



Exit Performance
Description
(EPD) Report Cover Sheet

The five year teacher certification program at Michigan State University prepares college graduates to assume the responsibilities of beginning teaching. The program consists of a planned sequence of professional courses and field experiences including a year-long internship after students complete their bachelor's degree. A five-year program enables teacher candidates to acquire a solid grounding in their teaching subjects as undergraduates and to spend a year of guided learning to teach in a school and classroom setting. The program meets all the requirements for the provisional elementary and secondary teaching certificate of the State of Michigan. It also reflects state and national standards for beginning teachers.

The internship combines observation and guided practice teaching averaging about 30 hours per week with twelve credit hours of master's degree courses. These experiences are designed to support the intern's growth both in classroom teaching and in the performance of a teacher's other professional roles, such as working with parents and colleagues in the school. The internship includes a sustained period of lead teaching. With the collaborating teacher's support, the intern bears primary responsibility for planning, instruction, and assessment.

Hundt, Sarah
Intern

Elementary Education
Major

Steere, Traci
Mentor Teacher

Sycamore
School Name

Ryan, Patricia
MSU Field Instructor

Holt Public Schools
School District

Please place an X by the correct item:

Internship Area Team Assignment:

Elementary Education Secondary Education Special Education

Report prepared by:

Mentor Teacher MSU Field Instructor

Report prepared for:

Fall & Spring Semester Fall Semester Spring Semester

Report is based on the school year: FS14-SS15

Date: April 27, 2015

Introduction

Sarah Hundt is a creative, hardworking, respectful, caring, responsive, and flexible teacher who has learned to effectively use different engagement strategies. She enjoys using original photographs, creative language, and her sense of humor to connect with her children. Her positive collaboration with her mentor and team teacher demonstrated professionalism and mutual support.

The Internship Setting

Sarah Hundt's internship was in a second grade classroom at Sycamore Elementary School in Holt Public Schools. Holt is a suburban community, just south of Lansing, Michigan. Sarah taught 22-24 students in one of three second grade classrooms and also taught social studies and science to all three classes at different points during her internship since we do "switches" for those subject areas. She also had the opportunity to assist in teaching an "extra 30 minutes" math group to a group of above grade level students from all three classrooms. Since all three second grade classrooms work closely together to share students and collaborate, she had the experience of being a vital part of the teaching "team" for second grade where we take ownership and work together for ALL 75 second graders in our school. This includes 3 students from the Cognitively Impaired classroom that are a part of our team for specials, switches, and other activities.

Sycamore houses the most uniquely diverse population of students K-4 in Holt, and also houses the district's two Cognitively Impaired classrooms and two Great Start Readiness Program (GSRP) preschool programs. There are 409 students enrolled school-wide. There are 68% of our students who are economically disadvantaged based on free and reduced lunch data. The majority of our students live in low income and/or government subsidized housing. We have a 13% minority population and were labeled a "Focus" school by the State due to a large gap between our highest and lowest achieving students last year. 7% are certified as Special Education students (not including speech and language students), 67% are in the students at risk category and 25% are schools of choice students that come primarily from the urban area of Lansing. We are a Michigan Integrated Behavior and Learning Support Initiative (MiBLSi) school and participate fully in the Response to Intervention (RtI) model of intervention and multi-tiered supports.

Knowing Subject Matter and How to Teach Them

Sarah Hundt is on her way to becoming a master teacher and is prepared to teach all subjects in the elementary classroom setting. She is a professional in every sense of the word: delivering high quality, clear, and concise instruction to students in engaging and motivating ways. She carefully plans and prepares her lessons each day making sure they are easy to follow. She has spent time learning and immersing herself in the curriculum as well as researching outside resources that provide background building experiences for our students. For example, her science and social studies units blended the district curriculum with the Common Core State Standards. She used a variety of materials and resources that complemented the curriculum and carefully addressed the standards. She has worked on differentiating instruction in reading and in math and sought to provide meaningful experiences for students at their own unique learning levels.

