



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.

Lepkowski, Jenna
Intern

Elementary Education
Major

Moritz, Robin
Mentor Teacher

Mt. Hope Elementary School
School Name

Baumann, Amanda
MSU Field Instructor

Lansing 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:

FS13-SS14

Date:

April 2014

Summary of Accomplishments:

Jenna Lepkowski is a professional and dedicated intern. She cares about each student and maintains high expectations for herself as well as her students. Ms. Lepkowski is very confident and knowledgeable about working with children. She is conscientious and eager to learn and grow as an educator. Her behavior management skills in the classroom are very effective. She follows through on communication and assignments with the students.

Description of Internship Situation

Jenna's intern year was spent teaching 23 students in a fourth grade classroom at Mt. Hope Elementary School. Mt. Hope is located in Lansing, MI and is one of 25 elementary schools in the Lansing School District. It is a public school serving 276 students in 4-6 grades. Mt. Hope has an 85% free and reduced lunch rating with a diverse, racial, ethnic, and socioeconomic population. Students in Jenna's class had varied learning abilities. Reading levels ranged from first-grade to twelfth grade, and math levels were either very low or very high. Three students were sent during different times of the morning to a pull-out resource room for reading, writing, and spelling. Five students went twice a week to a pull-out program for Tier Three (Response to Intervention) math assistance, and six others went twice a week for Tier Three language arts assistance. Six others were sent to an off-site all-day class once a week for higher level, in-depth learning.

Knowing Subject Matters and How to Teach Them

Jenna designed, adapted, and sequenced learning activities to promote intellectual involvement with content and active construction of knowledge. She purposefully took into account what students know and how they learn, and planned instruction and assessment together to support student learning.

Jenna's lessons were directly tied to Michigan's fourth Grade Level Content Expectations with an eye on Common Core. She was reflective in her thinking about teaching strategies and how to integrate student interest in her implementation of lessons. She researched presentations, videos, and interactive lessons on the Promethean board to create more enthusiasm for learning. She used iPads for research in a persuasive writing assignment. She was cognizant of when students needed extra time in understanding content and was flexible in her instructional design. She used a variety of teaching strategies during her lessons: modeled expected learning processes, discussion models, and formative/summative assessing. She was purposeful in curriculum design and in developing activities appropriate to the needs of students.

For both the science and social studies units, Jenna did a lot of research, used technology such as the Promethean board and video clips to engage students' learning, and was fully prepared each day to teach. One of her strengths is in timing a lesson for the allotted time; not an easy task as our schedule varied from one day to the next. We also team teach, so she had to be cognizant of starting and ending times as it affected two other classrooms as well. Jenna created a highly engaging unit for science on properties and states of matter. There were many hands-on learning activities including experiments, acting as molecules, and simulations. She had students write a pamphlet for social studies as a project-based, non-traditional assessment that reflected what was taught.

Jenna concentrated on inquiry-based learning in both her math and science units. She grouped the students in various ways and had them come up with the ideas on their own. She also had an organized way to orchestrate the groups. Because she put a great deal of thought into this student-centered learning, it was very effective.

Working with Students

Jenna challenged her students constructively by setting and maintaining high expectations. She took into account individual learning styles and needs of her students. This was seen in how she engaged one-on-one with her students and in her use of proximity to engage each student individually. If someone needed additional support, Jenna found time to clarify the lesson for them. By doing this students were able to build trust and confidence in their learning abilities and positions in the classroom. She often brought students up to the Elmo or white board to demonstrate their answers.

Jenna was cognizant of the importance of the school-to-home connection. Although she was hesitant to communicate with parents at first, she quickly became adept at face-to-face conferences, phone contact, emails, planner messages, and written notes. She stood her ground on what the issues were and found a way to word her messages in a positive manner to let the parents know we were all working together as a team. Her communications were consistently professional and centered on the child and how to help him or her be most successful in academics and behavior.

Jenna is flexible and works well with coworkers. Because of our team teaching, Jenna was able to observe many other teaching styles. Since we now have to teach art, music, and physical education ourselves, Jenna took it upon herself to learn and teach in each of those areas. Jenna also took the initiative to collaborate with other classrooms in her building. She planned and coordinated a field trip for Earth Day to Constitution Hall and included all the fourth grades. She also joined with two other interns to plan and do a Lesson Study for a social studies lesson.

Even though Jenna tore her ACL, she still joined in coaching our after-school volleyball team for five weeks. She was an integral component with her leadership skills, ability, and positive attitude.

Creating and Managing a Learning Community

Jenna developed a culture of learning that promoted respect for diverse people and ideas. She set high expectations for her students and held them accountable. She worked at promoting cooperative learning communities. The learning environment in Jenna's fourth grade class was organized. The classroom rules and procedures were appropriate. Students knew what was expected of them as they learned to work as a cooperative group of learners.

Jenna maintained a respectful, fair, and direct approach to students needing support in the classroom, including "at-risk" students. She was clear when communicating with students and encouraged students to solve their own problems. She helped students communicate with each other and demonstrated for them problem-solving strategies and what to do the next time that particular situation might come up.

Working and Learning in a School

Jenna demonstrated leadership in her building and presented herself in an ethical and professional manner. She was able to give and accept constructive feedback and work collaboratively with colleagues and families. Jenna proved herself to be dependable and highly effective in how she took on challenges as opportunities for personal growth.

Jenna participated in staff meetings and professional developments. She also attended after-school functions such as coaching, as mentioned before, the Halloween Dance, and a Holiday Family Night. She planned her surgery for her torn ACL so that she can attend camp at the end of May.

One of Jenna's greatest strengths was her ability to plan differentiated lessons to include diverse learners. She put hard work and thought into her lesson plans and utilized many different ways of engaging the students with the use of technology, working in groups, and immediate feedback. Her inquiry-based units and project-based assessments really brought the lessons full circle for complete understanding.

Conclusion:

Jenna Lepkowski is a reflective, diligent, dedicated professional educator who maintains a student-learning focus in her design of lesson plans. She comes to the teaching profession with many pedagogical abilities and an understanding of creating a learning community for students. Her experiences as an intern have strengthened her abilities. Jenna is ambitious, organized, and responsible. Above all she is creative and passionate about teaching. Jenna Lepkowski is a highly qualified teacher, and she has my strongest recommendation. She would be an asset to any school district.