

Notes on my Summative Assessment by Megan Pahr, Math intern at Eastern Technical High School

PART I. INTASC STANDARDS

- InTASC 1: The intern understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
 - 5 (Distinguished/Consistently Demonstrated)
- InTASC 2: The intern uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that allow each learner to reach his/her full potential.
 - 5 (Distinguished/Consistently Demonstrated)
- InTASC 3: The intern works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.
 - 5 (Distinguished/Consistently Demonstrated)
- InTASC 4: The intern understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners.
 - 4 (Proficient/Frequently Demonstrated): Emily sometimes must reteach herself a certain topic before she teaches it.
- InTASC 5: The intern understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
 - 5 (Distinguished/Consistently Demonstrated): Emily is very good about creating real life examples and relating to student lives (ex: she did an example about a video game that students play).
- InTASC 6: The intern understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the intern's and learner's decision making.
 - 4 (Proficient/Frequently Demonstrated): Although Emily has done this a couple times, it is not often.
- InTASC 7: The intern plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
 - 5 (Distinguished/Consistently Demonstrated): Emily is always planned ahead.

- InTASC 8: The intern understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
 - 5 (Distinguished/Consistently Demonstrated): Emily has even introduced me to a number of strategies and activities.
- InTASC 9: The intern engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
 - 4 (Proficient/Frequently Demonstrated): There could be more of this in the classroom.
- InTASC 10: The intern seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
 - N/A: There has not been a lot of opportunities for Emily to seek PD, we have been doing Schoology Training for next year.
- COE: The intern views technology not as an end in itself but as a tool for learning and communication for self and for learners, integrating its use in all facets of professional practice, and for adapting instruction to meet the needs of each learner (and of professional work).
 - 5 (Distinguished/Consistently Demonstrated): Emily continually brings technology into the classroom and uses it efficiently.

PART II. OTHER PERFORMANCE FACTORS

- 1. The intern differentiated instruction and worked effectively with learners from diverse backgrounds (ex., socioeconomic, racial, ethnic).
 - 5 (Distinguished/Consistently Demonstrated)
- 2. The intern differentiated instruction and worked effectively with learners with special needs.
 - N/A
- 3. The intern differentiated instruction and worked effectively with English Language Learners (ELL).
 - N/A
- 4. The intern differentiated instruction and worked effectively with gifted and talented learners.
 - 5 (Distinguished/Consistently Demonstrated)
- 5. The intern collaboratively planned and/or taught with specialized resource personnel (ex., guidance counselor, resource intern, special educator, reading specialist, media specialist, speech pathologist).

- N/A

PART III. AMLE STANDARDS

Standard 1. Young Adolescent Development: Middle level intern candidates understand, use, and react on the major concepts, principles, theories, and research related to young adolescent development and use that knowledge in their practice. They demonstrate their ability to apply this knowledge when making curricular decisions, planning and implementing instruction, participating in middle level programs and practices, and providing healthy and effective learning environments for all young adolescents.

- 1.A. Demonstrates knowledge and understanding of the intellectual, physical, social, emotional, and moral characteristics of their young adolescent students to create appropriate learning environments for all students.
 - 4 (Proficient/Frequently Demonstrated)
- 1.B. Implements curriculum and instruction that is responsive to young adolescent differences (e.g. race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).
 - 4 (Proficient/Frequently Demonstrated)
- 1.C. Uses knowledge of young adolescent development when planning and implementing middle level curriculum and when selecting and using instructional strategies.
 - 4 (Proficient/Frequently Demonstrated)
- 1.D. Demonstrates ability to participate successfully in effective middle level school organizational practices such as interdisciplinary team organization and advisory programs.
 - 4 (Proficient/Frequently Demonstrated)

Standard 2. Middle Level Philosophy and School Organization: Middle level intern candidates understand and use the central concepts, standards, research, and structures of content to plan and implement curriculum that develops all young adolescents' competence in subject matter. They use their knowledge and available resources to design, implement, and evaluate challenging, developmentally responsive curriculum that results in meaningful learning outcomes. Middle level intern candidates demonstrate their ability to assist all young adolescents in understanding the interdisciplinary nature of knowledge. They design and teach curriculum that is responsive to all young adolescents' local, national, and international histories, language/dialects, and individual identities (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).

- 2.A. Demonstrates a depth and breadth of subject matter content knowledge in the subjects they teach (e.g., English/language arts, mathematics, social studies, science) and

incorporates information literacy skills and state-of-the-art technologies into teaching their subjects

- 3 (Satisfactory/Generally Demonstrated)
- 2.B. Uses knowledge of local, state, national, and common core standards to frame their teaching and design, implement, and evaluate developmentally responsive, meaningful, and challenging curriculum for all young adolescents.
 - 5 (Distinguished/Consistently Demonstrated)
- 2.C. Demonstrates the interdisciplinary nature of knowledge by developing and implementing relevant, challenging, integrative, and exploratory curriculum.
 - 4 (Proficient/Frequently Demonstrated)

Standard 3. Middle Level Philosophy and School Organization. Middle level intern candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within middle level organizational components.

- 3.A. Demonstrates an understanding of the philosophical foundations of developmentally responsive middle level programs and schools.
 - 4 (Proficient/Frequently Demonstrated)
- 3.B. Applies knowledge of effective middle school programs to function successfully within a variety of school organizational settings.
 - 4 (Proficient/Frequently Demonstrated)

Standard 4. Middle Level Instruction and Assessment Middle level intern candidates understand, use, and reect on the major concepts, principles, theories, and research related to data-informed instruction and assessment. They employ a variety of developmentally appropriate instructional strategies, information literacy skills, and technologies to meet the learning needs of all young adolescents (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).

- 4.A. Uses knowledge of instruction and assessment strategies that are especially eective in the subjects they teach
 - 3 (Satisfactory/Generally Demonstrated)
- 4.B. Employs a wide variety of effective teaching, learning and assessment strategies
 - 5 (Distinguished/Consistently Demonstrated)
- 4.C. Develops and administers assessments and use them as formative and summative tools to create meaningful learning experiences.
 - 5 (Distinguished/Consistently Demonstrated)
- 4.D. Demonstrates ability to motivate all young adolescents and facilitate their learning through a wide variety of developmentally responsive materials and resources and establishes an equitable, caring, productive learning environment.
 - 4 (Proficient/Frequently Demonstrated)

Standard 5. Middle Level Professional Roles Middle level intern candidates understand their complex roles as interns of young adolescents. They engage in practices and behaviors that develop their competence as middle level professionals. They are informed advocates for young adolescents and middle level education, and work successfully with colleagues, families, community agencies, and community members. Middle level intern candidates demonstrate positive dispositions and engage in ethical professional behaviors.

- 5.A. Understands, reacts on, and are successful in the unique role of middle level professionals (e.g., members of teaching teams and advisors to young adolescents).
 - 4 (Proficient/Frequently Demonstrated)
- 5.B. Serves as advocate for all young adolescents and for developmentally responsive schooling practices.
 - 4 (Proficient/Frequently Demonstrated)
- 5.C. Understands and values the ways diverse family structures and cultural backgrounds influence and enrich learning, and communicate and collaborate with families from diverse cultures and backgrounds.
 - 4 (Proficient/Frequently Demonstrated)
- 5.D. Models high standards of ethical behavior and professional competence.
 - 4 (Proficient/Frequently Demonstrated)