

Duke University
Master of Arts in Teaching Program
Intern Evaluation

Intern Emily Fraker

School Riverside High School

Mentor Elizabeth A. Christenbury

Subject and grade levels Biology 9th / 10th / 11th

Date 1/5/07

Category descriptors

Exceptionally competent: The intern was at a veteran teacher's level of performance.

Very competent: The intern was at a first- or second-year level of performance.

Satisfactory: The intern was at a beginning level of performance.

Inadequate: The student teacher did not achieve a beginning level of performance.

Circle One

	Exceptionally Competent		Very Competent	Satisfactory	Inadequate
I. Knowledge and Skills					
a. Possesses and utilizes general and analytical and inquiry skills	1	X	2	3	4
b. Possesses and utilizes subject matter knowledge and skills	1	X	2	3	4

Comment: It is obvious that Emily has put an enormous amount of study time into the curriculum. She completes the questions and worksheets along with the students especially the AP Biology sheets. She is quite knowledgeable in her field of study.

Duke Knowledge, Skills and Dispositions: Candidates demonstrate knowledge of the subject area(s) in their area of licensure, as prescribed by the North Carolina Program Approval Standards and by the academic departments in which they earn their degrees. (1)

II. Curriculum and Lesson Planning

a. Develops innovative curriculum units	1	2	3	4
b. Creates well-structured, written lesson plans	1	2	3	4

Comments: Emily is very aware of how these students learn. She has pulled in relevant material from everyday life by bringing in specimens (grocery store lab) or materials that the student could easily relate. Her lesson plans are extremely well structured and her warm-ups and essential questions correlated with the objectives of that unit.

Duke Knowledge, Skills and Dispositions: Candidates effectively apply a variety of teaching strategies practiced by teachers in their content areas. (2) Candidates understand the needs of diverse learners and plan lessons accordingly. (3) Candidates know and understand curriculum issues that inform current education debates. Candidates use this knowledge to adapt methods and materials to reflect best practices in their area of licensure. (7)

III. Teaching

a. Implements well structured lesson plans	1	<u>X</u>	2	3	4
b. Provides well-paced instruction	1		<u>2</u>	3	4
c. Involves students in active classroom participation	1	<u>X</u>	2	3	4
d. Utilizes effective classroom management procedures	1		<u>2</u>	3	4
e. Flexible and adaptable - able to 'think on feet'	1		<u>2</u>	3	4
f. Manages class unassisted	1		<u>2</u>	3	4
g. Uses technology to support instruction	1		<u>2</u>	3	4

Comments: Emily was tentative at the beginning in her teaching but progressively improved throughout the semester. Teaching standard classes are a challenge and the dynamics of the class impacted her teaching from time to time. The AP biology students had no problem with her teaching and would often seek her out for input on labs and questions that they had.

Duke Knowledge, Skills and Dispositions: Candidates have developed and implemented effective methods for classroom management that reflect best practices, and they implement these methods successfully in the classroom. (9) Candidates have developed and implemented effective methods for planning lessons and units that reflect best practices, and they implement these methods successfully in the classroom. (10) Candidates know and understand how to utilize technology to facilitate teaching, as demonstrated by its appropriate and considered use in their field experiences; they regularly integrate technology effectively into their teaching plans. (12)

IV. Evaluation

a. Employs a variety of assessment strategies appropriate to the range of students in the class	1	<u>X</u>	2	3	4
b. Applies results of evaluation for diagnostic purposes	<u>1</u>		2	3	4

Comments: I was very impressed with Emily's desire to use a good many writing assessments; many of the standard students do not like to write but Emily provided interesting ways that made them feel comfortable as well as successful. The Darwin journal that

students kept was a great tool that helped many of our students perform much better on the evolution test. Emily was diligent about analyzing test questions and their validity; she would often categorize test questions according to Bloom's taxonomy and also would check to see that all the objectives were covered by the test. She frequently would compare the progress of the students work to their test assessment.

Duke Knowledge, Skills and Dispositions: Candidates have developed and implemented a fair and equitable assessment system, and this philosophy is demonstrated consistently throughout their field experience. (11)

Learning Environment

a. Works towards creating a supportive community of learners	1	<u>X</u>	2	3	4
b. Provides an enriching and stimulating learning environment	<u>1</u>		2	3	4

Comment: Emily's genuine concern for the students was evident in the amount of time and effort that she put forth. She held review sessions during lunch and provided the students brownies as an incentive to come. She frequently encouraged students to make up their work, and give them extra words of encouragement verbally as well as written. She always tried to bring in relevant topics that the students were familiar with to drive home points.

Duke Knowledge, Skills and Dispositions: Candidates know the basic principles of child and adolescent psychology, and they incorporate this knowledge into their instruction and interaction with students. (4) Candidates are committed to educational equity. They believe that awareness of and adjustments for cultural differences contributes to the academic success or failure of students. (16)

VI. Reflective Practice

a. Continually assesses own performance in classroom	1	<u>X</u>	2	3	4
b. Adapts or changes teaching strategies based on effectiveness	1	<u>X</u>	2	3	4
c. Seeks constructive input on performance	1	<u>X</u>		3	4

d. Inquires and researches new subject matter and pedagogical approaches

1

X

2

3

4

Comments:

Emily was very receptive to feedback concerning her teaching especially in terms of her presentation within the classroom. We had the luxury of having two standard biology classes so that she could modify lessons easily. Typically the changes that were made between classes greatly enhanced the lesson.

Duke Knowledge, Skills and Dispositions: Candidates practice regular reflection, and they use this reflection to monitor and adjust their teaching. (14)

VII. Professional Relations and Collegiality

a. Takes initiative for improving classroom instruction

1

X

2

3

4

b. Follows through effectively

1

X

2

3

4

c. Effectively works with colleagues

1

X

2

3

4

d. Willingly participates in school functions and activities outside the classroom

1

2

3

4

e. Attends staffing and faculty meetings and professional conferences

1

2

3

4

g. Open, fair and responsive to students, teachers and parents

1

X

2

3

4

h. Respects confidentiality

1

2

3

4

i. Involves parents and the community in the learning process

1

2

3

4

Comments: Emily has shown great professionalism whether it involved working with students, other colleagues or parents. Due to her class load at Duke, she was unable to attend many afternoon meetings but was interested in what changes were taking place and willing to pull her load regarding teacher responsibilities.

Duke University Knowledge, Skills and Dispositions: Candidates work collaboratively with family members, school colleagues, community resources to enhance the educational experiences and well being of all learners. (8) Candidates exhibit the characteristics of professional teachers and emerging leaders – they work well with colleagues, they are punctual, they are responsible, they consider personal presentation, they plan ahead. (13) Candidates consistently engage in ethical behaviors that reflect consideration for a diverse population of learners and for the rights and needs of all who are invested in the success of children and adolescents. (15)

The Graduate School uses A, B, C and F grades. An I (incomplete) indicates that some portion of the student's work was not complete at the end of the semester.

GRADE _____

DATE _____

SIGNATURE _____