

## College of Education



## WESTERN MICHIGAN UNIVERSITY

## PREPARING REFLECTIVE PRACTITIONERS

## FINAL EVALUATION REPORT OF INTERN TEACHING

Name of Intern Teacher Helen Wynkoop	WIN 879892477	Date 12/5/2011
School Name/District Portage Central High School	Grades/Subjects Taught English 11 and 12	
Mentor/Cooperating Teacher Helen Wynkoop	University Coordinator Carole Stoddard	

The seven standards listed in this evaluation form reflect the **Professional Standards for Michigan Teachers**, as approved by the State Board of Education in May 2008. Specific items under each standard area are based upon those standards, INTASC (Interstate New Teacher Assessment and Support Consortium), and WMU's Conceptual Framework: **Preparing the Reflective Practitioner**.

Use the following scale to assess the Intern Teacher's current achievement as measured against your expectations of a typical entry-level teacher:

- ME = Meets Expectations  
PTE = Progressing Toward Expectations  
FAN = Focused Attention Needed

Use comments or examples to describe performance and explain scale selections. Comments may address individual items or the standard as a whole. (Attachments may be made to this document but must be dated and signed by the Intern Teacher, Mentor/Cooperating Teacher, and the University Coordinator.) Any indicator measured as 'FAN' must be accompanied by a Plan for Improvement that has been developed in cooperation with the Intern Teacher and the University Coordinator. At least 3 days prior to preparing this evaluation, you should receive the Intern Teacher's Self-Reflective Evaluation.

**STANDARD ONE: SUBJECT MATTER KNOWLEDGE-BASE**

The intern teacher demonstrates an understanding and appreciation of general and liberal arts by:	ME	PTE	FAN
A. Effective oral and written communications.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Applying inquiry methods appropriate to the content.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Using global and international perspectives in planning, teaching, and reflecting on practice.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D. Respecting individual differences, including those of culture, race, gender, religion, and ethnicity.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Respecting individual rights and values.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: Joe brings with him a more mature outlook than most interns because he is a bit older, yet he has a youthful demeanor so students look forward to his teaching. He has excellent communication skills and is a positive presence in the classroom. Joe asks relevant questions for both prior knowledge as well as for cumulative knowledge. He has not had much of an opportunity for "global" instructions due to the semester focus (American Lit), but he has plenty of global knowledge from his background which he can apply in a permanent teaching position.

**STANDARD TWO: INSTRUCTIONAL DESIGN AND ASSESSMENT**

The intern teacher is committed to facilitating the learning and achievement of all students by:	ME	PTE	FAN
A. Applying knowledge of human growth, development, and learning theories.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Supporting student development in cognitive, affective, physical, and social capacities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Appropriately managing classrooms to ensure a safe and orderly learning environment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Planning instruction to accommodate diversity.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Assessing student abilities and needs when planning instruction.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

F. Creating inclusionary environments for students with exceptional needs and abilities.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G. Incorporating various kinds of literacy to promote access to knowledge (numeracy, graphics, printed text, computers, artistic expression, and electronic media).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: This was the area that we worked on together the most. I really feel that Joe exemplified the teacher's hope for any intern in that he has proven to have a teachable spirit. We planned our units longterm, and then we broke the units into manageable weeks and days. He learned how to plan more than you need for maximizing time management. We used texts, novels, plays, nonfiction and the student's own choice for an independent read. Joe is an effective class manager, and I think his presence really helps, especially with young males, but he is sensitive to the females in class in a totally positive manner. Joe also has experience with my special educational English class (one hour per day), and he did a fine job in reaching them and adapting material as needed, sometimes flexing within the class hour. We have brand new state of the art technology in our brand new building, so I was able to learn some new instructional tools from him...utilizing the Internet for all sorts of things: individualized grammar lessons; YouTube for educational purposes and Google docs for sharing information, just to name a few.

### STANDARD THREE: CURRICULAR AND PEDAGOGICAL CONTENT KNOWLEDGE

The intern teacher has knowledge of subject matter and pedagogy as demonstrated by:	ME	PTE	FAN
A. Maintaining learning environments that promote critical and higher order thinking skills and allow for substantive conversation with the teacher and/or peers about subject matter.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Helping students access and use information, technology, and other resources to become independent learners and problem solvers.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Integrating knowledge across subject areas.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Seeking and using updated information and procedures.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: Our district is a high scorer for writing on the ACT, and it is much due to the implementation of the John Collins writing folder writing program initiated four years ago. We can individualize student improvement in writing, and Joe seems to fully understand the goals and targets in this area. He is effective in grading and returning papers in a timely manner, too. As far as literacy goes, in general, I think that Joe proves to be circumspect in considering a plethora of resources to enhance student learning. We just finished a unit with seniors on Brave New World, and he had many insightful ideas for learning as well as following it up in such a way that students could consider with fresh ideas the world in which they live today. Many discussions in class were lively and inquisitive.

