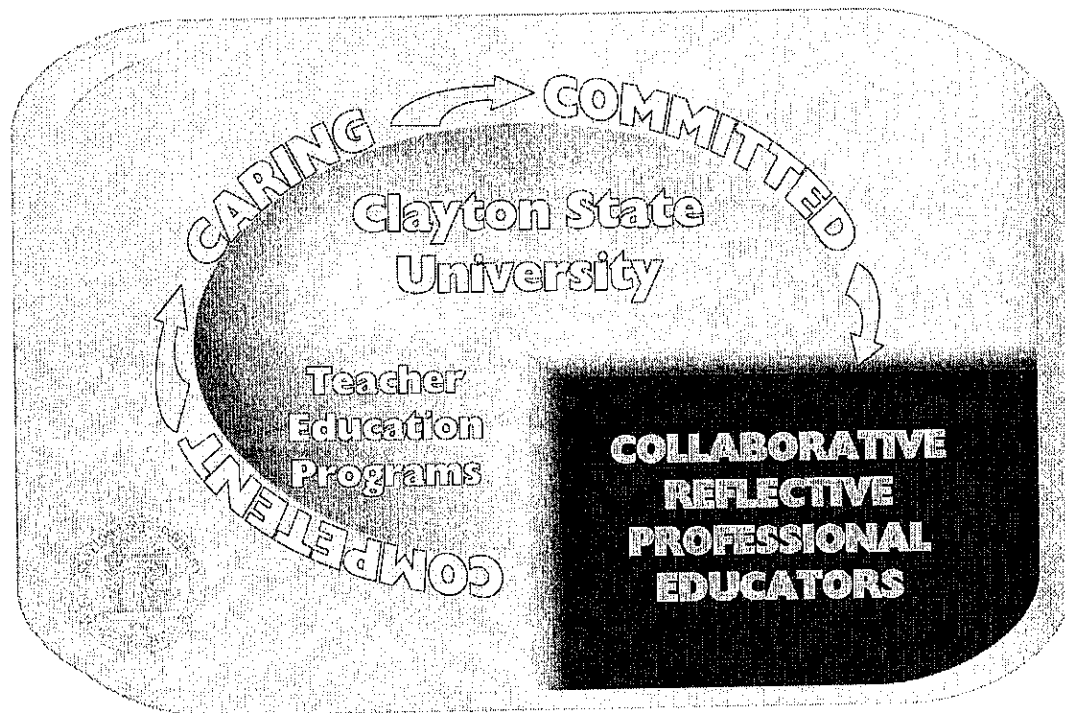


**CLAYTON STATE UNIVERSITY**  
**DEPARTMENT OF TEACHER EDUCATION**  
**TEACHER EDUCATION**  
**INTERN HANDBOOK**



**2011 – 2012**

## **Contents**

- **Unit Outcomes and Candidate Proficiencies**
- **Professional Expectations**
- **Contract**
- **Internship Schedule**
- **Intern Fall Calendar**
- **Intern Spring Calendar**
- **Forms & Documentation**
- **Teacher Work Sample Program Portfolio**
- **Exit Interview Information**

**Clayton State University**  
**Department of Teacher Education**

**SENIOR INTERNSHIP CONTRACT**  
**2011-2012**

The senior internship at Clayton State University is a full school-year internship. This internship is a requirement for the completion of the Bachelor of Arts in Middle Level Education and/or the Bachelor of Music in Music Education. It begins on the first day of preplanning in the respective school districts in which interns are working and ends on April 30, 2012.

**FALL SEMESTER:**

Requirements for the first semester of the senior internship (for middle grade candidates) are as follows:

- Interns are expected to arrive on time at their assigned schools. The intern should arrive at whatever time is set as the "contract time" for teachers in the building in which the intern is assigned.
- Intern will attend the full days of pre-planning at their assigned schools and the first week of school. Interns will participate in meetings, workshops, assist the mentor teacher in the classroom, etc.
- Music Education (full-time internship) every day all day in assigned schools.

**Preplanning Beginning Dates:**

<b>Clayton County</b>	<a href="http://www.clayton.k12.ga.us">www.clayton.k12.ga.us</a>	August 1, 2011
<b>DeKalb County</b>	<a href="http://www.dekalb.k12.ga.us">www.dekalb.k12.ga.us</a>	August 2, 2011
<b>Fayette County</b>	<a href="http://www.fcboe.org">www.fcboe.org</a>	August 1, 2011
<b>Fulton County</b>	<a href="http://www.fulton.k12.ga.us">www.fulton.k12.ga.us</a>	August 8, 2011
<b>Henry County</b>	<a href="http://www.henry.k12.ga.us">www.henry.k12.ga.us</a>	July 25, 2011
<b>Rockdale County</b>	<a href="http://www.rockdale.k12.ga.us">www.rockdale.k12.ga.us</a>	July 22, 2011

**Note:** Persons attending summer school at CSU will attend classes/finals and report to their assigned school before and after CSU class. Hours (approximately 40) will be made up.

- Interns will attend "Open House" (usually scheduled in the evening) during the first or second week of school.
- Interns will spend a minimum of 12 hours per week at their schools - MG Candidates.
- Interns should attend their internships all day Tuesday (contract hours) and ½ day on Thursday. The ½ day is negotiable with the mentor.
- If for some reason, an intern cannot attend the internship or will be late, the intern should notify the **mentor** teacher and the Coordinator for Education Field Experiences - **immediately!**
- During August - November, interns will be observed by a university representative.
- Interns will attend and participate in a **required** weekly seminar on campus on Mondays, after school.

**SPRING SEMESTER:**

The internship for the spring semester begins on the following dates:

Clayton County	January 2, 2012
DeKalb County	January 2, 2012
Fayette County	January 2, 2012
Fulton County	January 4, 2012
Henry County	January 2, 2012
Rockdale County	January 3, 2012

- Interns are to attend their schools during the entire spring semester (every day, all day) until one week before graduation. - Middle Grades and Music Education.
- Interns will gradually assume teaching responsibilities in January (teaching one class for one/two weeks) and increase those responsibilities until they assume the responsibility for teaching all classes plus any additional responsibilities of the mentor teacher. Full time teaching will include six (consecutive) weeks of teaching. This is a minimum and may be extended. The actual schedule will be determined by the mentor teacher, the intern, and the Coordinator for Educational Field Experiences.
- During the spring semester, the intern will be observed by the Coordinator for Educational Field Experiences, CSU content-area faculty, and the mentor teacher. School administrators and lead mentors may also conduct observations.
- **Interns will attend and participate in the required weekly seminar on campus on Mondays, after school.**

Note: Grade determination during the internship will be based on punctuality, attendance, teaching performance, and overall professionalism. Specifics will be stated in the course syllabus.

