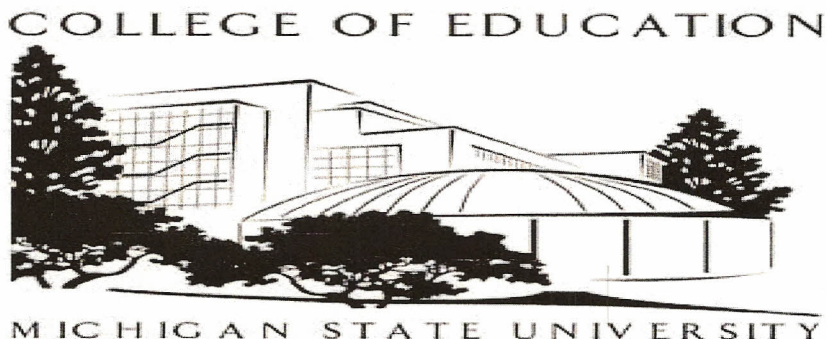


**2006/2007  
Internship  
Exit Performance  
Description  
Elementary**



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.

The attached report is based on the intern's extensive experience.

Jessica Dunham  
Intern

General Science  
Major

Judy Henry  
Fall Collaborating Teacher

Judy Henry  
Spring Collaborating Teacher

Sheridan Road Elementary School/Lansing Public Schools  
Fall School/District

Sheridan Road Elementary School/Lansing Public Schools  
Spring School/District

Bill Paull  
Fall MSU Field Instructor

Bill Paull  
Spring MSU Field Instructor

Report Prepared By: Collaborating Teacher  MSU Field Instructor

I have read this 2 page report and approve its release to prospective employers.

Jessica Dunham  
Intern's signature

4/11/07  
Date

## The Intern Setting

Jessica Dunham's internship year was in a first-grade classroom at Sheridan Road Elementary School in Lansing, Michigan. Lansing is a diverse community with industry, the state capital, the home of a major university, and many small businesses. Sheridan Road services a diverse socio-economic and ethnic population. The population includes a large percentage of students who are considered "at-risk". Teachers at Sheridan Road have received Literacy Instructional Framework for Teachers (LIFT) training as a part of a balanced literacy program. Jessica worked closely with these teachers and was guided in using many of the LIFT techniques. The first-grade classroom, in which Jessica taught, had students who received Reading Recovery support, literacy intervention, and speech.

Jessica was able to meet collaboratively with support staff. She worked with 22 first-graders. She assumed full responsibility for planning, teaching, and assessing all areas of the curriculum. In addition, Jessica completed training in the Michigan Literacy Program Profile (MLPP) and was able to administer and analyze all of the MLPP literacy assessments. She was introduced to DRA testing as well as the District-wide 6-Traits Writing Evaluation.

## Knowing Subject Matter and How to Teach Them

Jessica Dunham is articulate, intelligent, and well-prepared to teach the wide range of subject matter presented in an elementary school. She was very extensive in research; going beyond the curriculum materials to seek out information and a variety of additional resources to prepare lessons for her students.

In Language Arts, a combination of whole-group, small-group, flexible groups, and cooperative groups were used during instruction. She initiated and developed literacy centers to reinforce reading and language arts objectives. Her centers concentrated on reading and writing, and were developed in a variety of ways to ensure all students were able to work at their individual level. Jessica understands the importance of flexible groups during centers, and was able to create small groups for guided reading instruction based on students' instructional reading levels. She successfully assessed the strengths of the readers by administering MLPP assessments including Marie Clay's Observation Survey. She was able to build upon these strengths to teach strategies that good readers practice. She helped students develop their writing through Writer's Workshop; where students used the writing process, and loved to share their published work. Jessica was also successful with Shared Reading Lessons and modeled what a good reader and writer looks like with her "Read To" and "Write To" lessons. She also observed literacy instruction from our building literacy leader and Reading Recovery Teacher on numerous occasions.