### STANDARD FOUR: EFFECTIVE LEARNING ENVIRONMENTS

The intern teacher manages and monitors time, relationships, students and classrooms to enhance learning as demonstrated by:	ME	PTE	FAN
A. Using a variety of cognitive, affective, and psychomotor strategies and teaching methodologies to maximize learning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Accommodating differences among students, including those students with exceptional needs and abilities.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C. Assessing the success of teaching episodes through the assessment of student learning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Working effectively with support personnel to maximize opportunities for student achievement and success.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Acknowledging and applying the legal and ethical responsibilities of teaching.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: Accommodating special education (one of my class hours) is always a challenge, but honestly, I also see this daily in the regular classroom. Joe is able to see and understand the need to reach all learners so that everyone has opportunities for success. He knows how to talk with resource staff, and we have discussed how varied the legal and ethical differences between the university and the high school are today. Joe has strong and healthy boundaries with his students, so that I feel his transition into the high school will be smooth.

### STANDARD FIVE: RESPONSIBILITIES AND RELATIONSHIPS TO THE SCHOOL, CLASSROOM, AND STUDENT

The intern teacher systematically reflects to organize and improve teaching and develop effective relationships as demonstrated by:	ME	PTE	FAN
A. Using current research in both the subject field and in other areas of practice in the profession.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Exercising good judgment in planning and managing time and other resources.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Engaging students in meaningful learning experiences.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Making efforts to develop and improve as a professional in recognition that teaching is a lifelong learning process.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

E. Interacting successfully with teachers, administrators, counselors, and other support personnel to benefit students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. Engaging in meaningful self-evaluation and reflection on the professional practice of colleagues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: As discussed in Standard Two, Joe has worked hard and does well now due to the time we spent planning. We collaborated, implemented, reflected, and adapted as needed to our curricular needs as the students' needs indicated. Joe was present in IEPs and 504s, and I don't require that my interns go to all of them, but he did attend and he brought valuable information and wisdom with him. He also worked well with our special ed teacher, administrators, and other faculty members. I feel that a great deal of learning took place in this area, and as we all know, we live in exponentially changing times. Joe has the capacity to deal with the changes and he continues to improve and to excel in planning as time goes on.

**STANDARD SIX: RESPONSIBILITIES AND RELATIONSHIPS TO THE GREATER COMMUNITY**

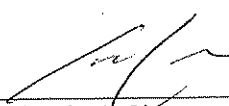
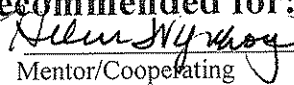
The intern teacher participates in professional, local, state, national, and global learning communities as demonstrated by:	ME	PTE	FAN
A. Being punctual.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Wearing appropriate professional attire.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Establishing and maintaining healthy boundaries with students and with other school personnel.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Using community resources to enhance school programs.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
E. Demonstrating knowledge of the various communities in which the teacher is a member, including the professional community and local, state, national, and international communities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. Working effectively with parents and guardians to maximize opportunities for student achievement and success.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: Joe sets a high standard for his punctuality, his personal appearance, his ability to relate to all kinds and ages of people. More than once, he has subbed for a colleague for a short time. He has been called on to help with technology; he has gone beyond the call of duty for lending a helping hand, too, with not only me, but with my colleagues as well as students who need help after school. Even before the school year started, Joe knew that I had had knee surgery, and he knew that I had many boxes to move and open from the old building when we packed in June. He was eager to help and to learn about the curriculum as he used his physical strength to help me out...beyond the call of duty certainly.

**STANDARD SEVEN: TECHNOLOGY OPERATIONS AND CONCEPTS**

The intern teacher uses technological tools, operations, and concepts to enhance learning, personal/professional productivity and communication as demonstrated by:	ME	PTE	FAN
A. Planning effective technology-enhanced learning environments and experiences aligned with state standards.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Implementing curriculum plans that include technology-enhanced methods and strategies to maximize student learning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Using technology to enhance professional development and productivity.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Applying an understanding of the equity, ethical, legal, social, physical, and psychological issues surrounding the use of technology in P-12 schools.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: We are all learning the new Common Core, so what we learn our interns do as well. It is an ongoing process, and as in every area, Joe has attended professional development with me. He will grow in this area as soon as he is employed. I see great skill in use of technology; in fact, one more than one occasion, one of the other teachers asked if he/she could "borrow" Joe to show them how to use our new tech equipment. Standards are here to stay, so I have shared what I know about the new ones with Joe. He will excel when he works with other faculty in establishing standards and targets.

 *Intern Teacher's Signature	Recommended for: <input type="checkbox"/> Credit <input type="checkbox"/> No Credit  Mentor/Cooperating Teacher's Signature	University Coordinator's Signature	Date <u>12/12/11</u>
<p>*The Intern Teacher's signature is required to attest to the fact that this evaluation has been reviewed with her/him. The signature does not imply agreement or disagreement with the evaluation ratings assigned.</p> <p>I authorize the Office of Field Placement to release copies of this evaluation to an employer.</p>			