**I have read the above requirements for the Senior Internship for the Department of Teacher Education at Clayton State University. I understand the expectations and requirements as stated and agree to fully participate and meet these requirements. I understand that if these are not met, my participation in the internship can be denied and/or my grades will be affected.**

---

*Intern's Signature*

---

*Date*

**CLAYTON STATE UNIVERSITY**  
**TEACHER EDUCATION UNIT OUTCOMES AND CANDIDATE PROFICIENCIES**

The Teacher Education Unit Outcomes enumerated below come from the knowledge base that was written to address what candidates should know and be able to do upon completion of the program. During the program sequence, the following teacher education outcomes are addressed. These outcomes are aligned with the conceptual framework descriptors and to INTASC Principles and essential knowledge (k), skills (s) and dispositions (d) as relevant.

**1. Diagnoses Learning Needs-** The candidate uses a variety of assessment techniques and utilizes appropriate technologies to gather information about all students and integrates this information to determine learners' strengths and areas to be developed. (INTASC 1,8,9—Collaborative, Reflective, Competent—Skills)

- a. Assesses student knowledge with methods appropriate to the learning goals and objectives (1a. s)
- b. Synthesizes information from assessment data (1b. s)
- c. Uses assessment processes appropriate to all student academic development (1c. s)
- d. Reflects on diagnosis and assessment of learning in teaching experiences for modifying instruction appropriate for all learners (1d. s)

**2. Plans for Student Learning-** The candidate integrates knowledge of content discipline, of the nature of diverse learners, of learning theories, of instructional strategies and of professional standards and state/local curriculum guides to plan instruction.

(INTASC 1,2,3,4,5,6,7,9—Reflective, Competent, Caring—Knowledge—Skills)

- a. Uses student input and information from diagnosis of student learning needs in developing learning goals and objectives (2a. s)
- b. Plans for use of a variety of instructional strategies to address learners with diverse learning styles and special needs (2b. k, s)
- c. Evaluates teaching resources and curriculum materials, including educational technology for effectiveness, completeness and accuracy and plans for their appropriate use (2c. k, s)
- d. Plans equitable teaching/learning processes to address learners from diverse cultural backgrounds and with exceptionalities (2d. k, s)
- e. Plans lessons which incorporate authentic situations, previous learning and interdisciplinary content (2e. k, s)
- f. Reflects on planning for student learning (2f. s)

**3. Facilitates Student Learning-** The candidate implements instructional plans with flexibility and is guided by knowledge of discipline content, of the nature of all learners, of learning theories and of instructional strategies. (INTASC 1,2,3,4,5,6,7,9,10—Reflective, Competent, Caring—Knowledge—Skills)

- a. Employs effective classroom management techniques (3a. s)
- b. Uses individual and group motivation techniques for encouraging positive social interaction and self-involvement (3b.)
- c. Encourages individual participation while directing group activity (3c. s)
- d. Uses multiple resources (human, media, technology) effectively for instruction (3d. k, s)

**4. Demonstrates Appropriate Knowledge-** The candidate has general knowledge in the liberal arts and sciences and possesses discipline specific knowledge at a level appropriate for the chosen teaching field.  
(INTASC 1,7—Competent—Knowledge—Skills)

- a. Communicates effectively, incorporating the use of technology when appropriate (4a. k, s)
- b. Demonstrates discipline knowledge appropriate to the chosen teaching field (4b. k)
- c. Integrates knowledge across disciplines, including multicultural and global perspectives (4c. k)
- d. Accesses knowledge to stay current in one's field (4d. k)
- e. Reflects on one's strength and weaknesses as a learner (4e. s)

**5. Fosters Student Well-being to Support Learning-** The candidate interacts with diverse students, school colleagues, parents, and agencies in the larger community to foster student well being and learning. (INTASC 5,8,9,10—Collaborative, Caring, Committed—Skills)

- a. Identifies socio-cultural factors beyond the school that hamper student learning and uses resources within the school and community to mitigate these factors (5a. s)
- b. Communicates with parents or guardians as an essential activity in promoting student well-being and learning (5b. s)
- c. Reflects on use of community resources and interactions with parents and school colleagues to improve the well-being of all learners (5c. s)

**6. Assumes the Role of Professional Teacher-** The candidate acts in accordance with the structure, standards and responsibilities of the profession and recognizes the role of the school in supporting a democratic society.  
(INTASC 1,9,10—Competent, Collaborative, Caring, Committed—Knowledge—Skills—Dispositions)

- a. Demonstrates an awareness of the political, legal, and ethical issues that impact on professional practices (6a. k, d)
- b. Works collaboratively with colleagues as a professional (6b. d)
- c. Values using technology as a professional resource and a management tool (6c. s)
- d. Reflects on professional development as an on-going process (6d. s)
- e. Exhibits the professional dispositions of a teacher (6e. d)
  - maintains a professional appearance
  - maintains regular attendance
  - maintains positive attitude and character
  - is collaborative and participatory
  - demonstrates a strong work ethic
  - shows respect for the profession

## PROFESSIONAL EXPECTATIONS FOR THE SENIOR YEAR PROGRAMS

Teaching is a PROFESSION. In order for teachers to be regarded as such, it is especially important for the new teacher/intern to dress and behave in the most professional manner possible.

### I. DRESS: The following are considered to be inappropriate professional dress and should NOT be worn during the senior internship.

