



























































































































































## GA Performance Standards Observation Form

### 7<sup>th</sup> Grade

Teacher \_\_\_\_\_ School \_\_\_\_\_  
 Class \_\_\_\_\_ Date \_\_\_\_\_  
 Lesson \_\_\_\_\_

#### M7G. GEOMETRY

Students will further develop and apply their understanding of plane and solid geometrical figures.

STANDARDS/ELEMENTS	Addressed	Not Addressed
<b>Standard M7G1. Students will construct plane figures that meet given conditions. They will also demonstrate understanding of transformations.</b>		
M7G1a. Students make basic constructions using a compass and straight edge.		
M7G1b. Students demonstrate understanding of translations, symmetry, dilations, rotations and reflections.		
M7G1c. Students given a figure in the coordinate plane, determine the coordinates resulting from a translation, dilation or reflection.		
<b>Standard M7G2. Students will consider geometrical figures through various manipulations to deepen understanding of figures in space.</b>		
M7G2a. Students describe solid geometric figures formed by movement of plane figures through space.		
M7G2b. Students sketch/model and describe various cross sections of cones, cylinders, pyramids and prisms.		

**REMARK:** M7G1a. Constructions should include copying a segment and angle, the bisector of an angle, the perpendicular bisector of a line segment, congruent line segments, congruent angles, parallel lines, and circles.

**Process Skills M7P:** Students will apply mathematical concepts and skills in the context of authentic problems and will understand concepts rather than merely following the sequence of procedures. They will also use the process standards as a way of acquiring and using content knowledge.

PROCESS SKILLS	Acceptable	Still Developing	Not Observed	COMMENTS
<b>M7P1. The teacher incorporates the use of appropriate technology, while having students:</b>				
a. Solve non-routine word problems using strategies learned in previous grades.				
b. Solve single and multi-step routine word problems.				
c. Determine the operation(s) needed to solve a problem.				
d. Determine the most efficient way to solve a problem (mentally, paper/pencil, or calculator).				
<b>M7P2. The teacher engages students to investigate, develop, and evaluate mathematical arguments.</b>				
<b>M7P3. The teacher promotes students' use of the language of mathematics to express ideas precisely.</b>				
<b>M7P4. The teacher helps students understand how mathematical ideas interconnect and build on one another and apply in other content areas.</b>				
<b>M7P5. The teacher incorporates the creation and/or use of pictures, manipulatives, models and symbols to organize, record, and communicate mathematical ideas.</b>				

**GA Performance Standards Observation Form**  
**7<sup>th</sup> Grade**

Teacher \_\_\_\_\_ School \_\_\_\_\_  
Class \_\_\_\_\_ Date \_\_\_\_\_  
Lesson \_\_\_\_\_

**M7A. ALGEBRA**

**Students will demonstrate an understanding of linear relations and fundamental algebraic concepts.**

STANDARDS/ELEMENTS	Addressed	Not Addressed
<b>Standard M7A1. Students will represent and evaluate quantities using algebraic expressions.</b>		
M7A1a. Students translate verbal phrases to algebraic expressions.		
M7A1b. Students use and evaluate algebraic expressions.		
M7A1c. Students add and subtract linear expressions.		
M7A1d. Students apply the properties of numbers to evaluate expressions (commutative, associative, and distributive properties).		
<b>Standard M7A2. Students will understand and apply linear equations with one variable.</b>		
M7A2a. Students interpret the meaning of variables and the solution of an equation.		
M7A2b. Students understand the properties of equality.		
M7A2c. Students solve problems by applying simple linear equations.		
M7A2d. Students solve two-step linear equations with one variable.		
<b>Standard M7A3. Students will understand relations and functions.</b>		
M7A3a. Students graph coordinates in a plane.		
M7A3b. Students represent, describe and analyze a functional relation from a table, graph, and/or formula.		
M7A3c. Students describe the variation of two quantities.		
M7A3d. Students understand and graph direct proportions.		
M7A3e. Students understand and graph inverse proportions.		

