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Student Name (Last, First):	
Course:	
Site:	
Program:	Middle Level Teacher Education
Date:	
Semester:	
University Supervisor (Last Name, First Name):	
School Name:	
School District:	
School Geographic Code:	
School Totals -- Number of Students:	
Number of Teachers:	
Number of Administrators:	
Students: American Indian/Alaskan Native:	
Students: Asian, Pacific Islander:	
Students: Black, not of Hispanic origin:	
Students: Hispanic:	
Students: Multi-racial:	
Students: White, not of Hispanic origin:	
Students: Female:	
Students: Male:	
What percentage of students are in the Students with Disabilities category (SWD)?	
What percentage of students are in the Limited English Proficiency (LEP) category?	
What percentage of students are identified as Economically- Disadvantaged?	
Did your school meet Adequate Yearly Progress in 2006-07?	
Is your school a Title I school?	
Classroom Teacher Name:	
Grade Level:	
Subject(s):	

Total enrollment in your class:	
---------------------------------	--

**Form Data Cont.**

# of females in your class:	
# of males in your class:	
American Indian/Alaskan Natives (class):	
Asian, Pacific Islander (class):	
Black, not of Hispanic origin (class):	
Hispanic (class):	
Multi-racial (class):	
White, not of Hispanic origin (class):	

## School Context Reflection Prompts

Describe the context of your school, including a discussion of the physical facilities, the school history, the students' home community, and AYP Report Card information. Some prompts to guide your discussion follow:

### •Facilities:

- Size?
- Single building or multi-complex?
- Are there mobile classrooms?
- How old is this school?
- Are there any special features of the school complex (such as an auditorium, a multi-purpose room, a gym)?

### •History:

- Does this school have any special designation?
- Are there any special traditions that are part of this school's identity and heritage?
- What demographic changes has the school undergone over the last 10 years?

### •Community:

- What types of housing do the students live in? (apartments, mobile homes, single family homes, Section 8 housing, etc.)
- What is the economic base of the community? (industrial, professional, businesses, retail, service, etc?)
- What is the school's location within its county? Is this primarily an urban, rural, or suburban community?
- **Reflect** on the demographics of the school population and data you collected from the DOE databases about the percentage of SWD, LEP, and Economically-Disadvantaged students in this school. What do these data suggest to you about the challenges teachers in this school face?

### •AYP Report Card:

The federal No Child Left Behind legislation and the resulting expectations for schools to make "Adequate Yearly Progress" each year are having a tremendous impact on districts, schools, teachers, and students. The annual report cards issued by the state provide important information about how schools are performing against these federally-mandated criteria. You will need to return to the 2007-08 Adequate Yearly Progress (AYP) database on the Georgia Department of Education website at <http://public.doe.k12.ga.us/findaschool.aspx?CountyID=ALL&RID=111> to find the

data on which you will be asked to report and reflect in this section of the narrative. Once again choose your school district, then your school, and view its 2007-08 AYP Report. You will need to explore this report more deeply than you did when you collected the data required by the form. Note the tabs at the top for Overview, Summary, Test Participation, Academic Performance, and Second Indicator. Read all five pages carefully and then answer the following questions:

- Did the school meet AYP?
- If it did not, in which of the three sub-categories did it not meet AYP (Test Participation, Academic Performance, Second Indicator)?
- What, specifically, caused the school to fall short of the AYP expectations (see the Summary page -- look for the red N's).
- What was the school's Second Indicator?
- Is the school in the Needs Improvement category? (See Overview page.)
- What tests are used for the Academic Performance rating? (See the Academic Performance tab and note that you can toggle back and forth between the data on the two tests by selecting the test from the drop-down menu.)
- What percentage of all students (second column in chart) perform at the various levels on each test? (A table has been created for you in your response section; you simply need to fill it out with this data). The levels are Basic/Does Not Meet; Proficient/Meets; Advanced/Exceeds. A cumulative category adds percentages meeting to percentages exceeding to give the total meeting the minimum level of performance.

Academic Performance Data on All Students: Percentage at Each Performance Level				
Test Name	% Basic/ Does Not Meet	% Proficient/ Meets	% Advanced/ Exceeds	% Meets and Exceeds

- If your school did not make AYP in either of the two other categories (Test Preparation and Second Indicator), report the problem areas in the relevant category.
- As you study the details of your school's performance on each of the three criteria, **reflect** on what you see. What do you notice about differences among performances of any of the sub-groups (ethnic groups,



SWD [Students with Disabilities], LEP [Limited English Proficiency], Economically Disadvantaged)? What tentative interpretations can you make about these data? What questions do they raise for you?

