

Assessment of intern progress: ___ Fall mid-term X Fall final ___ Spring mid-term ___ Spring Final

Intern: Gary Koskinen	Date: 12/14/09	<i>The intern, mentor, and field instructor should each fill out this form before the conference. After the conference, the field instructor should complete the grade on page 4. The intern should fill out the conference summary and plans for improvement on page 5. See pages 6-11 for details of ratings.</i>
Semester: FS 09	Persons present at conference:	
Evaluator: LaMoine Motz	LaMoine Motz, Jolie Booser, Gary Koskinen	

1- 200: Liberal Education and Science Subject Matter

Intern:	Level of accomplishment	Strengths & evidence	Practices to work on and suggestions for improvement
<p>1. Plans for high quality:</p> <ul style="list-style-type: none"> • Big Ideas • Experiences, Patterns, and Explanations • Unit objectives 	Beginning teacher	Being able to plan the chapters, units, around what is required by the state, but also using things that students know for examples. Single and double replacement reactions, Mr. Potatohead.	Finding more examples that students come across or enjoy in order to explain complex concepts. Some complex concepts have no way to make easy though. Get well prepared for the section next semester to go through a whole inquiry cycle.
<p>2. Connecting teaching activities to goals in the unit plans</p> <ul style="list-style-type: none"> • Most materials and activities are clearly connected to goals in the unit sketch. • Materials and activities are appropriate for students and goals; • Materials and activities are well designed to achieve goals. 	Beginning teacher	<p>Labs are always a second form of reinforcement for the students.</p> <p>Did chemical reaction demonstration for the class, but before I did them they had to write the equation and balance it. In the chapter of balancing and writing equations.</p>	
<p>3. Engages students in inquiry and/or application. Balance among:</p> <ul style="list-style-type: none"> • Telling the story: learning scientific models and theories in connected and coherent ways • Inquiry: developing explanations based on observations and patterns • Application: using scientific models and theories to explain and predict observations 	Novice	Used an inquiry type lab to talk about average atomic mass. Did lab, let them find patterns, and then explained the following day to recap.	

Overall rating for area 1-200

	Novice		Beginning teacher		Accomplished		Expert
Mark with an "X" (between 1 & 4) to indicate your assessment	1	1.5	2X	2.5	3	3.5	4

300: Working with Students

Intern:	Level of accomplishment	Strengths & evidence	Practices to work on and suggestions for improvement
<p>4. Motivating and engaging students.</p> <ul style="list-style-type: none"> • Frequency: Intern consistently considers student engagement in planning and teaching • Quality: Activities are high in perceived <i>value</i> for students and perceived <i>expectancy</i> of success 	<p>Beginning teacher</p>	<p>Some days it is a lot easier to motivate the students. Also, some classes are a lot easier to work with than others.</p> <p>Change up teaching so that the classes don't feel like we are just going through the process everyday.</p>	<p>Trying to move someone to the front of the class who requests, but not moving someone else that is up there for a reason.</p>
<p>5. Assessing useful and connected knowledge.</p> <ul style="list-style-type: none"> • Frequency: Intern typically uses assessments that are timely and connected to goals and standards. • Quality: Assessments clearly reveal whether students' knowledge is useful and connected 	<p>Beginning teacher</p>	<p>The labs are very beneficial if the students take time to realize what is happening.</p> <p>Even with students not doing well on the multiple-choice of the test, keeping it in the test because they need to learn how to do it.</p>	<p>Some labs I feel students don't know what they are getting out of it other than a chance to work with the lab equipment.</p> <p>Not many IEP's that I have to work with so not too many different accommodations required, other than sitting towards the front of the class.</p>
<p>6. Responding to diversity.</p> <ul style="list-style-type: none"> • Respects, cares & communicates: with all students. • Adapts the curriculum • Employs multiple strategies • Includes, accommodates & differentiates instruction 	<p>Novice Beginning teacher</p>	<p>Spending time with any student that asks for help and using different forms of technology to get to these students.</p> <p>Placing students in the front of the class if they learn better from there.</p>	