- JEANS (blue or any other color) on any school day when there are students or parents in the building, unless otherwise directed by the principal. This includes pre and post planning days.
- (JEANS/shorts should not be worn during pre or post planning days unless CLIMBING OR SCRUBBING ARE INVOLVED FOR THE MAJORITY OF THE DAY.) "Casual" means khaki or something similar.
- "Tee" shirts
- Tight fitting or revealing clothing (see through fabrics, low necklines, short skirts, short dresses, bare midriffs)
- Flip flops
- Hats/caps of any kind, unless during a special event
- Shorts/skorts of any kind

### II. REMINDERS:

- Khaki clothing is permitted, but MUST be professionally laundered/carefully pressed, etc.
- If "dressy sandals or open shoes of any kind are worn in extremely warm weather, toenails must be carefully manicured.
- Body hygiene should be impeccable.

### III. SUGGESTIONS FOR WARDROBE ADDITIONS:

#### ▪ FEMALES

- Blazers, blouses, coordinating skirts, slacks, dresses, jumpers, vests, sweaters, conservative jewelry, comfortable shoes

#### ▪ MALES

- Hard collar-type shirts, ties, sweaters, blazers, coordinating "dress" slacks (Duck Head type should be professionally laundered).

### PROFESSIONAL BEHAVIOR DOES NOT INCLUDE:

Criticism of peers, supervisors, etc., whining, blaming, untruthfulness, deceit, complaining, criticizing, laziness, procrastination, blaming others, expecting perfection, expectations of favors, spreading of rumors, accusations, etc., or sharing inappropriate personal information with students. REMEMBER, we are guests and should not overstep our "invitation".

# Clayton County Public Schools 2011-12 School Calendar



**2011 (86)**

**2012 (89)**

July 2011

Monday	Tuesday	Wednesday	Thursday	Friday
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29
NEW TEACHER ORIENTATION				

August 2011

Monday	Tuesday	Wednesday	Thursday	Friday
Pre-Planning	Pre-Planning	Pre-Planning	Pre-Planning	Non-working
Day One				
1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30
31				

September 2011

Monday	Tuesday	Wednesday	Thursday	Friday
			19	20
Labor Day	21	22	23	24
25	26	27	28	29
30	31	32	33	34
35	36	37	38	39

October 2011

Monday	Tuesday	Wednesday	Thursday	Friday
40	41	42	43	44
45	46	47	FALL BREAK	51
Staff Development	48	49	50	51
52	53	54	55	56
57				

November 2011

Monday	Tuesday	Wednesday	Thursday	Friday
	58	59	60	61
62	63	64	65	66
67	68	69	70	71
72	73	74	75	76
THANKSGIVING				

December 2011

Monday	Tuesday	Wednesday	Thursday	Friday
			75	76
77	78	79	80	81
82	83	84	85	86
87	88	89	90	91
SEMESTER BREAK				
SEMESTER BREAK				

January 2012

Monday	Tuesday	Wednesday	Thursday	Friday
Staff Development	1/87	2/88	3/89	4/90
5/91	6/92	7/93	8/94	9/95
MLK's B'day	10/96	11/97	12/98	13/99
14/100	15/101	16/102	17/103	18/104
19/105	20/106			

February 2012

Monday	Tuesday	Wednesday	Thursday	Friday
		21/107	22/108	23/109
24/110	25/111	26/112	27/113	28/114
29/115	30/116	31/117	WINTER BREAK	
Presidents's Day	32/118	33/119	34/120	35/121
36/122	37/123	38/124		

March 2012

Monday	Tuesday	Wednesday	Thursday	Friday
			39/125	40/126
41/127	42/128	43/129	44/130	45/131
Staff Development	46/132	47/133	48/134	49/135
50/136	51/137	52/138	53/139	54/140
55/141	56/142	57/143	58/144	59/145

April 2012

Monday	Tuesday	Wednesday	Thursday	Friday
SPRING BREAK				
60/146	61/147	62/148	63/149	64/150
65/151	66/152	67/153	68/154	69/155
70/156	71/157	72/158	73/159	74/160
75/161				

May 2012

Monday	Tuesday	Wednesday	Thursday	Friday
	76/162	77/163	78/164	79/165
80/166	81/167	82/168	83/169	84/170
85/171	86/172	87/173	88/174	89/175
Post-planning	Post-planning	Post-planning		
Memorial Day				

June 2012

Monday	Tuesday	Wednesday	Thursday	Friday
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

# Clayton State University Calendars

## Academic Calendar Fall 2011 (Tentative)

### July 2011

July 15 Deadline for Fall 2011 Admissions, Financial Aid and Readmission Appeals

### August 2011

August 4 Tuition/Fee Payment Deadline for Fall (pre-registered students)

August 8-11 Late registration for Fall 2011 (with \$100 late fee)

August 11 Tuition and Fee Payment Deadline (with \$100 late fee)

August 13 First day of weekend classes

August 15 First day of weekday classes

August 15-18 Drop/Add

August 18 Tuition/Fee Payment Deadline for Drop/Add

August 25 Last day for students to report to class or reported as "no show" for full semester courses

August 26 Faculty Report No-Shows (9:00 a.m.)

### September 2011

September 3-5 Labor Day Holiday Break (no classes)

September 6 Faculty Development Day (no classes)

September 9 Midterm Session I - last day to withdraw and receive a W grade

September 15 Application deadline for Spring 2012 graduation

September 16 Graduate Application Deadline for Fall 2011 Graduation

September 19-24	Course/instructor evaluations for Session I
September 20-October 4	Midterm grade submission period for full semester courses
<b>October 2011</b>	
October 5	Session I ends
October 6-7	Session I final exams
October 7	Midterm Full Semester - last day to withdraw and receive a W grade
October 10	Session II - classes begin
October 31-December 8	Pre-Registration for Spring 2012
<b>November 2011</b>	
November 4	Graduate Degree requirements completion deadline
November 4	Midterm Session II - last day to withdraw and receive a W grade
November 14-19	Course/instructor evaluations for Session II and full semester
November 15	General Graduate Admissions & Graduate Re-entry Deadline
November 23-27	Thanksgiving Break (no classes)
<b>December 2011</b>	
December 2	Last day of weekday classes
December 3	Last day of weekend classes
December 3-9	Final exams
December 8	Tuition/fee Payment Deadline for Spring 2012 (pre-registered students)
December 10	Commencement

December 12-January 5

Late Registration for Spring 2012 (\$100 late fee)

December 13

All faculty grades due, 9:00 a.m.

