

**Clayton State University Teacher Education Programs
Professional Teaching and Learning Evidence Portfolio Handbook for Interns**

Senior Intern Work Sample

Directions and Scoring Rubrics: Parts I - IV

Teaching and Learning Processes

Standards and Indicators

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Notice: The materials in this document were developed in collaboration with faculty at Mercer University and were adapted for use at Clayton State University using Georgia Performance Standards (GPS) and *Understanding by Design* (Wiggins & McTighe, 2005).

THE VISION

Successful intern candidates support learning by designing a Teacher Work Sample that is consistent with Georgia Performance Standards (GPS) for subject matter areas. The work sample employs a range of strategies and builds on each student's strengths, needs, and prior experiences. The planning, assessment and teaching and learning tasks are based on *Understanding by Design* (Wiggins & McTighe, 2005). Using this process the intern candidate 1) identifies desired student results, 2) determines acceptable evidence of the results, and 3) plans learning experiences and instruction.

Through this performance assessment, intern candidates provide credible evidence of their ability to facilitate learning by meeting the following standards:

- The intern gathers information about the teaching and learning context and student individual differences to set learning goals, enduring understandings, essential questions, and to plan assessment tasks and learning activities.
- The intern develops significant, challenging, varied, and appropriate learning goals consistent with GPS standards.
- The intern identifies desired student results, and plans and uses multiple assessment modes and approaches aligned with GPS learning goals to assess student learning before, during, and after instruction.
- The intern designs teaching and learning activities for specific GPS learning goals, enduring understandings, and essential questions given the student characteristics and needs, and learning contexts.
- The intern uses on-going analysis of student learning to make instructional decisions.
- The intern uses assessment data to profile student learning and communicate information about student progress and achievement.
- The intern reflects on his or her instruction and student learning in order to improve teaching practice and learning outcomes.

THE FORMAT

Your Teacher Work Sample must include all of the parts listed below.

- Part I: Contextual Factors: Form Data & Accompanying Narrative**
- Part II: Lesson Planning with Goals, Objectives, & Assessment**
- Part III: Student Learning Analysis: Prior Knowledge, Modification, & Post-Assessment**
- Part IV: Evolving Philosophy: Reflections & Insights**

In order to insure the anonymity of students in your class, do not include any student names or identification in any part of this performance.

Part I: School Context Assignment

This assignment is required in EDUC 4001. Interns will complete the form with data from their respective schools then write a 2-3 page narrative reflection on the relevance of the data.

Assignment Guidelines

This assignment has two parts: (1) filling out the form that is displayed below and (2) attaching a narrative response. Instructions on filling out the form itself are provided. The narrative response should describe the school context. The assignment will be assessed on the criteria of completeness, quality of writing, and quality of reflection; see the rubric below.

Form Instructions

Data to Collect from DOE Website:

To collect information on the race/ethnicity and gender distribution for your placement school, go to http://app.doe.k12.ga.us/ows-bin/owa/fte_pack_ethnicsex.entry_form and follow these steps:

1. From the drop-down menu, choose your school district; then click on the By School button.
2. Scroll down through the list of schools from the district until you find yours -- in this list, they are alphabetical (note the school number -- in front of the school name -- you will need it later).
3. The Race/Ethnicity data is divided by Gender. However, you will need to report totals for each Race/Ethnicity category, so you should add the female/male numbers for each category.
4. To get the gender distribution, just pull the female and male totals for the school.
5. You will need to obtain the gender and ethnicity information on your particular classroom placement from your cooperating teacher.

You will need to access a different site for the most recent AYP Report Card. Go to <http://public.doe.k12.ga.us/findaschool.aspx?CountyID=ALL&RID=111> and click on the name of your district. In the Available Resources box, make sure you have chosen the most recent school year (2007-08) and then click the School link. In the box below, click the link of your school. Use the School Profile report for information on percentage of SWD (Students with Disabilities), LEP (students with Limited English Proficiency), and Economically Disadvantaged students. Next, look at the NCLB/AYP report under Available Resources. The Overview page gives you the AYP Status and the Title I Status. Please note that you will need additional information from this database to complete the narrative section of this assignment.

Form Data

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>Completeness: DOE Demographic Data Chart & AYP Data Chart</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>Completeness: DOE Demographic Narrative & AYP Narrative</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>Reflection: Demographics</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>Reflection: AYP</p>	<p>Reflection includes implications</p>	<p>Reflection includes limited implications</p>	<p>Reflection does not include implications</p>

Rubric for Demographic Report Assignment	Proficient (3 pts)	Developing (2 pts)	Unacceptable (1 pt)
	from AYP data that teachers must consider when planning for and providing instruction.	from AYP data that teachers must consider when planning for and providing instruction.	from AYP data for planning for and providing instruction.
Quality of Writing	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.

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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.

