**PART 2 – NARRATIVE**

The below narrative is an important supplement to the above ratings. The narrative should include, but is not limited to: (1) a description of the internship setting, (2) a summary of key experiences gained, and (3) any supporting or clarifying information regarding the intern’s performance.

XXXXX completed a exemplary student teaching internship teaching U.S. History and Citizenship at XXXXX High School working with mentor teacher XXXXXX. XXXXXX High serves just over 1,200 students in grades 9-12; 84% of students are White and 24% receive free and/or reduced lunch. The teaching staff reflects a high level of experience with an average of 11 years of experience and 75% with Master's Degrees. Nearly 94% of 10th grade students met or exceeded the Writing standard for the Washington Assessment of Student Learning with another 88% in Reading and 63% in Math meeting or exceeding the standard.

XXXXX is a gifted beginning teacher. He works as hard as any student intern I have ever supervised to plan and deliver lessons that are engaging, thought provoking, and reflective of high standards. Simultaneously, they developed a strong rapport with students and communicated to them in an honest and forthright manner. In addition, he also incorporated a confident manner in the classroom reflective of being the teacher in charge, using regular movement to anticipate and defuse management issues, and used a healthy and appropriate amount of humor to engage and connect students to their learning.

XXXXX started his internship prior to the formal start date by assisting his mentor with first semester final assessments. Also during this first semester time, he worked hard to familiarize himself with the curriculum, coursework and expectations for the second sememster. At the start of the second semester, he immediately took on a consistent role in the classroom by mananging daily attendance and began teaching early lessons in the U.S. History class on the women’s suffrage movement. Demonstrating confidence and competence lead to XXXXX taking on full-time teaching duties for this history class very early in the semester.

With respect to planning and organization, XXXXX demonstrated exemplary knowledge and skill. He was thoroughly ready for every lesson with all materials, documents, source materials, and detailed lesson plans. Each plan carefully addressed the appropriate state standards while each lesson incoporating the use of multiple strategies to support the learning of all students. XXXXX carefully crafted each lesson and incorporated the use of technology in a manner that focused on engaging students in their learning. Each unit focued on student thinking and relating the concepts learned to the time period they were studying, connecting their learning to past units of study, student context, and current day events.

XXXXX was very conscientious about differentiating his teaching and instructional strategies in order to meet the needs of each student. He varied his lessons, assessments, and instructional approaches so they aligned to multiple learning styles. His ability to differentiate is exemplary for a beginning teacher. He had several students with special needs and always adjusted his lessons, approaches, strategies, and materials to meet their needs while still maintaining integrity in the learning. For example, he had a student with visual impairment and inititated the creation of materials printed in Braille for this student by working with the district. With great care, XXXXX always considers his students’ specific needs and learning styles in order to adjust his instruction. This reflects his dedication to the profession and in helping each student learn.

In addition, the materials provided for each unit were exceptional. XXXXX was not simply organized, but crafted daily instructional objectives around the use of multiple resources. He worked hard locating primary source documents and examples and used the information cohesively in the lessons to engage students in the subject in a real and meaningful manner. Such primary source documents, in use with the text and additional documents, helped students to genuinely connect to the era of study and helped prompt their thinking regarding social, poltical, and economic changes and decisions.

To help promote student learning, most lessons reflected instructional delivery with technology. XXXXX used PowerPoints for nearly all lessons that did not simply provide slides with bulletted points and information. The slides reflected daily objectives, time period advertisements, news clips, posters, pictures of historical figures (presidents, world leaders, etc.), prompts and questions, and diagrams. Furthermore, XXXXX regularly used critical video segments to emphasize learning points, time period connundrums and critical issues. Time period music and printed lyrics were also shared to reflect cultural and social issues related to historical events, propoganda, and national pride.

Such varied instructional strategies helped engage students throughout their lessons and promoted a high level of critical thinking and analysis. Learning was not focused on simple fact-gathering and understanding, but on the highest levels of Bloom’s taxonomy, evaluation, synthesis, and analysis. XXXXX continually strived to develop the critical thinking skills of his students by engaging them in regular comparisons, across time period analysis, contextual evaluations, and social/political/economic interpretations and realtionships. XXXXX’s ability to develop lessons focused on such content was reflective of his exemplary content knowledge and passion for his subject. XXXXX is a true scholar of history and the depth of his knoweldge clearly supported his ability to craft lessons appropriate for his students yet challenging and interesting. XXXXX’s U.S. History units of study focused primarily on post-WWI, Great Depression, WWII, Cold War, and Civial Rights. He helped his students focus on the social, economic, and political causes, responses, and outcomes related to each time period and how those elements are reflected today. He infused such learning activities as a historical creative writing assignment, propoganda art/poster, a primary source “museum day” activity and compare/contrast assignments evaluating Martin Luther King, Jr., and Gandhi.

For the Citizenship classes, XXXXX took over the teaching for those four sections in April and lead stuents through the completion of a group research assignment on controversial U.S. Constitution debate issues. XXXXX taught students the elements of debate and how to research and synthesize their debate issues and responses. The final Citizenship unit focused on the evolution of U.S. foreign policy through the lens of the Vietnam War. Using such thematic approaches was a strength of XXXXX’s for it afforded him the opportunity to build a tapestry of information and learning reflective of the interwoven nature of social, poltical, and economic issues and decisions. Such inter-connectedness became very clear to his students and enhanced their ability to evaluate and synthesize information and issues.

Thoughout the internship, XXXXX was “in charge.” His presence was excellent and helped him develop a strong rapport with his students. He has a very strong ability to scan and see across the room, monitor student behavior without disrupting the flow of the lesson, and maintain student engagement while quietly (usually silently) enforcing classroom rules (like no cell phone use/texting).

In addition, XXXXX actively became part of the whole school community by attending and participating in team and staff meetings, an IEP meeting, professional development days, and district-wide curriculum meetings. His participation allowed him to interact not only with XXXXX’s High School teachers but with teachers across the district teaching social studies. XXXXX collaborated well with his mentor teacher and other teachers in the school and across the district. He is open to ideas and suggestions, constantly reflects on his own practice and analyzes student work and assessments to guide his instructional decisions.

Furthermore, XXXXX connected with students outside of the classroom by volunteering to monitor student events such as a Friday-night “coffee house,” prom, and Rock for Africa event. He also attended school sport events.

XXXXX is an extremely hard-working teacher. He is honest, caring, passionate about his subject, and conscientious about helping each and every student achieve academically. He is an exemplary beginning teacher and will be an exemplary experienced teacher. I sincerely hope he gains the opportunity to join a staff in the near future so that students may begin benefitting from his teaching as soon as possible.