**REMARK:** M7A2. Algebra in seventh grade should emphasize linear relationships.

**REMARK:** M7A3. Emphasize how change in one variable affects the other variable (corresponding variable quantities).

**Process Skills M7P:** Students will apply mathematical concepts and skills in the context of authentic problems and will understand concepts rather than merely following the sequence of procedures. They will also use the process standards as a way of acquiring and using content knowledge.

PROCESS SKILLS	Acceptable	Still Developing	Not Observed	<u>COMMENTS</u>
<b>M7P1. The teacher incorporates the use of appropriate technology, while having students:</b>				
a. Solve non-routine word problems using strategies learned in previous grades.				
b. Solve single and multi-step routine word problems.				
c. Determine the operation(s) needed to solve a problem.				
d. Determine the most efficient way to solve a problem (mentally, paper/pencil, or calculator).				

<b>PROCESS SKILLS</b>	<b>Acceptable</b>	<b>Still Developing</b>	<b>Not Observed</b>	<b>COMMENTS</b>
<b><u>M7P2.</u> <i>The teacher engages students to investigate, develop, and evaluate mathematical arguments.</i></b>				
<b><u>M7P3.</u> <i>The teacher promotes students' use of the language of mathematics to express ideas precisely.</i></b>				
<b><u>M7P4.</u> <i>The teacher helps students understand how mathematical ideas interconnect and build on one another and apply in other content areas.</i></b>				
<b><u>M7P5.</u> <i>The teacher incorporates the creation and/or use of pictures, manipulatives, models and symbols to organize, record, and communicate mathematical ideas.</i></b>				

# GA Performance Standards Observation Form

## 7<sup>th</sup> Grade

Teacher \_\_\_\_\_ School \_\_\_\_\_  
 Class \_\_\_\_\_ Date \_\_\_\_\_  
 Lesson \_\_\_\_\_

### M7D. DATA ANALYSIS AND PROBABILITY

Students will further develop and demonstrate their understanding of functional and statistical relationships by analyzing tables and graphs and develop their abilities to represent and use them.

STANDARDS/ELEMENTS	Addressed	Not Addressed
<b>Standard M7D1. Students will collect, organize, display, and analyze data by using tables and graphs and by determining the tendencies of the data considering representative values and dispersion.</b>		
M7D1a. Students collect and organize data.		
M7D1b. Students summarize data by constructing its frequency distribution table.		
M7D1c. Students analyze data with respect to measure of variation (range) and measures of central tendency (mean, median, and mode), including outliers.		
M7D1d. Students display data in appropriate graphs.		
M7D1e. Students analyze and draw conclusions about the data.		

REMARK: M7D1. Students should collect data through surveys.

REMARK: M7D1d. Graphs should include histograms, line plots, stem-and-leaf plots, scatter plots and box-and-whisker plots.

**Process Skills M7P:** Students will apply mathematical concepts and skills in the context of authentic problems and will understand concepts rather than merely following the sequence of procedures. They will also use the process standards as a way acquiring and using content knowledge.

PROCESS SKILLS	Acceptable	Still Developing	Not Observed	COMMENTS
<b>M7P1. The teacher incorporates the use of appropriate technology, while having students:</b>				
a. Solve non-routine word problems using strategies learned in previous grades.				
b. Solve single and multi-step routine word problems.				
c. Determine the operation(s) needed to solve a problem.				
d. Determine the most efficient way to solve a problem (mentally, paper/pencil, or calculator).				
<b>M7P2. The teacher engages students to investigate, develop, and evaluate mathematical arguments.</b>				
<b>M7P3. The teacher promotes students' use of the language of mathematics to express ideas precisely.</b>				
<b>M7P4. The teacher helps students understand how mathematical ideas interconnect and build on one another and apply in other content areas.</b>				
<b>M7P5. The teacher incorporates the creation and/or use of pictures, manipulatives, models and symbols to organize, record, and communicate mathematical ideas.</b>				