Overall rating for area 300

	Novice		Beginning teacher		Accomplished		Expert
Mark with an "X" (between 1 & 4) to indicate your assessment	1	1.5	2	2.5X	3	3.5	4

4-500: Class Organization

Intern:	Level of accomplishment	Strengths & evidence	Practices to work on and suggestions for improvement
7. Organizing the class. <ul style="list-style-type: none"> • Frequency: Intern consistently; <ul style="list-style-type: none"> - shows wise use of time - transitions lessons smoothly - gives clear lesson instructions. - plans proactively • Quality: Intern maintains an organized and productive class 	Beginning teacher	<p>Class transitions good, from one thing to the next on most days. Some days are harder to get the class going because they are in a talkative mood.</p> <p>The technology in this school is very good and I really enjoy using it. Classes appreciate it too, most of the time. Chemistry students that come to the class that has the promethean board wishes they have one.</p>	<p>The past couple days have seemed rushed at the end of the hour to finish going over the review. I give them only a few minutes left in class with the next assignment. Less time for them to talk, but also less time in class for them to ask questions about the homework.</p>
8. Responding to student misbehavior. <ul style="list-style-type: none"> • Intern always sees and responds to problems, and plans proactively • Intern maintains a well behaved class. • Intern shows respect for students and helps them become productively engaged. 	Novice Beginning teacher	<p>Teachers come to me for help with word documents, getting cameras to work, ... and other things too.</p>	<p>Being able to get the class to stop talking when I am talking. The side conversations that go on and I try to call them out but they just start back up in a couple minutes.</p>
9. Utilizing tools and equipment. <ul style="list-style-type: none"> • Designs the classroom • Uses multiple mode • Provides access to technology • Technologically enhances learning and assessment • Monitors technological issues • Teaches care of the room • Assesses and adapts the room 	Beginning teacher Accomplished		

Overall rating for area 4-500

	Novice		Beginning teacher		Accomplished		Expert
Mark with an "X" (between 1 & 4) to indicate your assessment	1	1.5	2X	2.5	3	3.5	4

6-800: Professional Roles and Responsibilities

Intern:	Level of accomplishment	Strengths & evidence	Practices to work on and suggestions for improvement
<p>10. <i>Learning from others and participating in professional school communities.</i></p> <ul style="list-style-type: none"> • Frequency: Intern is typically involved with MSU and school communities • Quality: Intern reflectively uses suggestions to improve practice, contributes to school and MSU communities. 	<p>Beginning teacher</p>	<p>Attended football games to support the students, going to go to some basketball games. Talk to students in the weight room when I go to work out.</p> <p>Changing from one class to another if an explanation didn't go well.</p>	<p>Other than the first parent teacher conferences I haven't had much contact with parents, which I guess is a good thing.</p> <p>Trying to answer questions that are more in depth than they need to know, but not boring or confusing the class.</p>
<p>11. Interacting with guardians and the school community.</p> <ul style="list-style-type: none"> • Guards students' welfare • Recognizes diverse family structures: creates learning environments that recognize diversity in family structures • Engages parents & guardians • Uses the community in teaching • Communicates with the community. • Advocates for children 	<p>Novice Beginning teacher</p>	<p>Moved test back due to students not understanding the material, need an extra day to work with the class.</p> <p>Talk to other MSU interns about their experiences. Talk with MSU students, spend time on campus to be around there.</p>	<p>Introducing material that is important, but not necessarily going to be tested on.</p>
<p>12. <i>Learning from experience</i></p> <ul style="list-style-type: none"> • <i>Frequency:</i> Intern consistently changes practice in response to classroom events or assessment results • <i>Quality:</i> Changes are thoughtful responses that enhance students' learning 	<p>Beginning teacher</p>		

Overall rating for area 6-800

	Novice		Beginning teacher		Accomplished		Expert
Mark with an "X" (between 1 & 4) to indicate your assessment	1	1.5	2X	2.5	3	3.5	4

Grade (to be completed by field instructor after the conference)

GRADE:	___ Pass (P)	___ Pass with concern (PC)*	___ No Grade (N)
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*NOTE: Pass with concern is only for TE 501. This grade requires a written Professional Growth Plan for the intern.