[<<Academic Calendar Home](#)

[<< Calendar Home](#)

# Clayton State University Calendars

## Academic Calendar Spring 2012 (Tentative)

### November 2011

November 15      Deadline for Spring 2012 Admissions, Financial Aid, and Readmission Appeals

### December 2011

December 8      Tuition/Fee Payment Deadline for Spring (pre-registered students)

December 12-  
Jan. 5      Late Registration for Spring 2012 (\$100 late fee)

### January 2012

January 5      Late Registration Tuition/Fee Payment Deadline (\$100 late fee)

January 7      First day of weekend class

January 9      First day of weekday classes

January 9-12      Drop/Add

January 12      Fee Payment Deadline for Drop/Add

January 14      Saturday classes meet

January 16      M. L. King holiday (no classes)

January 19      Last day for students to report to class or reported as "no show" for full semester courses

January 20	Faculty Report No-Shows (9:00 a.m.)
January 20	Graduate Application Deadline for Spring 2012 graduation
January 30	Application Deadline for Summer 2012 graduation
January 30-31	Session I - Midterm Grade Submission
<b>February 2012</b>	
February 3	Midterm Session I - last day to withdraw and receive a W grade
February 14-28	Midterm grade submission period for full semester courses
February 20-25	Course/instructor evaluations for Session I
February 29	Session I ends
<b>March 2012</b>	
March 1-2	Session I - Final Exams
March 1-2	Session II - Registration
March 2	Midterm Full Session - last day to withdraw and receive a W grade
March 3-10	Spring break (no classes)
March 12	Session II - classes begin
March 15	General Graduate Admissions Application Deadline

## **April 2012**

- April 2 - May 10      Pre-registration for Summer/Fall 2012
- April 2-3              Session II - midterm grade submission
- April 6                 Midterm Session II - last day to withdraw and receive a W grade
- April 6                 Graduate Degree Requirement Completion Deadline
- April 16-21            Course/instructor evaluations for Session II and full semester
- April 28                Last day of Weekend classes
- April 30                Last day of Weekday classes
- 
- ## **May 2012**
- May 1-7                Final exams
- May 5                  Commencement
- May 9                  All faculty grades due (9:00 a.m.)
- May 10                 Tuition/Fee Payment Deadline for Summer 2012 (pre-registered students)

[<<Academic Calendar Home](#)

[<< Calendar Home](#)

# DeKalb County School System

## 2011-2012 System-wide Calendar

Board of Education Approved June 13, 2011

**JULY 2011**

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

4 Holiday

**JANUARY 2012**

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

1 New Year's Day  
 2 Holiday  
 3 WCRD (10 & 11 mo.)  
 4 First Day 2<sup>nd</sup> Semester  
 16 M.L. King Jr. B'day

19

**AUGUST 2011**

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

1 \*WCRD (10 & 11 mo.)  
 2-5 Pre-planning  
 4\* Staff Development Day  
 8 First Day of School

\*Work Calendar Reduction Day  
18

**FEBRUARY 2012**

S	M	T	W	Th	F	S
		1	2	3	4	
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29			

17 WCRD (10 & 11 mo.)  
 20 President's Day

19

**SEPTEMBER 2011**

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

5 Labor Day

21

**MARCH 2012**

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

9 Holiday

21

**OCTOBER 2011**

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

7 WCRD (10 & 11 mo.)  
 10 Columbus Day

19

**APRIL 2012**

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

2-4 WCRD (12 mo.)  
 2-6 Metro Spring Break

16

**NOVEMBER 2011**

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

21-25 Holidays

17

**MAY 2012**

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

24 Last Day for Students  
 25 Last Day for Teachers  
 28 Memorial Day

18

**DECEMBER 2011**

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

16 End of First Semester  
 19-22 WCRD (12 mo.)  
 19-30 Holidays

12

**JUNE 2012**

S	M	T	W	Th	F	S
				1	2	
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

93

Teacher Workday  
 Student/Teacher Holiday (12 mo. staff reports)  
 First & Last Day of School/End & Start of Semester  
 Holiday - All Personnel & Students

10 & 11 Month Work Calendar Reduction Day  
 12 Month Work Calendar Reduction Day





# Fayette County Public Schools

Where Excellence Counts

## 2011-2012 School Calendar

S M T W Th F S

July 2011

					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August 2011

	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 2011

				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2011

						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2011

			1	2	3	4	5
6	7	8	9	10	11	12	
13	14	15	16	17	18	19	
20	21	22	23	24	25	26	
27	28	29	30				

December 2011

						1	2	3
4	5	6	7	8	9	10		
11	12	13	14	15	16	17		
18	19	20	21	22	23	24		
25	26	27	28	29	30	31		

- July 2011
  - 25-29 New Teacher Orientation
- August 2011
  - 1-5 Pre-Planning/Staff Development
  - 8 Students Report
- September 2011
  - 5 Student & Staff Holiday - Labor Day
- October 2011
  - 21 Student Holiday - Staff Development
- November 2011
  - 21-25 Thanksgiving Holiday
- December 2011
  - 13-15 Semester Exams (Secondary)
  - 16 Student Holiday - Work Day
  - 19-30 Semester Break
- January 2012
  - 2 Student Holiday - Work Day
  - 16 Martin Luther King Day
- February 2012
  - 20 President's Day
  - 21-24 Winter Break *These days may be used as inclement weather make up days if needed.*
- April 2012
  - 2-6 Spring Break
- May 2012
  - 23-25 Semester Exams (Secondary)
  - 25 Graduation
  - 28 Memorial Day
  - 29-30 Post-Planning

S M T W Th F S

January 2012

1	2	3	4	5	6	7	
8	9	10	11	12	13	14	
15	16	17	18	19	20	21	
22	23	24	25	26	27	28	
29	30	31					

February 2012

			1	2	3	4	
5	6	7	8	9	10	11	
12	13	14	15	16	17	18	
19	20	21	22	23	24	25	
26	27	28					

March 2012

					1	2	3
4	5	6	7	8	9	10	
11	12	13	14	15	16	17	
18	19	20	21	22	23	24	
25	26	27	28	29	30	31	

April 2012

1	2	3	4	5	6	7	
8	9	10	11	12	13	14	
15	16	17	18	19	20	21	
22	23	24	25	26	27	28	
29	30						