**GA Performance Standards Observation Form**  
**8<sup>th</sup> Grade-MATH**

Teacher \_\_\_\_\_ School \_\_\_\_\_  
Class \_\_\_\_\_ Date \_\_\_\_\_  
Lesson \_\_\_\_\_

**M8N. NUMBER AND OPERATIONS**

**Students will understand concepts of large and small numbers and apply them to real world situations.**

STANDARDS/ELEMENTS	Addressed	Not Addressed
<b>Standard M8N1: Students will understand different representations of numbers using square root, exponential, and scientific notation.</b>		
M8N1a. Students apply the laws of exponents to simplify expressions containing integral powers.		
M8N1b. Students use scientific notation to represent numbers.		
M8N1c. Students find the square root of a number.		
M8N1d. Students use a calculator to solve problems involving square roots, exponents, and scientific notation.		

REMARK: M8N. Distinguish between scientific notation on paper and the way it might be presented on the calculator.

REMARK: M8N1a. Transfer these concepts to the algebraic law of exponents.

**Skills M8P: Students will apply mathematical concepts and skills in the context of authentic problems and will understand concepts rather than merely following the sequence of procedures. They will also use the process standards as a way of acquiring and using content knowledge.**

PROCESS SKILLS	Acceptable	Still Developing	Not Observed	<u>COMMENTS</u>
<b>M8P1. The teacher incorporates the use of appropriate technology, while having students:</b>				
a. Solve non-routine word problems using strategies learned in previous grades.				
b. Solve single and multi-step routine word problems.				
c. Determine the operation(s) needed to solve a problem.				
d. Determine the most efficient way to solve a problem (mentally, paper/pencil, or calculator).				
<b>M8P2. The teacher engages students to investigate, develop, and evaluate mathematical arguments.</b>				
<b>M8P3. The teacher promotes students' use of the language of mathematics to express ideas precisely.</b>				
<b>M8P4. The teacher helps students understand how mathematical ideas interconnect and build on one another and apply in other content areas.</b>				
<b>M8P5. The teacher incorporates the creation and/or use of pictures, manipulatives, models and symbols to organize, record, and communicate mathematical ideas.</b>				

## GA Performance Standards Observation Form 8<sup>th</sup> Grade

Teacher \_\_\_\_\_ School \_\_\_\_\_  
 Class \_\_\_\_\_ Date \_\_\_\_\_  
 Lesson \_\_\_\_\_

### M8A. ALGEBRA

Students will analyze and interpret linear equations, inequalities, and functions. Students will evaluate and use algebraic expressions. They will solve equations, understand linear equations and inequalities, and solve systems of linear equations. Students will understand linear functions and proportionality, direct and inverse variations, and they will apply these skills to real world situations.

STANDARDS/ELEMENTS	Addressed	Not Addressed
<b>Standard M8A1: Students will represent, solve, and analyze mathematical situations algebraically.</b>		
M8A1a. Students simplify and evaluate algebraic expressions.		
M8A1b. Students translate word phrases to algebraic expressions and equations.		
M8A1c. Students solve algebraic equations.		
<b>Standard M8A2: Students will understand linear relations and functions.</b>		
M8A2a. Students identify relations and functions as linear or nonlinear.		
M8A2b. Students translate among verbal, tabular, graphic, and algebraic representations of functions.		
<b>Standard M8A3. Students will graph and analyze graphs of linear equations.</b>		
M8A3a. Students estimate and determine a line of best fit from a scatter plot.		
M8A3b. Students graph equations of the form $y = mx + b$ .		
M8A3c. Students graph equations of the form $Ax + By = C$ .		
M8A3d. Students determine the equation of a line given a graph or data.		
M8A3e. Students interpret the meaning of the slope and y-intercept in a given situation.		
M8A3f. Students solve problems involving inverse and direct proportions (variations) and identify the constant of proportionality.		
<b>Standard M8A4. Students will understand the meaning of systems of linear equations and use them to solve problems.</b>		
M8A4a. Students understand the meaning of systems of linear equations.		
M8A4b. Students solve systems of equations algebraically and graphically.		
M8A4c. Students solve word problems using systems of equations and interpret their solutions.		
<b>Standard M8A5. Students will understand the meaning of and graph linear inequalities.</b>		
M8A5a. Students solve and graph linear inequalities and explain the solution.		
M8A5b. Students use the properties of inequality.		
M8A5c. Students graph linear inequalities.		
<b>Standard M8A6. Students will use and simplify monomials and polynomials.</b>		
M8A6a. Students identify monomials and polynomials.		
M8A6b. Students add and subtract simple monomials and polynomials.		
M8A6c. Students multiply and divide simple monomials.		