Topics discussed at the conference and goals for improvement (to be completed by intern and shared with mentor and field instructor after the conference)

Rubric for Using This Conference Form

The purpose of this form is to track interns' progress through the intern year. This isn't easy because teaching is complicated, and we can't honestly track progress in a complicated profession unless our forms reflect some of those complications. This form and rubric represent our current best attempt to capture the ways that interns change as they move from novices to well-started beginners.

This rubric has four parts:

1. *Strands of proficiency.* Expertise in teaching includes
 - a. Performance: developing skill in performing the practices of teaching
 - b. Level of support: moving from dependence on mentors and other experts to autonomous practice
 - c. Student engagement and understanding: learning to engage students in important and meaningful learning
 - d. Time management: learning to spend time on the most important goals
2. *Levels of accomplishment.* We describe the progression from novice to expert teacher in four stages for each strand:
 - a. Novice
 - b. Beginner
 - c. Accomplished
 - d. Expert
3. *An example.* We contrast two different ways that an intern could be a beginning teacher, and show how their similarities and differences would appear on the conference form.
4. *Detailed definitions of scales.* We provide detailed definitions of the 12 scales, which are divided into 4 sections:
 - a. Liberal education and science subject matter: Three scales on page 1.
 - b. Working with students: Three scales on page 2.
 - c. Class organization: Three scales on page 3.
 - d. Professional roles and responsibilities: Three scales on page 4.

1. Strands of proficiency

Expert teachers are accomplished in many different ways. We have chosen four of these ways to emphasize in these forms: performance, level of support, student engagement and

understanding, and time management. In this section we describe each strand in more detail.

Performance. This strand refers to *how often* and *how well* interns engage in the practices described by the 12 rating scales. Novices sometimes fail to engage in the practices (e.g., not getting plans done in time or not responding to disruptive students), or they make mistakes when they try to perform the practices. Experts engage in the practices regularly and smoothly.

Level of support. This strand refers to how interns use their mentors and other resources or sources of support. Novices imitate their mentors or rely heavily on their mentors and a few teaching resources. Experts find and use resources from many different places; they show independent judgment about the quality of the resources; and they combine different resources skillfully in their teaching.

Student engagement and understanding. This strand refers to how well interns engage their students in meaningful and important learning. Novices either do activities without really thinking about what their students will learn from the activities or “aim low,” settling for simple but boring learning goals. Experts “aim high,” getting their students fully engaged in activities that lead to meaningful, important learning.

Time management. This strand refers to how well interns spend their time and their students' time. Novices often exhibit poor judgment on how to spend their planning and class time, devoting large amounts of time to relatively unimportant activities while more important ones are neglected. Experts show good judgment, focusing their time and energy, both in and out of class, on the activities that will have the greatest payoff for their own learning and their students' learning.

2. Levels of accomplishment

We describe four stages in the progression from novice to expert: novice, beginner, accomplished, and expert. The table on the next page describes those levels for each strand.

Levels of accomplishment for each strand (Note: “Practice” refers to the practices described in the 12 scales)