The following is a copy of the rubric your supervisor will use to assess this assignment.

### Rubric for Demographic Report Assignment

Rubric for Demographic Report Assignment	Proficient (3 pts)	Developing (2 pts)	Unacceptable (1 pt)
<p><b>Completeness: DOE Demographic Data Chart &amp; AYP Data Chart</b></p>	<p>DOE form data is complete.</p> <p>Academic Performance Chart is complete and data accurate.</p>	<p>DOE form data is somewhat complete. Insights are limited due to missing data.</p> <p>Academic Performance Chart is correct, but only partially complete.</p>	<p>DOE form data is incomplete or not given. It is impossible to draw insights with no data.</p> <p>Information is not listed in Academic Performance Chart or inaccurate data is given.</p>
<p><b>Completeness: DOE Demographic Narrative &amp; AYP Narrative</b></p>	<p>Context information in narrative is thoroughly researched and includes data from all of the following: physical facilities, school history, community context, ethnicity, and reduced lunch eligibility.</p> <p>Thorough research and accurate AYP data are reflected in narrative</p>	<p>Context information in narrative demonstrates some research and some of the following: physical facilities, school history, community context, ethnicity, and reduced lunch eligibility.</p> <p>Limited research and accurate AYP data are reflected in narrative.</p>	<p>Context information in narrative is limited in scope and includes incorrect or incomplete information.</p> <p>Narrative lacks acceptable research or data is inaccurate.</p>
<p><b>Reflection: Demographics</b></p>	<p>Reflection includes implications of demographics.</p>	<p>Reflection includes limited implications of demographics.</p>	<p>Reflection does not include implications of demographics.</p>
<p><b>Reflection: AYP</b></p>	<p>Reflection includes implications from</p>	<p>Reflection includes limited implications from</p>	<p>Reflection does not include implications</p>

<b>Rubric for Demographic Report Assignment</b>	<b>Proficient (3 pts)</b>	<b>Developing (2 pts)</b>	<b>Unacceptable (1 pt)</b>
	AYP data that teachers must consider when planning for and providing instruction.	AYP data that teachers must consider when planning for and providing instruction.	from AYP data for planning for and providing instruction.
<b>Quality of Writing</b>	Narrative is well-written and devoid of surface errors.	Narrative is well-written and contains limited errors.	Narrative is difficult to read and/or has many surface errors.

\*Notice – The materials in this document were developed by faculty at Mercer University College of Education and were adapted for use at Clayton State University.

## Part II: Calendar of Learning Unit & Lesson Planning

- Use the block plan format attached to provide an academic calendar of your entire learning unit. Include the topic or activity you are planning for each day. Also indicate the goal or goals, understandings, and essential questions that you are addressing in each activity.

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>

- Choose four lesson plans that reflect a variety of instructional strategies/ techniques and explain why you are planning those specific activities. In your explanation for each activity, include
  - (a) how the content relates to your instructional goal(s), understandings, and essential questions,
  - (b) how the activity stems from your pre-assessment information and instructional context,
  - (c) what materials/technology you will need to implement the activity,
  - (d) how you plan to assess student learning during and/ or following the activity (i.e., formative assessment), and
  - (e) a copy of these four lesson plans included as an attachment