Ms. Hundt has also been very open to feedback and very reflective of her own practice. She is able to self-monitor her lessons and to make changes as necessary based on her own reflection, mentor feedback and student work. This type of reflection shows not only maturity as an educator, but also a deep passion to be the best that she can be for each student in her care.

Working with Students

Sarah has spent much time and thoughtful preparation in the area of working with students. She has sought to get to know each student on an individual and personal level, taking an interest in each one. She realizes how important "relationship" is to what we do as educators of students of poverty, especially. She has taken the time to scaffold the learning of our class in ways that have built the lacking background knowledge of many of our economically disadvantaged students. She has worked on showing patience and kindness in her questioning of students and treats each student with respect in spite of their background experiences and prior learning, and has made it a focus to monitor her tone of voice in dealing with challenging students. She has helped scaffold student learning in a variety of ways by providing opportunities for students to learn from each other. She has helped to build "community" by modeling that in the classroom. She has worked hard at maintaining high expectations for learning.

She has incorporated various "brain break" activities in the classroom that are fun for our students and have helped build the community, such as structured movement breaks throughout the day. She has grown in being able to "read" the level of fatigue and engagement with the students and is able to respond to their needs accordingly.

She has also implemented ways to engage and motivate our most challenging learners through blending the rigor of the curriculum with fun and engaging activities. An example of this is the many learning activities and games she used in math and science. She involved students in hands-on science activities in her unit on Physical Science as she led them through learning about properties of matter. She brought in a variety of unusual objects and let the students explore and describe them using the vocabulary she had taught them previously, to help make up for their lack of background knowledge. This type of activity shows her willingness to meet the needs of students in high poverty, high needs settings.

She is also extremely artistic and talented in the area of the arts. This is a unique and special gift that she brings to the classroom. She has utilized her talent for photography with the students and used her photographs to connect students to their world and to historical perspective in her social studies unit. She created a lesson for students using photographs of their community, past and present which was unique and engaging. She has used her artistic talents to create beautiful charts to be used in writing and genre study in the area of literacy.

Creating and Managing a Classroom Learning Community

Sarah has helped develop a classroom where students feel respected and accepted. She set the tone for mutual respect with all students and adults that enter our space. She has done an excellent job in setting and maintaining high expectations for all students. She maintains a learner centered classroom that is safe for all students and where each student is valued as a unique individual learner. Students are encouraged to be themselves and their individuality is accepted and celebrated. She has made sure to interact positively with each student each day and works hard to make them feel special. In this setting, students feel confident, and therefore are willing to take risks and accept mistakes. They experience success in many ways: socially, academically, and emotionally in this environment. Positives are stressed and practiced. Ms. Hundt has made an effort all year to balance redirection and discipline with positive interactions.

She has participated and helped plan various “celebrations” for students based on the goals that have been set with them and encouraged them to achieve. Students set goals for attendance and behavior compliments and were able to celebrate in fun ways when those goals were met.

Working And Learning In A School

Sarah has been a part of a cooperative team of teachers in second grade this year. She has fully participated in collaboration around benchmarking assessments and progress monitoring data, lesson and unit planning, lesson study, behavior goals, and every other area of school life. She is respectful of other’s ideas yet always willing and capable to bring important suggestions and feedback to the table. She has fully participated at the building level also, taking an active part in building level professional development, sharing her views, ideas, and constantly being willing to learn and adapt as necessary. I fully expect that any school would find her to be welcome member of their staff.

Summary

Sarah Hundt consistently demonstrated excellent judgment as she made decisions and helped her 2nd graders make positive behavior choices, using the systems in place in the classroom and school. One particular goal was to help her students become better listeners by teaching them active listening skills. One of Ms. Hundt’s strengths is that she is artistic in many ways, especially music and photography. These talents became an integral part of her teaching style, and she enjoyed using graphics and photos in ways that greatly enhanced her lessons.

Sarah Hundt is a motivated, talented, and highly qualified teacher, and it is without reservation that we highly recommend her for a position in the elementary classroom.