May 2012

		1	2	3	4	5	
6	7	8	9	10	11	12	
13	14	15	16	17	18	19	
20	21	22	23	24	25	26	
27	28	29	30	31			

June 2012

						1	2
3	4	5	6	7	8	9	
10	11	12	13	14	15	16	
17	18	19	20	21	22	23	
24	25	26	27	28	29	30	

**Legend**

- Student/Staff Holiday
- Staff Development/Student Holiday
- Work Day/Student Holiday
- First/Last Day of Classes
- Planning & Prep
- New Teacher Orientation
- 9-Week Periods
- School Months for Attendance

Fayette County Public Schools  
 210 Stonewall Avenue  
 Fayetteville, GA 30214  
 770-460-3535



# 2011-2012 School Year

## FIRST SEMESTER

Aug. 8-12 .....Preplanning for Teachers  
 Aug. 15 .....First Day of School  
 Sept. 5 .....Labor Day Holiday  
 Oct. 17 .....Teacher Workday  
 Nov. 23-25 .....Thanksgiving Holidays  
 Dec. 22 .....End of First Semester  
 Dec. 23 - Jan. 3 .....Winter Break  
 Jan. 4 .....Teacher Workday

## SECOND SEMESTER

Jan. 5 .....First Day of Second Semester  
 Jan. 16 .....Martin Luther King Jr. Holiday  
 Feb. 17 .....Teacher/Student Holiday  
 Feb. 20 .....Presidents Day Holiday  
 March 9 .....Teacher Workday  
 April 2-6 .....Spring Break  
 May 18 .....Last Day of School  
 May 21-22 .....Postplanning for Teachers

AUGUST						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

SEPTEMBER						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

OCTOBER						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23/30	24/31	25	26	27	28	29

NOVEMBER						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

DECEMBER						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JANUARY						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

FEBRUARY						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29			

MARCH						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

APRIL						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

MAY						
S	M	T	W	T	F	S
	1	2	3	4	5	
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

**CALENDAR KEY**  
 ■ First/Last Day of Semester  
 ■ Teacher Workday—Students Off  
 ■ Holiday—Schools Closed

[www.fultonschools.org](http://www.fultonschools.org)

## WHO TO CALL

Central Administration.....	404-768-3600
Bus Transportation.....	
North Fulton.....	770-667-2970
South Fulton.....	770-969-6060
School Attendance Zones.....	404-763-5550
Student Records.....	404-346-4382
Curriculum Information.....	404-669-4943
Special Education Information.....	404-763-5600
Gifted Student Information.....	404-763-6811
Systemwide Testing.....	404-763-5600
Pre-Kindergarten Programs.....	404-763-4574
Human Resources Division.....	404-763-4585
School Nutrition Program.....	404-669-8960
Student Health Services.....	404-305-2177
Communications Department.....	404-763-6830

## WEATHER-RELATED SCHOOL CLOSINGS

Local radio and television stations will report school closings due to weather. The decision to close schools is usually made by 6 a.m. and is based on factors such as transportation, the condition of the schools, weather forecasts and street conditions.

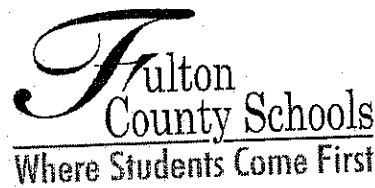
## 2011-12 BREAKFAST & LUNCH PRICES

	Breakfast	Lunch
Elementary School	\$1.05	\$2.10
Middle and High School	\$1.20	\$2.35
Reduced Price	\$0.30	\$0.40
Adults	\$1.55	\$3.15

## BOARD OF EDUCATION

- Linda Schultz, *President*
- Linda P. Bryant, *Vice President*
- Julia C. Bernath
- Gail Dean
- Catherine Maddox
- Linda McCain
- Katie Reeves
- Robert M. Avossa, *Superintendent*

*Our mission is to educate every student to be a responsible, productive citizen.*



786 Cleveland Avenue, SW • Atlanta, GA 30315  
[www.fultonschools.org](http://www.fultonschools.org)  
 Equal Opportunity Agency  
 Compliance Coordinator 404-763-4585 • TTY 1-800-255-0135

		2011-12 Calendar				
2011		Mon	Tues	Wed	Thurs	Fri
JUL						1 System Closed
		4 System Closed	5	6	7	8 System Closed
		11	12	13	14	15 System Closed
		18	19	20	21	22 System Closed
		25 Pre-Planning	26 System Professional Learning	27 Pre-Planning	28 Pre-Planning	29 Pre-Planning
AUG		1 First Day of School	2	3	4	5
		8	9	10	11	12
		15	16	17	18	19
		22	23	24	25	26
		29	30	31		
SEP					1	2
		5 Labor Day	6	7	8	9
		Fall Break				
		19	20	21	22	23
		26	27	28	29	30
OCT		3	4	5	6	7
		10	11	12	13	14
		17	18	19	20	21
		24	25	26	27	28
		31				
NOV			1	2	3	4
		7	8 System Professional Learning	9	10	11
		14	15	16	17	18
		Thanksgiving Break				
		28	29	30		
DEC					1	2
		5	6	7	8	9
		12	13	14	15	16
		19	20	21	22	23
		26	27	28	29	30

		Henry County Schools				
2012		Mon	Tues	Wed	Thurs	Fri
JAN		< 244 Purlough	2	3 2nd Semester Begins	4	5
		9	10	11	12	13
		16 MLK Day	17	18	19	20
		23	24	25	26	27
		30	31			
FEB				1	2	3
		6	7	8	9	10
		13	14	15	16	17
		20 Presidents Day	Winter Break			
		27	28	29		
MAR					1	2
		5	6	7	8	9
		12 < 244 Purlough	13	14	15	16
		19	20	21	22	23
		26	27	28	29	30
APR		2	3 Spring Break	4	5	6
		9	10	11	12	13
		16	17	18	19	20
		23	24	25	26	27
		30				
MAY			1	2	3	4
		7	8	9	10	11
		14	15	16	17	18
		21	22	23	24	25 Last Day of School
		28 Memorial Day	29 Post-Planning	30 < 244 Purlough	31	
JUN						1
		4	5	6	7	8
		11	12	13	14	15
		18	19	20	21	22
		25	26	27	28	29