In Math, Jessica taught a geometry unit that included three-dimensional shapes and their properties. She adapted a unit from the Hartcourt math series, and used whole-group instruction, manipulatives, and games to extend the concepts taught. Jessica also involved families by using an at-home class assignment, where students and parents created geometric figures using solids that the children were learning about in class. Students and parents were excited about the project. The projects went on display in the classroom and were the focal point for the student's writing after they shared them with the class. Jessica integrated curriculum frequently, and used every opportunity to make learning meaningful to her students; drawing upon real-world experiences as much as possible.

To enhance her math unit on money, Jessica developed a behavioral management system based on trading coins. The system was designed to reward individuals for positive behavior and achievement, and have them pay for behaviors that break school and classroom procedures. Each student had their own bank where they kept their money. They counted it each day and logged how much they had. This reinforced math objectives of identifying coins and counting a collection of coins. At the end of each week, students could use the money they earned to purchase items at a classroom store. The management system had many benefits. It encouraged students to monitor their behavior and work towards meeting personal goals. It also gave students the opportunity to apply the concepts they were learning about money in a real-world context, as well as teaching them to make economic decisions about saving or spending their money each week. This is another example of the ways Jessica sought to integrate curriculum and construct connections to the real-world.

*Jessica E Dunham*

Jessica's major is science. She did a wonderful job developing and teaching an integrated science and social studies unit entitled, "Our Earth, Our Resources". The unit was scaffold around objectives set forth by the Hartcourt social studies curriculum used by the Lansing School District. She embellished upon the curriculum and developed an embedded, inquiry-based science unit to explore water; which was a common theme across all the lessons in the social studies unit. The inquiry-based approach followed the Experiences, Patterns, Explanation (EPE) formula; which called for a foundation of many experiences to allow students to see patterns, and encourage them to derive explanations. The integrated unit was designed to help students explore social studies content in a scientific way.

A portion of the unit focused on helping students understand that weather can vary from day to day, over time, and its effects on what we wear and do. The children drew upon their daily experiences with weather, charted patterns in temperature, and provided explanations for these patterns. The students kept weather journals for three weeks and recorded their observations twice each day. Another portion of the unit introduced students to six major land and water-forms of the earth. Jessica involved all first-graders in creating and labeling their own land and water-forms out of clay. The children also investigated where a raindrop goes after it falls from a cloud through several hands-on experiments. Students recorded their observations in a science journal and became familiar with the way scientists "do science" through making observations and recording data. Jessica also integrated this unit into literacy through shared reading and read-aloud lessons about the water-cycle and an on-going literacy center. For this unit, students also explored the water-cycle through the use of technology.

### **Working With Students**

Jessica put a great deal of thought and effort into planning instruction. She developed and implemented literacy, math, and science centers to reinforce her teaching, as well as offer opportunities for enrichment.

Jessica continually monitored students on a daily basis. She evaluated their progress with information she gathered through large and small-group discussion, problem-solving situations, and writing assignments.

Jessica is a caring, sensitive, responsive, creative, and enthusiastic teacher. She has a passion for encouraging students at their instructional level and challenging them to think more critically and deeply about themselves, and the content she is teaching. She demonstrates respect for all students as learners and understands the diverse needs of her students. She effectively maintains a classroom-community in which students feel comfortable to grow, inquire, and take risks.

### **Creating and Managing a Classroom Learning Community**

Jessica developed and refined a clear and reasonable approach to classroom management. She was explicit and firm about her expectations for students' learning and behavior. Jessica provided consistent reinforcement of appropriate behavior. She varied her teaching methods based on the content of each lesson and the needs of the learners.

### **Working and Learning in a School and Profession**

Jessica attended all professional development activities that benefit her teaching. She loves to learn and improve her skills. Jessica is a team-player. She is a great listener, and is not afraid to speak-up when necessary. She is positive and looks for ways to help. She is confidential and looks for the good in everyone and every situation. She takes responsibility for her own actions. She has helped lead portions of several assemblies, and has actively participated in our monthly parent-school event, Café.

Miss Jessica Dunham is exactly the kind of teacher needed by any school hoping to meet the challenge of future need. Jessica Dunham is a highly-qualified teacher and she has my strongest recommendation.