REMARK: M8A3e. Concept of slope should include an introduction to the idea of constant rate of change.

REMARK: M8A3f. A connection should be made between the ideas of scale factor and constant of proportionality.

**Process Skills M8P:** Students will apply mathematical concepts and skills in the context of authentic problems and will understand concepts rather than merely following the sequence of procedures. They will also use the process standards as a way of acquiring and using content knowledge.

<b>PROCESS SKILLS</b>	<b>Acceptable</b>	<b>Still Developing</b>	<b>Not Observed</b>	<b>COMMENTS</b>
<b>M8P1. The teacher incorporates the use of appropriate technology, while having students:</b>				
a. Solve non-routine word problems using strategies learned in previous grades.				
b. Solve single and multi-step routine word problems.				
c. Determine the operation(s) needed to solve a problem.				
d. Determine the most efficient way to solve a problem (mentally, paper/pencil, or calculator).				
<b>M8P2. The teacher engages students to investigate, develop, and evaluate mathematical arguments.</b>				
<b>M8P3. The teacher promotes students' use of the language of mathematics to express ideas precisely.</b>				
<b>M8P4. The teacher helps students understand how mathematical ideas interconnect and build on one another and apply in other content areas.</b>				
<b>M8P5. The teacher incorporates the creation and/or use of pictures, manipulatives, models and symbols to organize, record, and communicate mathematical ideas.</b>				

## GA Performance Standards Observation Form 8<sup>th</sup> Grade

Teacher \_\_\_\_\_ School \_\_\_\_\_  
 Class \_\_\_\_\_ Date \_\_\_\_\_  
 Lesson \_\_\_\_\_

### M8G. GEOMETRY

Students will use and apply geometric properties of plane figures. They will understand and critique inductive and deductive arguments concerning geometric ideas and relationships including congruence, similarity, and the Pythagorean Theorem.

STANDARDS/ELEMENTS	Addressed	Not Addressed
<b>Standard M8G1: Students will analyze and use characteristics and properties of geometric figures.</b>		
M8G1a. Students use the properties of parallel and perpendicular lines.		
M8G1b. Students use and apply properties of angle pairs, such as complementary, supplementary and vertical angles.		
M8G1c. Students use and apply the properties of triangles and parallelograms.		
M8G1d. Students apply properties of the right triangle and the Pythagorean Theorem.		
<b>Standard M8G2: Students will use the properties of similarity and congruency and apply these concepts to geometric figures.</b>		
M8G2a. Students understand the meaning of similarity and the conditions for similarity of geometric figures.		
M8G2b. Students understand the properties of the ratio of segments of parallel lines cut by one or more transversals.		
M8G2c. Students understand the meaning of congruency and the conditions for congruent triangles and other polygons.		
M8G2d. Students use properties to determine similarity and congruency of triangles.		

**REMARK:** M8G2c. Measurement of height and distance as applications of similarity should be taught.

**Process Skills M8P:** Students will apply mathematical concepts and skills in the context of authentic problems and will understand concepts rather than merely following the sequence of procedures. They will also use the process standards as a way of acquiring and using content knowledge.