No School for Students

244 Purlough      3-5 of 10 optional days for a total of 3 days      Leadership Furlough Option      3 days      < 244 Purlough

**MODIFIED\* | 2011-2012 School Year Calendar**

**Rockdale County Public Schools**

**July 2011**

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

July 20&21 | New Teacher Orientation  
 July 22, 25-29 | Pre-Planning and/or Staff Development Days

**August 2011**

S	M	T	W	T	F	S
					5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Aug. 1 | First Day of School for Students  
 Aug.26 | 20 Days

**September 2011**

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Sept. 5 | Labor Day Holiday  
 Sept. 8 | Early Release - Conference Day  
 Sept. 26 | 40 Days

**October 2011**

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Oct.3-7 | Fall Intersession  
 Oct. 31 | 60 Days

**November 2011**

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Nov. 21-25 | Thanksgiving Break

**December 2011**

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Dec. 5 | 80 Days  
 Dec. 19-30 | Semester Break

**January 2012**

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Jan 2 | New Years Day Holiday Observed  
 Jan. 3 | Teacher Workday  
 Jan 16 | Martin L. King, Jr. Holiday  
 Jan. 19 | 100 Days

**February 2012**

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

Feb. 16 | Early Release - Conference Day  
 Feb. 16 | 120 Days  
 Feb. 20-24 | Winter Intersession

**March 2012**

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Mar. 22 | 140 Days

**April 2012**

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

April 2-6 | Spring Intersession  
 April 26 | 160 Days





**May 2012**




S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

May 24 | Last day of School- 180 Days  
 May 25 | Post Planning Day  
 May 28 | Memorial Day (staff holiday)  
 May 29&30 | Post Planning Day

**June 2012**

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

-  First & Last Days for Students
-  Classroom Days for Students
-  Student/Staff Holidays - Schools Closed
-  New Teacher Orientation

-  Teacher Workday (Student Holiday)
-  Early Release - Conference Day
-  Pre-Planning & Post-Planning Days or Staff Develop. Days (Students not in school)

Proposed Graduation Dates are May 25 & 26  
 Snow Make-up Days: If school is cancelled due to inclement weather, make-up days may be used during intersessions.



Clayton State University — Teacher Education Programs

EVALUATION FOR \_\_\_\_\_

DATE: \_\_\_\_\_

**Common Diversity Outcomes**

This serves as a formative evaluation of the candidate's preparations for and delivery of instruction with regard to the Teacher Education Unit's diversity outcomes (#1-6) of the Department's Conceptual Framework

Most Often (4)  
Frequently (3)  
On Occasion (2)  
Rarely (1)  
Not Observed (0)

**A. Diagnosis Learning Needs-Candidate uses culturally responsive diagnosis, measurements, and assessment tools (Outcome 1)**

- Uses:
- 1. various methods to measure learning (1c)
  - 2. modification strategies to assess knowledge (1d)

**B. Plans for Student Learning-Candidate plans culturally responsive teaching and culturally responsive curriculum development (Outcome 2)**

- Plans for:
- 1. differences in knowledge and personal experiences (scaffolding) (2a)
  - 2. varied readiness (age/ability appropriate activities) (2a)
  - 3. various learning styles (verbal, visual, & active strategies) (2b)
  - 4. diverse interests (2b)
  - 5. modifications to enhance individual student learning (2d)
  - 6. instructional accommodations for specific individual learning needs (2d)

**C. Facilitates Student Learning-Candidate facilitates learning that meets the cultural/different learning styles of all learners (Outcome 3)**

- Facilitates:
- 1. clear classroom rules, procedures and behavior expectations that provide comfortable interaction among varied individuals (3a)
  - 2. cross cultural interaction and friendship (discourages any type of segregation) (3b)
  - 3. student work (individual, pair, or small cooperative groups) (3c)

**D. Demonstrates Appropriate Knowledge-Candidate is knowledgeable of multiculturalism (race, gender, class, ethnicity, special needs, religion) and socio-cultural influences on subject-specific learning (Outcome 4)**

- Demonstrates:
- 1. knowledge and tolerance regarding various perspectives/voices (4b)
  - 2. knowledge and understanding of cultural diversity in general, and students' cultural backgrounds in particular (4b)
  - 3. High order thinking through integration of concepts (4c)

The aforementioned program outcomes are the CSU Conceptual Framework Teacher Education Unit Outcomes, and they correlate with the appropriate INTASC Principles and SPAs standards.

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

\_\_\_\_\_  
Signature of Observer

\_\_\_\_\_  
Date

**TEACHER EDUCATION UNIT  
CANDIDATE DISPOSITIONS  
ASSESSMENT**



Teacher Candidate: \_\_\_\_\_ ID: \_\_\_\_\_  
 Program: \_\_\_\_\_ Date of Review: \_\_\_\_\_  
 Course Number and Title: \_\_\_\_\_

**Evaluation Scale:**  
 N/O = NOT OBSERVED; RI = RECOMMEND INTERVENTION (inappropriate student behavior worthy of serious concern in the demonstration of this disposition); 1 = UNSATISFACTORY (difficulty or inconsistency in demonstrating this disposition); 2 = ADEQUATE (demonstrates with reasonable consistency but not quite proficient); 3 = TARGET (consistent proficient demonstration of this disposition); 4 = EXCEEDS STANDARD (exceptional demonstration of this disposition well above target).

