

Fall 2020 Mentor Teachers' Perceptions of Program Completers

	WELL- PREPARED	PREPARED	SOMEWHAT PREPARED	UNPREPARED	N/A
1. Understand the diverse needs of students (I- 1)	50% 9	39% 7	11% 2	0%	0
2. Plan for the diverse needs of students (I-2)	33% 6	50% 9	11% 2	5% 1	0
3. Know the required content (I-4)	44% 8	28% 5	22% 4	5% 1	0
4. Effectively teach the required content (I-5)	50% 9	39% 7	5% 1	5% 1	0
5. Create a respectful environment that supports learning for all students (I-3)	67% 12	28% 5	5% 1	0%	0
6. Implement effective instruction that engages students in learning(I-5)	61% 11	33% 6	5% 1	0%	0
7. Implement a range of assessments to measure progress of learners (I-6)	33% 6	44% 8	11% 2	11% 2	0
8. Demonstrate professionalism with stakeholders (I-10)	67% 12	28% 5	0%	0%	5% 1
9. Use technology in ways that improve learning (I-8)	55% 10	28% 7	17% 3	0	0
10. Positively impact student growth (I-7)	55% 10	39% 7	5% 1	0	0
11. Attend to the whole child (I-3)	50% 9	39% 7	11% 2	0	0
12. Vary instructional strategies (I-8)	55% 10	39% 7	5% 1	0	0
13. Demonstrate cross-cultural understanding by reducing biases via materials/strategies (I-5)	47% 8	47% 8	0	0	5% 1
14. Support the development of students' higher order thinking skills (I-5)	33% 6	47% 8	17% 3	0	0
15. Respond appropriately to student behavior (I-3)	33% 6	55% 10	11% 2	0	0
16. Promote class discussion/collaboration (I-3)	55% 10	28% 5	17% 3	0	0
17. Model Spoken language- rarely makes errors (I-9)	61% 11	33% 6	5% 1	0	0
18. Model Spoken language-monitors students' usage (I-6)	50% 9	44% 8	5% 1	0	0
19. Model Writing Skills- rarely makes errors (I- 9)	67% 12	33% 6	0	0	0

20. Model Writing Skills – monitors students’ usage (I-6)	50% 9	33% 6	5% 1	5% 1	5% 1
21. Routinely be reflective in his/her practice to accurately judge the effectiveness of instruction (I-9)	61% 11	33% 6	0	5% 1	0
22. Take advantage of school opportunities/resources for professional development (I-9)	55% 10	39% 7	5% 1	0	0
23. Develop a good working relationship with other school personnel (I-10)	72% 13	22% 4	5% 1	0	0
24. Develop a good working relationship with parents/community (I-10)	50% 9	28% 5	5% 1	0	17% 3
25. Demonstrate regular attendance (I-9)	78% 14	22% 4	0	0	0
26. Demonstrate Punctuality (I-9)	78% 14	22% 4	0	0	0
27. Maintain a Professional Appearance (I-9)	89% 16	11% 2	0	0	0
28. Use a voice that is effective (appropriate volume/inflection) (I-9)	78% 14	17% 3	5% 1	0	0
29. Demonstrate Self-Confidence (I-9)	55% 10	39% 7	5% 1	0	0
30. Demonstrate Initiative (I-10)	67% 12	28% 5	5% 1	0	0
31. Use feedback (accepting/responsive) (I-10)	77% 13	23% 4	0	0	0
32. Teach to the Maryland Career and College Readiness Standards (I-4)	72% 13	28% 5	0	0	0
33. Understand the Danielson Framework for teacher effectiveness (I-9)	72% 13	22% 4	0	5% 1	0
34. Understand standardized assessments (I-6)	33% 6	28% 5	11% 2	5% 1	22% 4
35. Employ Student Learning Objectives (I-7)	56% 10	33% 6	5% 1	0	5% 1

What are the areas of strength of these interns?

