TEACHING SITUATION
During his internship Bill taught intermediate level Spanish at a high school a large, inner-city high school which houses grades seven through twelve. The student population is economically and ethnically diverse. During his lead teaching, Bill had complete responsibility for teaching five classes of second year Spanish students.

This was an extremely challenging assignment for two reasons. First, Bill had to travel from room-to-room throughout the day (six rooms in total). Bill did a fantastic job of maintaining organization on a "cart", while utilizing a great variety of materials and resources to teach his students the target language. This is definitely no easy task and he made it look simple.

In addition to the travelling, Bill had to face the challenge of teaching the same lesson five times in a row. He did a superb job of reflecting after each class, adapting and revising his lesson, and teaching the newly modified lesson to his next class. Not only did he teach the lesson five times a day, but he also approached each class with renewed enthusiasm. It is extremely important that students are able to see that a teacher likes his/her job. It was obvious to Bill's students that he enjoys the Spanish language and he also is excited about teaching it to others.

SUBJECT MATTER TEACHING
Bill has excellent command of the Spanish language and is enthusiastic about passing this knowledge on to his students. He responds to student inquiries with great ease and expertise. His fluency with the Spanish language proves to pair very nicely with his knowledge of the ways in which students acquire second languages. Bill's professional knowledge, in conjunction with his demonstrated love of the language, is the driving force behind his vision.

Bill designs activities which emphasize the communicative nature of the language and appear in a real life context which provides a framework for meaningful and functional communication in the target language. For example, in one unit Bill created an actual marketplace where each student was required to barter for certain items entirely in the target language. He creates a classroom where strategies in reading, writing, listening, and speaking all focus on the goal of communication in the language in a non-threatening environment. Bill also introduces various aspects of the Spanish-speaking world (geography, history, music, daily customs, art, etc.) to develop, in the students, an understanding of and sensitivity to other cultures.

In bringing his vision "to life", Bill actively seeks resources and materials to support flexibility in his teaching. He takes contextual considerations (instructional materials, individual student interests, needs, aptitudes, and community resources) into account in planning instruction that creates an effective bridge between curriculum goals and students' experiences.

Bill is a very organized individual who always has his vision in mind. He creatively and carefully plans how units/lessons are to be organized and introduced. His lessons reflect his efforts to take into account students' prior knowledge and promote success by providing a great variety of learning activities which are at the correct level of difficulty for students, appropriately paced, and extend student thinking. Bill teaches in a logical sequence and his lesson design is very effective (objective/purpose, providing contextually embedded information, modeling, checking for understanding, guided practice, independent practice, evaluation, re-teaching when necessary).
Bill takes responsibility for all students' learning and possesses an instructional repertoire which allows him to accommodate the learning needs of diverse students. He also considers students' learning styles when designing and selecting both formal and informal assessment tools which are congruent with what is being taught. Bill successfully implements the following strategies to not only promote active learning and understanding, but also to develop students' skills in critical thinking, independent problem solving and performance capabilities: Cooperative Learning; Discipline with Dignity; Neuro-Linguistic Programming (NLP); Instructional Theory in Practice (ITIP); Total Physical Response (TPR); Natural Approach; Process Writing.

CLASSROOM MANAGEMENT AND STUDENT ENGAGEMENT
Bill demonstrates an understanding of and respect for culture, racial and ethnic diversity, and gender equality. He began the year by designing lessons to create a learning environment supportive of inquiry, exploration, and risk taking. He took steps to create a community in which students assume responsibility for themselves and one another (team building), participate in decision making, work collaboratively and independently (pairs, groups, individual), and engage in purposeful learning activities. Bill is a caring person who allows students to work in a safe environment where both teacher and students are learners. He is a part of the learning community and he guides the students in their journey as they make decisions, errors, reflections, and new decisions.

Bill creates this non-threatening environment by establishing and maintaining regular routines (attendance, passes, make-up work, grades, homework, etc.) and setting norms (rules) for interactions in the classroom that foster respect and cooperation. He utilizes multiple strategies (nonverbal cues, proximity, voice, counseling, written communication) to manage student behavior and keep students on task. In cooperation with his students, Bill establishes consequences for inappropriate behavior that are fair and appropriate. Bill creates this positive classroom learning environment and holds students responsible for their own actions. Students enjoy the cooperative spirit of teamwork and they are more attentive, involved in the lessons, and consistent in doing their work.

