appropriate tools for de-escalation. Individual goal setting and periodic check-ins throughout the day will provided students the intermittent reinforcement needed to sustain positive behaviors. I have also encouraged _____ to engage families and students by means of positive phone calls home. For these strategies to have an impact on escalating behaviors, they will require a more consistent and structured approach. At this time, follow through with these plans/suggestions has been inconsistent. _____ and I will continue to work together reflect on practices to improve her classroom environment.

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

X Developing

____ Ineffective

_____ continues to expose her students to grade level curriculum. Balancing district directives to use materials from the curriculum while meeting the significant needs of her students is an ongoing area of focus. Learning targets and materials from the curriculum are visible during her lessons. Breaking learning targets down into foundational skills will allow her to clearly articulate the lesson's purpose, provide clear instructions/procedures for each activity. _____ uses a visual timer to maintain pacing of each block of learning. She asks questions to activate prior knowledge and check for understanding. Wait time will provide students time to process information and formulate a response, either to a question or a peer's response. Given the wide range of learning abilities in her classroom, _____ will need to modify lessons more consistently and provide students with supplemental resources to allow them to access new content. At this time, students are inconsistently engaged in instruction, and often demonstrate behaviors to avoid assigned tasks. Providing students with differentiated, meaningful hands on approach to learning will allow for a greater possibility of increasing the level of engagement. We have also discussed the role small groups should play within the classroom and its benefits over whole group at this time. Decreasing the length of whole group instruction will allow students to engage in more learning tasks, work at their ability levels and experience positive outcomes.

_____ and I will continue to focus on communication with students as it relates to building connections, instruction, and utilizing ongoing assessment as a means to evaluating students' comprehension of academic tasks.

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

X Developing

____ Ineffective

_____ is friendly towards staff members. She has established a rapport with her building administrators and other teaching staff. _____ has welcomed assistance with IEP development, assessments, behavior management strategies, and planning and preparation from myself and other professionals within the building. She and her TA have made efforts to establish lines of communication with one another. This process has been ongoing. I have also encouraged _____ to schedule regular proactive contacts with families to create stronger home school connections. While she has shown some growth in this area, _____ has not established a consistent, proactive approach to keeping families informed about their children's needs.

_____ demonstrates an honest reflection of the effectiveness of her management and teaching. She has been open to receiving feedback in regards to her strengths and areas in need of improvement. I have offered continued support in the areas planning and preparation,

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classroom management, as well as instructional strategies. While we have engaged in weekly learning focused conversations on the above topics, at this time there has been limited implementation of strategies discussed. [REDACTED] will need to take steps to consistently follow through with her plans as discussed with her mentor in order to improve student outcomes.

I encourage [REDACTED] to continue to seek out and take advantage of professional learning opportunities offered throughout the district to foster her growth as a professional specifically in the areas of classroom management, community building through restorative practices, instructional strategies, assessment driven instruction and IEP development.

Mentor's Signature: [REDACTED]

Date: [REDACTED]

Intern's Signature: [REDACTED]

Date: [REDACTED]

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