

Knowing subject matters and how to teach them

██████████ struggled throughout his internship experience. Although it appeared that he was competent in his knowledge of subject matter, and was somewhat successful in implementing his mentor teacher's plans, he had difficulty organizing and designing plans on his own that reflected what he knew. Over the course of the internship year there was little perceivable improvement in this area. ██████████ mentor teacher and I talked at great length about the connections between planning, pedagogy and management, yet we continue to be uncertain about ██████████ understandings of these connections. Toward the end of the internship year we all, it is my belief, began to doubt ██████████ desire to become a teacher—yet progress was being made.

Classroom Management and Student Engagement

██████████ works well with individual students. It is in these interactions where he is at his best as a teacher. However, this skill does not carry over when he attempts to engage and manage the entire class. It was evident that ██████████ cared about his students and their learning and continued to work on his strategies for engaging and managing his classes, however no consistent management or engagement style emerged during his internship. It appeared as if he was surviving from day-to-day with occasional bouts of success. These management issues then began to trouble his already problematic approach to his subject matter teaching—creating a difficult cycle for him to break out of.

Professional Development

██████████ is a respectful individual. However, commitments outside of his internship have precluded his involvement in the school community apart from his immediate responsibilities as an intern. While ██████████ was receptive to constructive feedback he has demonstrated little in the way of integrating this feedback into his planning, teaching, or management strategies. ██████████ strength as a teacher appears to lie in small group and individual encounters. Perhaps it is in this direction that he may find his niche as a teacher.