	Conceptual Framework Component One	Points
<i>A CSU teacher-candidate engages in reflective practice.</i>	Reviews, analyzes and evaluates the success of his/her decisions to improve professional competence.	
✓ Reflects regularly upon and makes changes to his/her practice.		
<i>A CSU teacher-candidate is competent.</i>	Communicates effectively in speech and in writing (e.g., uses correct articulation, uses appropriate tone, and expresses ideas clearly).	
✓ Makes curricular decisions based on researched Best Practices.		
✓ Uses technology as a means of promoting learning.		
<i>A CSU teacher-candidate is caring.</i>	Shows compassion when working with all members of the education community (e.g., students, teachers, administrators, and caregivers).	
✓ Demonstrate consideration and regard for self and others		
✓ Participates in extracurricular activities that support the educational community.		
<i>A CSU teacher-candidate is committed.</i>	Meets delegated obligations (e.g., punctual, reliable, accepts tasks, completes tasks to an commendable standard).	
✓ Shows initiative (e.g., contributes, volunteers, goes above and beyond what is expected, etc.)		
✓ Maintains professional dress and grooming appropriate for the school environment.		
✓ Demonstrates preparedness (e.g., starts class on time, prepares materials prior to lesson)		
✓ Demonstrates the behaviors of a life-long learner (e.g., actively seeks out new information about content and pedagogy).		
✓ Accepts responsibility for what occurs in his/her classroom and for other school-wide responsibilities that contribute to student learning and a safe/orderly environment.		
<i>A CSU teacher-candidate is collaborative.</i>	Interacts with others (faculty, peers, students, and parents) in a thoughtful and considerate manner.	
✓ Demonstrates a positive attitude.		
✓ Works effectively in group and team settings with other education professionals to improve the overall learning of students.		
✓ Responds positively to constructive suggestions.		
<i>A CSU teacher-candidate is culturally responsive.</i>	Studies community and cultural norms and utilizes that knowledge to communicate in a way that is culturally relevant to all students.	
✓ Creates and fosters a respectful, tolerant and healthy classroom environment that helps all children achieve success.		
✓ Strives to consistently implement transformative multicultural education pedagogy.		
✓ Seeks out, develops, and utilizes culturally-relevant curricular materials and assessments to meet the diverse needs of all students.		

Name of person completing form: \_\_\_\_\_ Title: \_\_\_\_\_

School/address: \_\_\_\_\_

Teacher candidate: \_\_\_\_\_

Date teacher candidate reviewed this form: \_\_\_\_\_



### Teacher Education Unit Outcome Observation Form

Teacher- Candidate \_\_\_\_\_ Date \_\_\_\_\_  
 Course Number \_\_\_\_\_ Instructor \_\_\_\_\_ Grade Level \_\_\_\_\_  
 School Name \_\_\_\_\_  
 Content \_\_\_\_\_

**Evaluation Scale:**

N/O = NOT OBSERVED; RI = RECOMMEND INTERVENTION (inappropriate student behavior worthy of serious concern in the demonstration of this outcome); 1 = UNSATISFACTORY (difficulty or inconsistency in demonstrating this outcome); 2 = ADEQUATE (demonstrates outcome with reasonable consistency but not quite proficient); 3 = TARGET (consistent proficient demonstration of this outcome); 4 = EXCEEDS STANDARD (exceptional demonstration of this outcome well above target).

#### TEACHER EDUCATION UNIT OUTCOME 1: Diagnoses Learning Needs (CF 1, 2, 3, 4, 5, 6)

Teacher candidate uses a variety of assessment techniques and utilizes appropriate technologies to gather information about all students and integrates this information to determine learners' strengths and areas to develop.

Criteria	Score
a. Provides materials and activities that are appropriate for all students within the classroom.	
b. Incorporates available technology that is appropriate for all students within the classroom.	
c. Draws on results of formal and informal assessments as well as knowledge of human development to identify teaching strategies and learning activities.	
d. Identifies appropriate pre-requisite skills, concepts, and vocabulary needed for learning activities.	

*Comments:*

#### TEACHER EDUCATION UNIT OUTCOME 2: Plans for Student Learning (CF 1, 2, 3, 4, 5, 6)

Teacher candidate integrates knowledge of discipline content, of the nature of diverse learners, of learning theories, of instructional strategies and of state/local curriculum guides to plan instruction.

Criteria	Score
a. Draws on the content of relevant standards/curriculum guides to present a sequential lesson of study.	
b. Makes learning objectives clear to students.	
c. Includes appropriate activities that develop objectives.	
d. Identifies and plans for individual differences, using information from Individualized Education Plan (IEPs) when needed.	
e. Identifies and plans for individual differences, using culturally relevant information.	

*Comments:*

**TEACHER EDUCATION UNIT OUTCOME 3: Facilitates Student Learning (CF 1, 2, 3, 6)**

Teacher candidate implements instructional plans with flexibility and is guided by knowledge of discipline content, of the nature of all learners, of learning theories and of instructional strategies.

Criteria	Score
a. Communicates high standards and expectations when beginning the lesson.	
b. Makes learning objectives clear to students and states essential question(s) to be answered by the end of the lesson.	
c. Uses engaging ways to begin a new unit of study or lesson.	
d. Identifies prior knowledge and experience when beginning the lesson and builds upon that knowledge throughout the lesson	
e. Communicates high standards and expectations throughout the lesson.	
f. Uses a variety of pedagogical techniques, (direct instruction, practice, Socratic dialogue, discussion, problem solving, cooperative learning, and research projects - among others).	
g. Sequences lesson to promote learning.	
h. Guides activities at an appropriate pace and facilitates smooth transitions.	
i. Uses formative assessment activities to adjust lesson when appropriate.	
j. Integrates appropriate technology into instruction.	
k. Presents accurate content at a developmentally appropriate level. (knowledge and approach to subject matter)	
l. Relates student/community-relevant examples, unexpected situations, or current events to the content.	
m. Includes content across the curriculum when appropriate.	
n. Addresses individual differences.	
o. Exhibits enthusiasm toward the subject content	
p. Stimulates and promotes higher order thinking.	
q. Utilizes an effective lesson closure.	

*Comments:*

**TEACHER EDUCATION UNIT OUTCOME 4: Demonstrates Appropriate Knowledge (CF 1, 2)**

Teacher candidate has general knowledge across a broad spectrum of liberal arts and sciences and possesses discipline specific knowledge at a level appropriate for the chosen teaching field.

Criteria	Score
a. Demonstrates knowledge of and skills in the appropriate use of the English language.	
b. Demonstrates knowledge of oral, visual, and written literacy.	
c. Demonstrates knowledge of print and non-print media and technology.	
d. Demonstrates knowledge of research theory in content area.	
e. Engages students in discussions for purposes of interpreting/evaluating ideas presented in oral, written, and visual forms.	
f. Engages students in making meaning of varied texts through personal response.	

*Comments:*

**TEACHER EDUCATION UNIT OUTCOME 5: Fosters Student Well-Being to Support Learning (CF 1, 3, 4, 5, 6)**  
 Teacher candidate interacts with diverse students, school colleagues, parents, and agencies in the larger community to foster student well-being and learning.

