**Intern Perception of Teacher Preparedness Program Spring 2022 – Spring 2023**

Demonstrating professionalism with stakeholders, creating a respectful learning environment for all students, and demonstrating mutual respect with the students were the skills that participants believed themselves to be most consistent with on average. Collaborating with the school community, understanding standardized assessments, and developing their own Student Learning Objectives were the skills that respondents indicated they were the least consistent in on average. The numerical indicators are backed up by the open-ended questions that students were asked to answer about their perceived areas of strength and needed improvement. Over half of the respondents who answered the open-ended questions mentioned communication, collaboration, and establishing relationships with students, parents, and colleagues as their areas of strength. One-third of respondents mentioned lesson and assessment planning as an area of theirs that needed further development and a further one-third indicated that they wished to improve on classroom and behavior management.

**Preparedness of Spring 2022 Interns (Total Respondents: 48)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Please assess how prepared you are to…** | **Consistently demonstrated the behavior** | **Demonstrated the behavior** | **Inconsistently demonstrated the behavior** | **N/A or Insufficient Evidence** |
| Understand the diverse needs of students | 83% | 13% | 4% | 0% |
| Plan for the diverse needs of students | 75% | 21% | 4% | 0% |
| Know the required content | 77% | 23% | 0% | 0% |
| Effectively teach the required content | 77% | 21% | 2% | 0% |
| Create a respectful environment that supports learning for all students | 96% | 4% | 0% | 0% |
| Implement effective instruction that engages students in learning | 77% | 21% | 2% | 0% |
| Implement a range of assessments to measure the progress of learners | 65% | 33% | 2% | 0% |
| Demonstrate professionalism with stakeholders | 90% | 8% | 2% | 0% |
| Use technology effectively to improve learning | 73% | 25% | 2% | 0% |
| Positively impact student academic growth | 79% | 21% | 0% | 0% |
| Attend to the Whole Child | 77% | 21% | 2% | 0% |
| Vary my instructional strategies | 77% | 23% | 0% | 0% |
| Use higher order thinking skills | 71% | 27% | 2% | 0% |
| Employ motivational strategies | 79% | 21% | 0% | 0% |
| Employ classroom management strategies | 67% | 31% | 2% | 0% |
| Display verbal and nonverbal communication | 88% | 12% | 0% | 0% |
| Design standards-based Unit Planning | 73% | 25% | 2% | 0% |
| Design standards-based Lesson Planning | 77% | 19% | 4% | 0% |
| Design formative assessments | 77% | 19% | 4% | 0% |
| Design summative assessments | 71% | 27% | 2% | 0% |
| Use multiple approaches to assessment to inform future instruction | 77% | 21% | 2% | 0% |
| Demonstrate ongoing self-reflection | 83% | 15% | 2% | 0% |
| Engage in professional growth opportunities | 85% | 15% | 0% | 0% |
| Develop positive teacher-parent connections | 73% | 23% | 2% | 2% |
| Collaborate with the school community | 61% | 31% | 6% | 2% |
| Demonstrate mutual respect with the students | 94% | 6% | 0% | 0% |
| Teach to the Maryland College and Career Readiness Math Standards | 56% | 13% | 0% | 31% |
| Teach to the Maryland College and Career Readiness Reading Standards | 69% | 19% | 2% | 10% |
| Employ the Danielson Framework for Teacher Effectiveness | 71% | 29% | 0% | 0% |
| Understand standardized assessments | 65% | 29% | 2% | 4% |
| Develop you own Student Learning Objectives | 79% | 15% | 4% | 2% |
| Average | 76% | 20% | 2% | 2% |