Strand	Novice	Beginner	Accomplished	Expert
1. Performance	Intern often fails to engage in the practice when it is called for. Intern’s attempts to engage in the practice are incomplete or clumsy and unsuccessful, leaving out important parts or failing to engage all the students	Intern sometimes engages in the practice, but sometimes does not. Intern’s engagement shows mixed success; practice usually shows some flaws, but is partially successful.	Intern usually engages in the practice when appropriate. Intern usually performs the practice successfully, with occasional flaws and failures.	Teacher* engages in the practice regularly, whenever it is appropriate. Teacher performs the practice smoothly and successfully, engaging all students and accomplishing goals.
2. Level of support	Intern is mostly in the Modeling stage of the learning cycle for this practice, imitating the mentor and/or depending heavily on a few resources.	Intern is mostly at the Coaching stage of the learning cycle for this practice, relying on a few resources for support and using them with a few modifications.	Intern is mostly at the Fading stage of the learning cycle for this practice, skillfully combining resources from the mentor with other resources and modifying resources to accomplish goals.	Teacher finds and uses multiple resources, evaluating them critically, modifying them as appropriate, and combining different resources into successful lesson sequences.
3. Student engagement and understanding	Intern engages students in boring activities that lack clear learning goals or that focus on trivial and unimportant skills or knowledge.	Intern sometimes gives consideration to student engagement in meaningful learning, but often settles for routine and minimally ambitious goals.	Intern regularly considers students’ motivation to learn and chooses activities that focus on important learning goals that are meaningful to students.	Teacher makes the subject “come alive” for students, helping all students to engage in classroom activities and learn important and meaningful knowledge and practices.
4. Time management	Intern shows poor judgment in managing time, either neglecting the practice or focusing on trivial aspects of the practice while ignoring more important ones.	Intern manages planning time and class time unevenly, mixing attention to important aspects of the practice with attention less important aspects.	Intern shows generally good judgment in managing time, coming to class prepared, grading student work quickly, and spending class time on important activities.	Teacher consistently spends both class time and planning time productively, developing reasonable plans and assignments, grading efficiently, and spending students’ class time on important work.

* We say “teacher” rather than “intern” at the expert level because we do not expect interns to become experts during their internship years. We will be happy if they leave as “well-started beginners,” accomplished in some practices and still beginners in a few.

3. An example of two different beginners

There are many different ways that interns can progress through the strands and levels, and we might judge that interns who look very different in their practice are still at the same general level of accomplishment. For example, consider our fictional examples, Intern A and Intern B.

Intern A: Good performance by playing it safe. Intern A depends heavily on his mentor for ideas and teaching materials, following his mentor's lead most of the time, and rarely trying new ideas on his own. As a result, his performance is often excellent. He has his plans ready in advance, his classes run smoothly, and his students get their work done. In following his mentor he sometimes fails to pick up on what might make the content he is teaching interesting or exciting.

So how might we rate Intern A with respect to the first strand: Science Subject Matter?

- Performance: Accomplished. His plans are completed on time, his teaching is connected to the plans, and he is engaging his students in some application activities.
- Level of support: Novice. He is still primarily dependent on his mentor's guidance and resources.
- Student engagement and understanding: Beginner. He has picked up some ideas from his mentor, but missed others, and he has not done much on his own to find meaningful and engaging activities.
- Time management: Beginner. He has things pretty well in order, but only because he is relying on his mentor's support.
- Overall: Beginner.

Intern B: Ambitious but not always successful. Intern B occasionally uses her mentor's activities, but she often uses other resources that she has found or plans activities on her own. The intentions behind her activities are generally good; she is thinking seriously about how to make science engaging and meaningful to her students. Her execution, however, is often not so good. She tries ambitious activities without fully working out all the details, so they don't always accomplish her goals.

Science Subject Matter?

- Performance: Novice. She doesn't always have complete and well formulated plans. Problems in her teaching sometimes mean that the connection between her goals and activities isn't apparent to students.
- Level of support: Accomplished. She is showing a lot of (maybe too much) independence in her planning and teaching, and finding and using different resources
- Student engagement and understanding: Accomplished. Her goals focus on engagement and understanding, and she is choosing (if not always succeeding in) activities that are designed to accomplish those goals.
- Time management: Novice. She often shows poor judgment about when and how to try something new and different, and when something safer and more modest would be appropriate.
- Overall: Beginner.