<b>Rubric for Lesson Planning in Georgia</b>			
	<b>Exceeds Expectation (3 pts)</b>	<b>Meets Expectation (2 pts)</b>	<b>Does Not Meet Expectation (1 pt)</b>
<b>Objective(s): Describe the GPS objective/s. (These are the learning outcomes you want your students to achieve.) (1, 10%)</b>	GPS objectives are reasonable and clearly stated.	GPS objectives are reasonable but unclear or clear but unreasonable.	GPS objectives are neither reasonable nor clear.
<b>Enduring Understandings &amp; Essential Questions: (Include a TLW statement, stating the lesson objective in the students' own words. Give central ideas in essential question format.) (1, 10%)</b>	Enduring understandings and essential questions are fully developed.	Enduring understandings and essential questions are somewhat developed.	Enduring understandings and essential questions are not well developed.
<b>Background Knowledge &amp; Rationale: Describe what prior knowledge is necessary and the rationale for the lesson. (1, 10%)</b>	Background knowledge and rationale are fully developed.	Background knowledge and rationale are somewhat developed.	Background knowledge and rationale are not well developed.
<b>Materials &amp; Description: List all supplies and references. Describe the lesson so that another teacher could understand it &amp; implement it. (1, 10%)</b>	Materials list is well organized. Description is very clear, which will enable a third party to try the lesson.	Materials list is organized. Description is clear.	Materials list is poorly organized. Description is unclear and difficult to follow.
<b>Hook: Use an activity to focus learners' attention and develop a readiness for instruction. (1, 10%)</b>	Hook is fully developed.	Hook is somewhat developed.	Hook is not well developed.
<b>Wrap-up &amp; Follow-up: Summarize the lesson and check for understanding. Provide other activities that might reinforce learning. (1, 10%)</b>	Summary and extensions are fully developed.	Summary & extensions are somewhat developed.	Summary and extensions are not well developed.
<b>Modifications/ Accommodations: Identify special strategies for addressing student diversities. (1, 10%)</b>	Strategies for student diversity are fully developed.	Strategies for student diversity are somewhat developed.	Strategies for student diversity are not well developed.
<b>Technological support?: Use technology to SUPPORT the instructional activity. (Technology should not BE the lesson. Use it as a tool.) (1, 10%)</b>	The technology supports the instructional objective in a meaningful way.	The technology does support the lesson but may "get in the way," somewhat.	Technology tends to be the focus of the lesson. Technology intrudes into the lesson or becomes the activity itself.
<b>Evaluation Procedure: Describe the assessment strategy for determining whether the lesson's objective(s) were met. (1, 10%)</b>	The assessment strategy is clearly related to the objectives.	The assessment strategy is somewhat related to the objectives.	The assessment strategy is unrelated to the objectives.
<b>Motivating &amp; Improving?: Include evidence that you have motivated students and considered future changes. (1, 10%)</b>	Students are especially motivated and many improvements are suggested.	Students are somewhat motivated and some improvements are suggested.	Students are not motivated and no improvements are suggested.

### Part III: Student Learning Analysis

Note that you have already done many of the tasks this assignment requires of you -- in your Demographic Data Report, in your journal responses, in your instructional planning for your unit. This assignment simply asks you to pull together all the information you've included in these other assignments and use it to inform a detailed, focused analysis of the effectiveness of your instruction and the impact it has on your students' learning.

(This assignment is adapted, with permission, from Mercer University's "Analysis of Student Learning Example," and it is modeled after The Renaissance Partnership for Improving Teacher Quality Project.)

### **Method**

- Select a class of students that you are teaching.
- Conduct a pre-assessment to determine your students' prior knowledge -- for best results, do this early enough so that what you learn from the pre-assessment can actually inform your decisions as you design your instruction.
- Select one lesson plan, unit, or activity.
- Identify major learning outcomes.
- Delineate indicators of how students will achieve/demonstrate these outcomes.
- Select method(s) of assessment and include examples that are appropriate (e.g., teacher-made checklist, rubric, anecdotal records, students' samples). Decide on a method of collecting data on the impact your instruction has had on your students' learning, using an assessment that will generate data suitable for analysis, such as a pre- and post-test. The assessment/performance task you use should be aligned with your major learning outcomes.
- Carry out the assessment procedures.

### **Data Analysis**

Analyze the data on three levels:

#### **Class Level**

1. Compile the data as a whole class by using simple descriptive techniques (you should include score range, mean, median, mode). If you did a pre- and post-assessment, compare the results.
2. Review and describe collected class data related to students' learning.
3. Use code names to ensure confidentiality.
4. Group students according to learning patterns -- common misconceptions, strengths, gaps in knowledge, interests or learning styles.

#### **Sub-Group Level**

1. Compile the data into two groups for comparison, based on at least one of the following factors: ethnicity, race, sex, language, exceptionalities. Don't choose these sub-groups in a vacuum: look for patterns that suggest themselves in the