PROCESS SKILLS	Acceptable	Still Developing	Not Observed	<u>COMMENTS</u>
<b>M8P1. The teacher incorporates the use of appropriate technology, while having students:</b>				
a. Solve non-routine word problems using strategies learned in previous grades.				
b. Solve single and multi-step routine word problems.				
c. Determine the operation(s) needed to solve a problem.				
d. Determine the most efficient way to solve a problem (mentally, paper/pencil, or calculator).				
<b>M8P2. The teacher engages students to investigate, develop, and evaluate mathematical arguments.</b>				

<b>PROCESS SKILLS</b>	<b>Acceptable</b>	<b>Still Developing</b>	<b>Not Observed</b>	<b><u>COMMENTS</u></b>
<b><u>M8P3.</u> <i>The teacher promotes students' use of the language of mathematics to express ideas precisely.</i></b>				
<b><u>M8P4.</u> <i>The teacher helps students understand how mathematical ideas interconnect and build on one another and apply in other content areas.</i></b>				
<b><u>M8P5.</u> <i>The teacher incorporates the creation and/or use of pictures, manipulatives, models and symbols to organize, record, and communicate mathematical ideas.</i></b>				

**GA Performance Standards Observation Form**  
**8<sup>th</sup> Grade**

Teacher \_\_\_\_\_ School \_\_\_\_\_  
Class \_\_\_\_\_ Date \_\_\_\_\_  
Lesson \_\_\_\_\_

**M8D. DATA ANALYSIS AND PROBABILITY**

Students will use and understand set theory and simple counting techniques. Students will determine the theoretical probability of simple events.

STANDARDS/ELEMENTS	Addressed	Not Addressed
<b>Standard M8D1: Students will apply basic concepts of set theory.</b>		
M8D1a. Students demonstrate relationships among sets through use of Venn Diagrams.		
M8D1b. Students determine subsets, complements, intersection and union of sets.		
M8D1c. Students use set notation to denote elements of a set.		
<b>Standard M8D2: Students will determine the number of outcomes related to a given event.</b>		
M8D2a. Students use tree diagrams to find the number of outcomes.		
M8D2b. Students apply addition and multiplication counting principles.		
<b>Standard M8D3. Students will use the basic laws of probability.</b>		
M8D3a. Students find the probability of simple, independent events.		
M8D3b. Students find the probability of compound, independent events.		

**Process Skills M8P:** Students will apply mathematical concepts and skills in the context of authentic problems and will understand concepts rather than merely following the sequence of procedures. They will also use the process standards as a way of acquiring and using content knowledge.

PROCESS SKILLS	Acceptable	Still Developing	Not Observed	COMMENTS
<b>M8P1. The teacher incorporates the use of appropriate technology, while having students:</b>				
a. Solve non-routine word problems using strategies learned in previous grades.				
b. Solve single and multi-step routine word problems.				
c. Determine the operation(s) needed to solve a problem.				
d. Determine the most efficient way to solve a problem (mentally, paper/pencil, or calculator).				
<b>M8P2. The teacher engages students to investigate, develop, and evaluate mathematical arguments.</b>				
<b>M8P3. The teacher promotes students' use of the language of mathematics to express ideas precisely.</b>				
<b>M8P4. The teacher helps students understand how mathematical ideas interconnect and build on one another and apply in other content areas.</b>				
<b>M8P5. The teacher incorporates the creation and/or use of pictures, manipulatives, models and symbols to organize, record, and communicate mathematical ideas.</b>				

**Clayton College & State University — Teacher Education Program  
NSTA Program Content Standards Observation Instrument – EDUC 4712A**

*This form is one element of portfolio documentation for majors in Teacher Education.*