Filling in the Conference Form for Interns A and B. So this leaves us with a problem. Interns A and B are very different teachers, yet all those differences seem to wash out as we come up with the same overall rating: Beginner.

In part we think this is appropriate. Even though interns A and B have very different personalities and may be teaching in very different circumstances, we could judge that they are similar in their overall levels of accomplishment, which is what the rating scales can show.

At the same time, the differences between Interns A and B underscore the *importance of the written comments*. The mentor and field instructor should write very different comments in their descriptions of the interns' strengths and areas for improvement for these two interns, pushing Intern A to be more critical and independent and Intern B to be more conservative and sensible.

In the end, we need to give numerical ratings as a way of trying to track overall progress, but the written comments are more important, both because they help the intern understand his or her progress and formulate professional goals, and because they are the basis for Exit Performance Descriptions at the end of the year.

4. Detailed descriptions of rating scales

The scales on pages 1-4 are divided into four general sections, with three scales in each section. Our definitions of the scales are below.

Section 1-200: Liberal education and science subject matter. The scales in this section refer to the intern's ability to formulate goals that involve meaningful and important learning and to accomplish those goals in the classroom. It has three rating scales.

1. *Quality of unit plans.* Interns should unit plans either in writing or on their websites, with three components.
 - *Big ideas* should:
 - Coherently provide a summary of most important patterns, models, and theories;
 - Describe scientific ideas, not practices or classroom activities;
 - Are at an appropriate level of detail;
 - Are in a language appropriate for students in a class;
 - Are aligned with state and national standards
 - *Experiences, Patterns, and Explanations (EPEs):*
 - Are appropriately categorized experiences, patterns, and explanations that connect:
 - --with one another
 - --with Big Ideas
 - --with Objectives
 - --with teaching plans
 - Are aligned to both State and National standards
 - *Unit objectives:*
 - Are clearly stated in line with student needs;
 - Are connected to big ideas, EPE, and planned unit activities
 - Describe significant student learning;
 - Relate to sets of examples
2. *Connecting teaching activities to goals in the unit plans.* Interns should learn to develop teaching activities that help students to accomplish the goals in the unit plans. Expert performance on this scale includes:
 - *Frequency:* Most materials and activities are clearly connected to goals in the unit sketch.
 - *Quality:*
 - Materials and activities are appropriate for students and goals;
 - Materials and activities are well designed to achieve goals.
3. *Engaging students in inquiry and/or application.* Teaching activities in the interns' classes should develop a balance among three important kinds of scientific practices:
 - *Telling the story:* learning scientific models and theories in connected and coherent ways
 - *Inquiry:* developing explanations based on observations and patterns
 - *Application:* using scientific models and theories to explain and predict observations

Section 300: Working with students. The scales in this section refer to the intern's ability to work successfully with diverse students in classrooms, engaging them meaningfully, understanding them socially and academically, and assessing them fairly. It has three rating scales:

4. *Motivating and engaging students.* Interns should learn to engage students in meaningful activities and motivate them to learn science.

Expert performance on this scale includes:

- *Frequency*: Intern consistently considers student engagement in planning and teaching
 - *Quality*: Activities are high in perceived value for students and perceived expectancy of success
5. *Assessing useful and connected knowledge*. Interns should develop formal and embedded assessments that are fair while focusing on useful and connected knowledge and practices. Expert performance on this scale includes:
- *Frequency*: Intern typically uses assessments that are timely and connected to goals and standards.
 - *Quality*: Assessments clearly reveal whether students' knowledge is useful and connected
6. *Responding to diversity*. Interns should learn to understand and engage the diverse students in their classrooms. Expert performance on this scale includes:
- *Respects, cares & communicates: with all students*. Recognizing both the challenges they face and the resources they offer, holds high expectations for all of them and works tenaciously toward their well-being, learning, and achievement
 - *Adapts the curriculum*: applies knowledge of human development and learning, and gets information from parents and colleagues, to adapt the curriculum to students. Sets measurable goals for their cognitive, affective, physical, and social learning
 - *Employs multiple strategies*: Balancing individual, classroom, and community needs, employs a range of academic, social, and emotional strategies to enable all students to learn and succeed in and out of school
 - *Includes, accommodates & differentiates*: instruction for each student, considering maturity, history, interests, achievement, and learning styles; cultural, racial, social and ethnic affiliations; and exceptional needs and abilities