The classroom is one of two-way communication in which he identifies and acknowledges the feelings of his students. Instruction is then adapted to accommodate students' response, areas of interest, ideas, and needs. He involves his students in self assessment activities to help them become aware of their strengths and needs, and encourages them to set personal goals for learning. Bill understands and can identify differences in learning styles, multiple intelligences, and performances modes. He designs instruction that helps maze connections between new content and prior knowledge and then modifies the task or the environment, as needed, to support students' continued involvement in learning.

PROFESSIONAL DEVELOPMENT AND RELATIONSHIPS
Bill recognizes his professional responsibility for engaging in and supporting appropriate professional practices. He is dependable, trustworthy, and acts in an ethical manner. He portrays a very neat, well-groomed, professional appearance and exhibits poise, self-confidence, rationality of thought and an appropriate sense of humor. Bill is prompt in carrying out responsibilities and submits all school documents in a timely and accurate manner. He participates in professional organizations and during his internship he attended the Michigan Foreign Language Conference (MFLA), Cooperative Learning Seminar, and an ITIP Seminar.
Bill communicates effectively with students, staff, parents, administrators, and other members of the community. Throughout his internship, Bill had many opportunities to work in conjunction with various members of the learning community. He made initial contact with his students' parents in the Fall and continued to communicate with them throughout the year via phone calls, parent/teacher conferences, and written forms of communication. Toward the end of his internship he worked extensively on organizing a school-wide World Language Festival to which all parents were invited to attend.

Bill was an advisor to the Spanish Club. He assisted in arranging various field trips into the community and also guided students in developing a skit to perform at a competition at a University. He demonstrated that he was a member of the school team by attending monthly staff meetings, participating in a multicultural study group, attending extracurricular activities, and filling in when needed in the building.

Bill exhibits exceptional determination to succeed and it is evident that he takes responsibility for his own professional development by seeking out instructional resources and by soliciting advice and feedback from others, including his students. Bill's willingness to work hard to continually improve self is indicative of his dedication to life-long learning.

**CONCLUSION**

Bill possess many attributes which demonstrate his potential to be an excellent classroom teacher. He has superior command of the Spanish language and he passes on to his students his enthusiasm for both the language and the culture. Bill's genuine concern for the students with whom his is with; Fi creates a positive learning environment in which students are eager to work, both individually and cooperatively, to acquire a new language and to produce quality outcomes.

Bill has excellent organizational skills which he uses extremely effectively in both his short and long-term planning. He is very creative in his lesson plans and utilizes an extensive repertoire of strategies to engage students in all areas of second language acquisition. He has also developed numerous strategies for effectively dealing with a variety of discipline situations. He continuously expands his professional knowledge by interacting with other staff members, reading current literature, and attending workshops and conferences. In short, Bill is a teacher who I feel any district would be wise to actively recruit as a member of their staff.
Strength: Less successful intern
Subject: Foreign Language  
Note: Name of intern has been changed.

The student interned with me at a large high school and middle school in a suburban setting, during the 1994-95 school year. The student population is somewhat diverse, with the largest minority being Asian. Students mostly come from middle to upper-middle class professional families. 95% of the seniors attend some form of college.

She worked very diligently on classroom management skills, teaching methods and textbook exploration. She was able to set realistic discipline goals and classroom standards for the students she instructed.

During the year, she was punctual, well prepared and her attendance record was excellent. She was dependable and trustworthy as an intern and dealt with administration, faculty and students in a respectful and ethical manner.

The intern has mastered the role of a traditional teacher. She is aware of alternative teaching methods and has begun to expand her instructional repertoire, by using a variety of new techniques and formats. She has a good grasp of the needs of her students and shows an ability to accommodate a number of different learning styles. During the last three months, the intern has become aware of the necessity for resourceful teaching methods and has made significant strides in seeking and incorporating outside resources and materials into her teaching style. She has consulted other teachers, observed their teaching methods and has incorporated their attributes into her classroom techniques. She always created a good learning environment in which students felt secure and comfortable. She rewarded responsible behavior from the students by allowing them the opportunity to participate in intellectual risk taking. She maintained a regular routine in her daily "startup" and was consistent in her instruction.

She has become increasingly able to organize her lesson plans more effectively and has learned how to accept and deal with the inevitable unexpected situation in the classroom. As an intern, she understands core concepts and language skills consistent with the needs of the German class assigned to her. She has a good working knowledge of the German culture.

In conclusion, the intern has made good, steady progress during the course of the teaching internship. One of her greatest professional attributes, presently, is her ability to relate, encourage and foster enthusiasm and participation with the more emotionally needy student who might otherwise be sidelined in an aggressive learning environment.