Monday	Tuesday	Wednesday	Thursday	Friday

- 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

Rubric for Lesson Planning in Georgia			
	Exceeds Expectation (3 pts)	Meets Expectation (2 pts)	Does Not Meet Expectation (1 pt)
Objective(s): Describe the GPS objective/s. (These are the learning outcomes you want your students to achieve.) (1, 10%)	GPS objectives are reasonable and clearly stated.	GPS objectives are reasonable but unclear or clear but unreasonable.	GPS objectives are neither reasonable nor clear.
Enduring Understandings & Essential Questions: (Include a TLW statement, stating the lesson objective in the students' own words. Give central ideas in essential question format.) (1, 10%)	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.
Background Knowledge & Rationale: Describe what prior knowledge is necessary and the rationale for the lesson. (1, 10%)	Background knowledge and rationale are fully developed.	Background knowledge and rationale are somewhat developed.	Background knowledge and rationale are not well developed.
Materials & Description: List all supplies and references. Describe the lesson so that another teacher could understand it & implement it. (1, 10%)	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.
Hook: Use an activity to focus learners' attention and develop a readiness for instruction. (1, 10%)	Hook is fully developed.	Hook is somewhat developed.	Hook is not well developed.
Wrap-up & Follow-up: Summarize the lesson and check for understanding. Provide other activities that might reinforce learning. (1, 10%)	Summary and extensions are fully developed.	Summary & extensions are somewhat developed.	Summary and extensions are not well developed.
Modifications/ Accommodations: Identify special strategies for addressing student diversities. (1, 10%)	Strategies for student diversity are fully developed.	Strategies for student diversity are somewhat developed.	Strategies for student diversity are not well developed.
Technological support?: Use technology to SUPPORT the instructional activity. (Technology should not BE the lesson. Use it as a tool.) (1, 10%)	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.
Evaluation Procedure: Describe the assessment strategy for determining whether the lesson's objective(s) were met. (1, 10%)	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.
Motivating & Improving?: Include evidence that you have motivated students and considered future changes. (1, 10%)	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 whole class data and analyze further on those contextual factors that appear to be relevant.
2. Review and describe collected sub-group data related to students' learning.
3. Compare and contrast the sub-group data.

4. Be sure to include specific examples for each sub-group.
5. Use code name(s) to ensure confidentiality if using example of individual students.
6. Select the learning outcome where performance of both sub-groups was comparable.

Individual Level

1. Select two students who represent different levels of performance and examine their assessment data.
2. Review and describe collected data related to the two individual students' learning.
3. Use code names to ensure confidentiality.
4. Describe the performance of each student in relation to the performance of the whole class on the given learning experience.
5. Explain special circumstances or special needs that might have affected the performance of an individual student.

Interpreting and Reflecting on the Data

After collecting and analyzing the data, you will report your findings, reflect on your performance as a teacher, and link your performance to student learning results and professional development goals.

Analysis and Reporting of Data

Wherever statistical techniques, charts, or other representations are used, describe them adequately in the narrative. You can attach spreadsheets and/or include data tables in this section. This section provides you an opportunity to show you can use assessment data to communicate student progress knowledgeably and responsibly, by the clarity and accuracy of your data presentation. Use the following to guide your analysis:

1. What do you see in the students' work?
2. What does the work tell you about your students' accomplishment of the learning goal(s) and the understanding of the particular information presented?
3. What does the work tell you about how the students learn? What characteristics of the student might be influencing the work (e.g. development, interests, prior performance/experience, culture, attitudes)?
4. What factors in or outside the classroom may have influenced the students' performances (e.g., illness, playground conflict, family issues, time of day)?
5. Identify the learning objective where your students were most successful.
6. Identify the learning objective where your students needed more opportunity to grow.

7. In each case, provide two or more possible reasons for these outcomes. Consider your objectives, instruction, and assessment, along with student characteristics and other contextual factors that you can influence to continue to have a positive impact on student learning.
8. What specific evidence can you provide for your assessment of what the students understand or can do (e.g. misconceptions, gaps in their knowledge base)?
9. One last bit of advice: try to identify *patterns* in your data. Were there assessment items that more students had trouble with than others? If so, are they addressing common concepts? What, if anything, do the students who performed well have in common? What, if anything, do the students who performed poorly have in common? What *concepts* are students struggling with most?