Section 4-500: Classroom organization and using an equipped classroom. The scales in this section refer to the intern's ability organize classrooms, respond appropriately to student misbehavior, and use materials and equipment. It has three rating scales:

7. *Organizing the class*. Interns should learn to organize the class so that students are orderly and productively engaged. Expert performance on this scale includes:
- *Frequency*: Intern consistently;
 - shows wise use of time
 - transitions lessons smoothly
 - gives clear lesson instructions.
 - plans proactively
 - *Quality*: Intern maintains an organized and productive class
8. *Responding to student misbehavior*. Interns should respond to student misbehavior in ways that are effective in maintaining order while showing respect for students and helping them to become more productively engaged. Expert performance on this scale includes:
- *Frequency*: Intern always sees and responds to problems, and plans proactively
 - *Quality*:
 - Intern maintains a well behaved class.
 - Intern shows respect for students and helps them become productively engaged.
9. *Utilizing tools and equipment*. Interns should learn how to make effective use of tools and equipment that are available in the classroom. Expert performance on this scale includes:
- *Designs the classroom*: as a safe, functional, attractive, and motivating physical environment
 - *Uses multiple modes*: uses multiple literacies, materials, and media to promote inquiry, social interaction, and learning
 - *Provides access to technology*: for all students; actively seeks ways to get all students to work with available technology and other resources to reach learning goals in and out of school

- *Technologically enhances learning and assessment:* employs technology to enhance learning environments and curriculum and to facilitate effective assessment and evaluation strategies
- *Monitors technological issues:* exercises and models alertness to equity, ethical, legal, social, physical, and psychological issues surrounding the use of technology in P-12 schools
- *Teaches care of the room:* teaches students to take care of the classroom equipment, materials, and other resources
- *Assesses and adapts the room:* monitors and adapts the physical environment on a daily basis to provide the intended environment, include all students, and use the resources of the room to promote learning

Section 6-800: Professional roles and responsibilities. The scales in this section refer to the intern's ability to work effectively with other professionals, work effectively with parents and other community members, and learn from experience. It has three rating scales:

10. *Learning from others and participating in professional school communities.* Interns should learn from and work productively with other professionals, both in their school placements and in their MSU classes. Expert performance on this scale includes:
 - *Frequency:* Intern is typically involved with MSU and school communities
 - *Quality:* Intern reflectively uses suggestions to improve practice, contributes to school and MSU communities.
11. *Interacting with guardians and the school community.* Interns should learn to work effectively with parents and guardians for the sake of their children and to become members of the community around the school. Expert performance on this scale includes:
 - *Guards students' welfare:* recognizes and responds to signs of family situations that threaten student well-being
 - *Recognizes diverse family structures:* creates learning environments that recognize diversity in family structures
 - *Engages parents & guardians:* treats parents and guardians with respect, works with them to set expectations and support their children's learning, and communicates assessment data to them clearly and sensitively.
 - *Uses the community in teaching:* guarding against stereotyping, flexibly and sensitively learns about the community, uses local history and current issues in teaching, and uses community resources to support student growth and achievement.
 - *Communicates with the community:* communicates and interprets aggregated assessment results clearly and sensitively to community members, in ways that convey the strengths and limitations of these measures.
 - *Advocates for children:* advocates for students and their education, and for children's welfare in the community at large
12. *Learning from experience.* Interns should use their experiences in the classroom and in the school community as a basis for professional learning. Expert performance on this scale includes:
 - *Frequency:* Intern consistently changes practice in response to classroom events or assessment results
 - *Quality:* Changes are thoughtful responses that enhance students' learning