**Preparedness of Fall 2022 Interns (Total Respondents: 6)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Please assess how prepared you are to…** | **Consistently demonstrated the behavior** | **Demonstrated the behavior** | **Inconsistently demonstrated the behavior** | **N/A or Insufficient Evidence** |
| Understand the diverse needs of students | 50% | 50% | 0% | 0% |
| Plan for the diverse needs of students | 33% | 67% | 0% | 0% |
| Know the required content | 17% | 67% | 0% | 17% |
| Effectively teach the required content | 17% | 83% | 0% | 0% |
| Create a respectful environment that supports learning for all students | 67% | 33% | 0% | 0% |
| Implement effective instruction that engages students in learning | 33% | 67% | 0% | 0% |
| Implement a range of assessments to measure the progress of learners | 33% | 67% | 0% | 0% |
| Demonstrate professionalism with stakeholders | 67% | 17% | 0% | 17% |
| Use technology effectively to improve learning | 50% | 33% | 0% | 17% |
| Positively impact student academic growth | 50% | 50% | 0% | 0% |
| Attend to the Whole Child | 33% | 67% | 0% | 0% |
| Vary my instructional strategies | 33% | 67% | 0% | 0% |
| Use higher order thinking skills | 33% | 67% | 0% | 0% |
| Employ motivational strategies | 33% | 67% | 0% | 0% |
| Employ classroom management strategies | 33% | 67% | 0% | 0% |
| Display verbal and nonverbal communication | 50% | 33% | 17% | 0% |
| Design standards-based Unit Planning | 33% | 50% | 17% | 0% |
| Design standards-based Lesson Planning | 33% | 67% | 0% | 0% |
| Design formative assessments | 17% | 67% | 17% | 0% |
| Design summative assessments | 17% | 83% | 0% | 0% |
| Use multiple approaches to assessment to inform future instruction | 17% | 66% | 17% | 0% |
| Demonstrate ongoing self-reflection | 33% | 67% | 0% | 0% |
| Engage in professional growth opportunities | 17% | 83% | 0% | 0% |
| Develop positive teacher-parent connections | 17% | 83% | 0% | 0% |
| Collaborate with the school community | 17% | 83% | 0% | 0% |
| Demonstrate mutual respect with the students | 67% | 33% | 0% | 0% |
| Teach to the Maryland College and Career Readiness Math Standards | 17% | 66% | 17% | 0% |
| Teach to the Maryland College and Career Readiness Reading Standards | 17% | 83% | 0% | 0% |
| Employ the Danielson Framework for Teacher Effectiveness | 17% | 83% | 0% | 0% |
| Understand standardized assessments | 17% | 66% | 17% | 0% |
| Develop you own Student Learning Objectives | 33% | 50% | 17% | 0% |
| Average | 33% | 62% | 4% | 1% |

**Preparedness of Spring 2023 Interns (Total Respondents: 8)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Please assess how prepared you are to…** | **Consistently demonstrated the behavior** | **Demonstrated the behavior** | **Inconsistently demonstrated the behavior** | **N/A or Insufficient Evidence** |
| Understand the diverse needs of students | 50% | 38% | 12% | 0% |
| Plan for the diverse needs of students | 75% | 13% | 12% | 0% |
| Know the required content | 50% | 50% | 0% | 0% |
| Effectively teach the required content | 63% | 37% | 0% | 0% |
| Create a respectful environment that supports learning for all students | 100% | 0% | 0% | 0% |
| Implement effective instruction that engages students in learning | 63% | 37% | 0% | 0% |
| Implement a range of assessments to measure the progress of learners | 75% | 25% | 0% | 0% |
| Demonstrate professionalism with stakeholders | 88% | 12% | 0% | 0% |
| Use technology effectively to improve learning | 75% | 13% | 12% | 0% |
| Positively impact student academic growth | 63% | 37% | 0% | 0% |
| Attend to the Whole Child | 63% | 37% | 0% | 0% |
| Vary my instructional strategies | 63% | 37% | 0% | 0% |
| Use higher order thinking skills | 50% | 38% | 12% | 0% |
| Employ motivational strategies | 75% | 25% | 0% | 0% |
| Employ classroom management strategies | 63% | 25% | 12% | 0% |
| Display verbal and nonverbal communication | 88% | 12% | 0% | 0% |
| Design standards-based Unit Planning | 75% | 25% | 0% | 0% |
| Design standards-based Lesson Planning | 63% | 37% | 0% | 0% |
| Design formative assessments | 50% | 50% | 0% | 0% |
| Design summative assessments | 50% | 38% | 12% | 0% |
| Use multiple approaches to assessment to inform future instruction | 75% | 25% | 0% | 0% |
| Demonstrate ongoing self-reflection | 100% | 0% | 0% | 0% |
| Engage in professional growth opportunities | 88% | 12% | 0% | 0% |
| Develop positive teacher-parent connections | 38% | 38% | 12% | 12% |
| Collaborate with the school community | 50% | 38% | 12% | 0% |
| Demonstrate mutual respect with the students | 75% | 25% | 0% | 0% |
| Teach to the Maryland College and Career Readiness Math Standards | 63% | 25% | 0% | 12% |
| Teach to the Maryland College and Career Readiness Reading Standards | 63% | 37% | 0% | 0% |
| Employ the Danielson Framework for Teacher Effectiveness | 63% | 37% | 0% | 0% |
| Understand standardized assessments | 50% | 25% | 25% | 0% |
| Develop you own Student Learning Objectives | 63% | 25% | 12% | 0% |
| Average | 67% | 28% | 4% | 1% |