Reflection on What You Learned

This section provides you an opportunity to demonstrate that you can reflect on your performance as a teacher, draw conclusions about the effectiveness of your instructional and assessment decisions, use what you've learned to improve your practice in the future, and set related professional development goals for yourself. The Reflection section should address the following:

1. **Insights on Effective Instruction and Assessment:** Identify successful and unsuccessful activities and provide plausible reasons for their success or lack thereof.
 2. What does your students' work tell you about the success of your teaching approach?
 - b. Consider the *individual items* on your assessment and their effectiveness in measuring student learning. On which items were your students most successful? Least successful? Reflect on reasons for the levels of performance on those items, including student prerequisite knowledge, student motivation, instructional strategies, and item design.
 - c. Did your assessment match your learning objectives? Did you actually end up assessing what you said you were intending to teach?
 - d. What role, if any, did your pre-assessment play in the process? Did you actually use it to inform your instructional decisions? If not, reflecting back on it, what might it have told you and how might it have been used more effectively?
 - e. Reflect on the relationship between teaching strategies and performance on related objectives.
 - f. Reflect on the appropriateness of the assessments and on the relationships between the feedback you got from those assessments and performance on related objectives.
3. **Implications for Future Teaching:** Provide ideas for redesigning learning goals, instruction, and assessment and explain why these changes would improve student learning.
 - a. Describe the teaching actions you might try next. What are some of the teaching actions (e.g., teacher feedback, peer instruction, clearer modeling of

expected work) you think are likely to help the student(s) achieve the learning outcome, and why do you think each would work?

- b. What additional information, if any, do you need before you can decide which action to take? Where would you get the additional information?
- c. Based on the results you obtained and analyzed, discuss the implications for instruction and what should be changed or given different or greater emphasis if the unit/lesson were to be taught again. Be specific about the implications for a teaching method, assignments/activities that students might complete to minimize knowledge gaps or increase understanding. Identify any changes you would make in preparation, procedures, and data collection if you were able to administer the assessment(s) again.

4. Implications for Professional Development: Present at least two professional learning goals that clearly emerged from your insights and experiences with this assignment. Identify two specific steps you will immediately take to improve your performance in the critical area(s) you identified.

Rubric for Student Learning Analysis	Criteria	Proficient (2 pts)	Developing (1 pt)	Unacceptable
Use of Assessment Data to Design Instruction	Candidate uses assessment data to select or design clear, significant, varied, and appropriate student learning goals.	Provides evidence of collecting and using assessment data to select or design clear learning goals.	Collects assessment data but is unsure how to use it to establish appropriate learning goals for students.	Does not provide evidence of collecting or using assessment data to design instruction.
Use of Classroom-Based Assessments	Candidate chooses, develops, and uses classroom-based assessment methods appropriate for instructional decisions.	Uses appropriate assessments for determining student learning and can articulate a clear rationale for choices.	Administers assessments but either does not choose appropriate ones or provides limited evidence of successfully determining student learning.	Does not provide evidence of using appropriate assessments to determine student learning.

Clarity and Accuracy of Data Presentation	Candidate uses assessment data to communicate student progress knowledgeably and responsibly.	Data presentation is easy to understand and contains no errors of representation.	Data presentation is less easily understood and contains few errors.	Data presentation is difficult to understand and/or inaccurate.
Analysis: Environmental Factors	Candidate understands how factors in environments inside and outside of school may influence students' lives and learning.	Provides evidence of interpreting assessment results and adapting instruction in light of contextual, environmental factors.	Provides limited evidence of interpreting assessment results and/or adapting instruction in light of contextual, environmental factors.	Provides no evidence of interpreting assessment results or adapting instruction in light of contextual, environmental factors.
Analysis: Students' Characteristics	Candidate is informed about and adapts work based on students' stages of development, multiple intelligences, learning styles, and areas of exceptionality.	Provides evidence of interpreting assessment results and adapting instruction in light of students' characteristics, strengths and needs as learners.	Provides limited evidence of interpreting assessment results and/or adapting instruction in light of students' characteristics, strengths and needs as learners.	Provides no evidence of interpreting assessment results and/or adapting instruction in light of students' characteristics, strengths and needs as learners.
Quality of Writing	Writing demonstrates professional language and style.	Writing is clear and contains no surface feature errors.	Writing is clear but may contain few surface feature errors.	Writing may be unclear and contains surface feature errors.
Analysis: Impact on Student Learning	Candidate implements effective instruction that positively impacts the learning of all students.	Provides evidence of the impact on learning of every student. Meaningful interpretation and appropriate conclusions are determined based on the data.	Provides limited evidence of the impact on learning of every student. Conclusions are limited, incomplete, and/or not fully supported by data.	Provides no evidence of impact on the learning of every student. Data are poorly presented, the interpretation is inaccurate, and conclusions are missing or unsupported.

Reflection: Insights on Effective Instruction & Assessment	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.
Reflection: Implications for Future Teaching	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.
Reflection: Implications for Professional Development	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.

Rubric for Evolving Philosophy Assignment			
	Proficient (2 pts)	Developing (1 pt)	Unacceptable
Completeness	Essay addresses required components.	Essay addresses most of the required components.	Essay does not address required components.
Philosophical Support	Philosophical underpinnings are clearly articulated.	Underpinnings of philosophy are less clearly articulated.	Philosophical underpinnings are vague and poorly articulated.
Quality of Writing	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.
Quality of Reflection	Essay demonstrates thoughtful reflection and insights.	Essay demonstrates limited reflection and insights.	Essay does not demonstrate reflection or insights.

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