- Very responsive to student needs and well planned!
- Flexibility, creativity, sense of humor, genuine caring for students, love of language, receptiveness to feedback, self-reflectiveness
- Mrs. Wagner demonstrates initiative and has a strong mathematical foundation. She shows enthusiasm in exploring instructional strategies and engagement techniques to support student learning and academic growth.
- Both of the interns I had this semester were extremely flexible and willing to help in any way they could.
- Her willingness support the classroom and students

- My intern was an incredibly strong presence in the classroom -- classroom management and building relationships and knowledge of content were her strengths.
- Mr. Corbin is "good on his feet" and is able to modify instruction and jump right in to diverse learning situations.
- She would attend planning meetings and PD's during her internship. She needed to be told exactly what to do, but always completed those tasks once given direct instruction,
- Mrs. Mann was an asset to our Kindergarten classroom. She is strong in technology, which was very useful in our virtual classroom. Mrs. Mann also did a great job in classroom management, providing student feedback and varying her lessons to meet all needs.
- My intern was very personable, and full of energy. The students loved coming to our virtual classroom. She made sure she was organized and made sure to have everything she needed.
- My intern was always on time, present, and enthusiastic with our students. She was never afraid to try anything new and she always listened/followed through on the feedback I gave her.
- Willingness to learn and be open to all ideas
- Shew as flexible and reflective.
- She is innovative with her lessons. She adapted to the virtual learning really well. She reflects on her teaching in order to meet the needs of all students.
- Kristin has all of the interpersonal skills needed to develop meaningful relationships as a teacher.
- My intern demonstrated strengths in fostering relationships with students and engaging the students in the content.
- Had an understanding of how to engage with and interact with students.
- Professionalism and relationship building

What are areas of improvement for these interns?

- Keep learning about technology! With virtual teaching, we are all in the middle of a really steep learning curve!
- Confidence in his own abilities; provisioning (having all materials ready before class starts)
- Mrs. Wagner has been working on improving her questioning techniques to guide student learning. She also has been working on adequately scaffolding her lessons in order to fill in gaps to facilitate students' understanding and achievement.
- They both did such an awesome job but because of the virtual learning, I would suggest that they have a chance to visit classrooms when in-person learning resumes.
- Timing of lessons
- In general, interns could be more prepared for teaching in the virtual space - anticipating and responding to issues in the virtual world -- but this is to be understood this year.
- Understanding the importance of ongoing assessment (assessment drives instruction) and tracking student performance on a variety of informal assessments. Data is so important as we plan for instruction...
- She needs to have more initiative in learning and thinking about everything. The lessons were conducted, but there was never any mention of how she was going to monitor progress or assess for understanding. She needs to learn to take her knowledge and lessons and make it her own instead of just mimicking what she is observing. Learning the Danielson rubric and what is to be expected would be a good start too, not telling their mentor they do not really take much stock in it. Taking challenges and trying to persevere(not use the situation as an excuse) through them and do the research to make it engaging for students. Teaching virtually is hard, but you have to be willing to learn the tech and ways to still teach the student.
- None at this time
- I think once we return to in-person learning this intern will do just fine.
- Although this would get in easier in time, my intern would benefit from learning more about each individual student. For example, one student becomes overly sensitive and frustrated easily, but she did not seem to realize that. She also has pronounced many names wrong throughout her placement and makes grammatical errors in some of her presentations.

- More face to face time with students
- Having confidence in the lessons she is teaching and building her pedagogy in the grade she teaches.
- She was wonderful overall!
- She needs experience and seasoning. She needs to get into a classroom and experience the day-to-day of school life. She needs to experience the daily tasks, like pencil sharpener management. :-)
- An area for improvement may be in instructional tools usage.
- I think that this program is not focused on art education but rather general education. There was a lot of art specific content and pedagogy that my student intern was not aware of. There needs to be more art education specific study and research done by interns in this program.
- Time management