<b>STUDENT:</b>		<b>SEMESTER:</b>	
<b>INSTRUCTOR:</b>		<b>DATE:</b>	

NSTA Standard	Acceptable	Still Developing	Not Acceptable	Not Observed
3.2 Engages 4-8 students effectively in scientific inquiry appropriate for their grade level and abilities.				
4.2 Engages 4-8 students effectively in the study of the relationship of science to other human values and endeavors.				
4.3 Relates science to the personal lives, needs and interests of K-12 students.				
5.1 Uses diverse and effective actions, strategies and methodologies to teach science.				
5.2 Interacts effectively with 4-8 students to promote learning and demonstrate student achievement.				
5.3 Organizes and manages science activities effectively in different student groupings.				
5.4 Uses advanced technology to teach 4-8 students.				
5.5 Uses prior conceptions and 4-8 student interests to promote learning.				
6.1 Develops coherent, meaningful goals, plans, and materials and finds resources.				
6.2 Relates plans and resources to professionally-developed state and national standards, including the National Science Education Standards.				
6.3 Plans and develops science curriculum addressing the needs, interests and abilities of all 4-8 students.				
7.1 Knows and understands the values and needs of the community and their effect on the teaching and learning of science.				
7.2 Uses community human and institutional resources to advance the learning of science in the classroom and field.				
8.1 Aligns science goals, instruction and outcomes.				

NSTA Standard	Acceptable	Still Developing	Not Acceptable	Not Observed
8.2 Knows and uses a variety of contemporary science assessment strategies to determine 4-8 student needs and levels of learning and development.				
8.3 Uses assessment appropriately to determine, guide, and change science instruction.				
9.1 Creates and maintains a psychologically and socially safe and supportive learning environment.				
9.2 Manages the activities and materials of science safely in storage areas, labs, and field.				
9.3 Keeps and uses living organisms in the classroom in a safe, ethical and appropriate manner.				
10.1 Knows and participates in professional organizations and activities of the science education community beyond the classroom.				
10.2 Behaves ethically and in the best interests of 4-8 students and the community.				
10.3 Engages in reflective practices and makes continuous efforts to improve in practice.				
10.4 Works willingly with peers, supervisors and others in a professional manner.				

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Any discrepancies noted by the observer will be addressed during the post-observation conference. The intern will develop and submit a plan to work toward correcting these discrepancies before the next observation.

\_\_\_\_\_  
**Signature of Instructor**

\_\_\_\_\_  
**Date**





















## 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](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)
<b>Completeness: DOE Demographic Data Chart &amp; AYP Data Chart</b>	<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>
<b>Completeness: DOE Demographic Narrative &amp; AYP Narrative</b>	<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>
<b>Reflection: Demographics</b>	Reflection includes implications of demographics.	Reflection includes limited implications of demographics.	Reflection does not include implications of demographics.
<b>Reflection: AYP</b>	Reflection includes implications from	Reflection includes limited implications from	Reflection does not include implications

<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

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.
- 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?
  - What additional information, if any, do you need before you can decide which action to take? Where would you get the additional information?
  - 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
<b>Use of Assessment Data to Design Instruction</b>	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.
<b>Use of Classroom-Based Assessments</b>	Candidate chooses, develops, and uses classroom-based assessments	Uses appropriate assessments for determining student learning and	Administers assessments but either does not choose appropriate ones or	Does not provide evidence of using appropriate assessments to determine

**Rubric for Student Learning Analysis**

	<b>Criteria</b>	<b>Proficient (2 pts)</b>	<b>Developing (1 pt)</b>	<b>Unacceptable</b>
	t methods appropriate for instructional decisions.	can articulate a clear rationale for choices.	provides limited evidence of successfully determining student learning.	student learning.

<b>Clarity and Accuracy of Data Presentation</b>	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.
<b>Analysis: Environmental Factors</b>	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.
<b>Analysis: Students' Characteristics</b>	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.
<b>Quality of Writing</b>	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.
<b>Analysis: Impact on Student Learning</b>	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.

<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.

\*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.

# 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.