<b>Reflection: Insights on Effective Instruction &amp; Assessment</b>	Candidate systematically reflects on teaching and learning to improve practice.	Identifies successful and unsuccessful activities and provides plausible reasons for their success or lack thereof; provides clear reflection on future professional performance related to insights and experiences.	Provides limited evidence to identify successful and unsuccessful activities and superficially explores reasons for their success or lack thereof; provides limited reflection on the impact of the candidate's insights and experiences for future professional performance.	Provides no rationale for why some activities were more successful than others; provides no reflection on future professional performance related to insights and experiences.
<b>Reflection: Implications for Future Teaching</b>	Candidate systematically reflects on teaching and learning to improve practice.	Provides ideas for redesigning learning goals, instruction, and assessment and explains why these changes would improve student learning.	Provides ideas for redesigning learning goals, instruction and assessment, but offers no rationale for why these changes would improve student learning.	Provides no ideas or inappropriate ideas for redesigning learning goals, instruction, and assessment.
<b>Reflection: Implications for Professional Development</b>	Candidate systematically reflects on teaching and learning to improve practice.	Presents professional learning goals that clearly emerge from the insights and experiences described and provides specific steps to meet these goals.	Presents professional learning goals that are not strongly related to the insights and experiences described and/or provides a vague plan for meeting the goals.	Provides no professional learning goals or goals that are not related to the insights and experiences described.

## Part IV: Evolving Philosophy

We teach out of what we believe -- about students, about the purpose of education, about the value of our discipline, about our role as teachers. As you near the end of your teacher preparation program, the first stage in your professional journey, it is time to articulate your "Transforming Philosophy of Education." You may have written philosophy statements earlier, but this one should be informed not only by the beliefs you brought with you to Clayton State but also the issues you've discussed in your classes and the experiences you've had in your field placements. You've had the opportunity during your internship to test the beliefs and values you brought to the classroom and, perhaps, to strengthen, revise, or deepen your philosophy.

Write an essay that summarizes your current teaching philosophy. Address what you believe about the role of the teacher, the role of curriculum, and the role of the environment. Support your philosophy by integrating educational issues you have studied. Below are some questions to prompt your thinking (you do not need to address them all).

- What do you believe about the nature of learners?
- How does learning take place?
- What is knowledge and what is worth knowing?
- What is the purpose of education?
- What should the role of the school and the teacher be?
- What values will influence the content you will select?
- What are the skills you expect your students to develop?
- What do you want your students to gain from being in your classroom?
- What methods do you expect to use to accomplish your goals?
- Why do you choose the teaching strategies/methods that you use?
- How do you expect your classroom to operate?
- What will guide your curricular and pedagogical choices?
- What role does the concept of "diversity" play in your teaching philosophy?
- What role does collaboration play in teaching and learning?
- What role should parents and the community play in your classroom?

This should be a formal essay, approximately two pages long. It will be assessed by the following criteria: quality of writing, completeness, thoroughness, and quality of reflection.

<b>Rubric for Evolving Philosophy Assignment</b>			
	<b>Proficient (2 pts)</b>	<b>Developing (1 pt)</b>	<b>Unacceptable</b>
<b>Completeness</b>	Essay addresses required components.	Essay addresses most of the required components.	Essay does not address required components.
<b>Philosophical Support</b>	Philosophical underpinnings are clearly articulated.	Underpinnings of philosophy are less clearly articulated.	Philosophical underpinnings are vague and poorly articulated.
<b>Quality of Writing</b>	Essay is well-written and devoid of surface errors.	Essay is well-written and contains limited errors.	Essay is difficult to read and/or has many surface errors.
<b>Quality of Reflection</b>	Essay demonstrates thoughtful reflection and insights.	Essay demonstrates limited reflection and insights.	Essay does not demonstrate reflection or insights.

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# TEACHER WORK SAMPLE RESPONSIBILITIES

## Intern

- In collaboration with the mentor teacher, the intern will design a timeline for completion of the Work Sample Portfolio.
- The intern will complete the Work Sample Portfolio as specified in the Work Sample Handbook at a time predetermined by the field supervisor.
- If any intern falls below the composite score of 80% or attains a “1” in any indicator, the intern will have two weeks to resubmit that section of the Senior Intern Work Sample for the purpose of re-evaluation.

## Mentor Teacher

- The mentor teacher will assist the intern in designing a timeline for completion of the Work Sample Portfolio.
- The mentor teacher will guide the intern toward completion of the Work Sample Portfolio.
- In collaboration with the content faculty member and Coordinator for Educational Field Experiences, the mentor teacher will evaluate the Work Sample Portfolio.

## Content Faculty

- The content faculty member will guide the intern toward completion of the Work Sample.
- In collaboration with the Coordinator for Educational Field Experiences and the mentor teacher, the content faculty member will evaluate the Work Sample Portfolio.

## Coordinator for Educational Field Experiences

- The Coordinator for Educational Field Experiences will guide the intern toward completion of the Work Sample Portfolio during Senior Seminar.
- The Coordinator for Educational Field Experiences will evaluate the intern’s Work Sample Portfolio.