Criteria	Score
a. Organizes available space, materials, and/or equipment to facilitate learning.	
b. Demonstrates ability to communicate effectively with students.	
c. Establishes expectations for learner behavior, mutual respect and safety.	
d. Works to promote achievement by all students, without exception.	
e. Collaborates with colleagues to improve instruction, assessment, and student achievement.	

**Comments:**

**TEACHER EDUCATION UNIT OUTCOME 6: Assumes the Role of Professional Teacher (CF 1, 2, 3, 4, 5, 6)**  
 Teacher candidate acts in accordance with the structure, standards and responsibilities of the profession and recognizes the role of the school in supporting a democratic society.

Criteria	Score
a. Interacts with students in a caring and ethical manner.	
b. Works constructively and effectively with the entire educational community.	
c. Understands his/her legal and moral responsibilities.	
d. Applies discipline in a fair and consistent manner.	
e. Reflects critically upon his/her teaching experience and identifies areas for further professional development.	
f. Demonstrates acceptable uses of the internet and other resources.	

**Comments:**

## **Post-observation Reflection and Feedback:**

### **Questions for Intern's Reflection:**

- ❖ What are your general impressions as to the success of the lesson?
- ❖ What did you see as the overall purpose or objective of the lesson? Did you achieve this purpose?
- ❖ What evidence do you have that students understood the content you covered?
- ❖ What concerns do you have about the lesson or the classroom environment in general?
- ❖ What, if anything, will you do differently next time? Why?

### **Observer's Recommendations and Comments:**

Strengths:

Weaknesses:

Recommendations:

# Clayton State University Teacher Education Programs

## Intern Perception Form — Field Experience Record (FORM B)

*(This form is to be completed by the Intern, reviewed with Mentor, and shared with Coordinator for Educational Field Experiences.)*

<b>INTERN:</b>		<b>SCHOOL YEAR:</b>	
<b>MENTOR:</b>		<b>DATE:</b>	
<b>SCHOOL:</b>			

**SIGNIFICANT EXPERIENCES: SIGNIFICANT EXPERIENCES:** This is a continuum. Decide where your experiences fit, thus far in your internship. For example, if you have done almost no diagnosis, an X will be placed to the far left. If, in your opinion, you've been involved, but not totally, you might put an X over co-participant. This activity will help you to reflect on your progress and where you want to go from here.

<ul style="list-style-type: none"> <li>• <b>Diagnosing student learning needs: (observes)</b></li> </ul>
<p>Never <span style="margin-left: 150px;">Some</span> <span style="float: right;">Often</span></p>
<ul style="list-style-type: none"> <li>• <b>Planning for student learning: (plans lessons)</b></li> </ul>
<p>Never <span style="margin-left: 150px;">Some</span> <span style="float: right;">Often</span></p>
<ul style="list-style-type: none"> <li>• <b>Facilitating student learning: (instructs/teaches)</b></li> </ul>
<p>Never <span style="margin-left: 150px;">Some</span> <span style="float: right;">Often</span></p>
<ul style="list-style-type: none"> <li>• <b>Demonstrating appropriate knowledge: (reflects)</b></li> </ul>
<p>Never <span style="margin-left: 150px;">Some</span> <span style="float: right;">Often</span></p>
<ul style="list-style-type: none"> <li>• <b>Fostering student well-being to support learning: (evaluates)</b></li> </ul>
<p>Never <span style="margin-left: 150px;">Some</span> <span style="float: right;">Often</span></p>
<ul style="list-style-type: none"> <li>• <b>Assuming the role of professional teacher: (attends meetings, etc.)</b></li> </ul>
<p>Never <span style="margin-left: 150px;">Some</span> <span style="float: right;">Often</span></p>

Meeting goals: (previous goals)

\_\_\_\_\_

Never

Some

Often

NEW GOALS:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

CONCERNS OR ISSUES FOR FOLLOW-UP:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

GRADE: \_\_\_\_\_

A: exceeds expectations consistently (5)

C: meets minimal expectations (3)

B: meets expectations consistently (4)

D: fails to meet expectations

\_\_\_\_\_  
Mentor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Intern Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Lead Mentor Signature  
Optional

\_\_\_\_\_  
Date

\_\_\_\_\_  
Coordinator of Educational Field Experiences

\_\_\_\_\_  
Date

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

# **Intern Work Sample**

## **Directions and Scoring Rubrics: Parts I - IV**

### **Teaching and Learning Processes**

#### **Standards and Indicators**

*Revised by the PEPC Committee: CSU Arts & Sciences Teacher Education Faculty and Content Faculty: Spring 2009: Harold Banke, Frank Brandon, Debra Durden, Larnell Flannagan, Mary Hollowell, Annita Hunt, David Messer, Shayla Mitchell, Linda Nash, Mari Roberts*

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/ftp\\_pack\\_ethnicsex.entry\\_form](http://app.doe.k12.ga.us/ows-bin/owa/ftp_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	Reflection includes limited implications	Reflection does not include implications

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.
<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.

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
  - how the content relates to your instructional goal(s), understandings, and essential questions,
  - how the activity stems from your pre-assessment information and instructional context,
  - what materials/technology you will need to implement the activity,
  - how you plan to assess student learning during and/ or following the activity (i.e., formative assessment), and
  - 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)
<b>Objective(s):</b> 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.
<b>Enduring Understandings &amp; Essential Questions:</b> (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.
<b>Background Knowledge &amp; Rationale:</b> 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.
<b>Materials &amp; Description:</b> 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.
<b>Hook:</b> 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.
<b>Wrap-up &amp; Follow-up:</b> 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.
<b>Modifications/ Accommodations:</b> 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.
<b>Technological support?:</b> 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.
<b>Evaluation Procedure:</b> 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.
<b>Motivating &amp; Improving?:</b> Include evidence that you have motivated students and considered future changes. (1,	Students are especially motivated and many improvements are	Students are somewhat motivated and some improvements are	Students are not motivated and no improvements are suggested.

10%)	suggested.	suggested.	
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## 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
<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 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.

<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.

<p><b>Reflection: Insights on Effective Instruction &amp; Assessment</b></p>	<p>Candidate systematically reflects on teaching and learning to improve practice.</p>	<p>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.</p>	<p>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.</p>	<p>Provides no rationale for why some activities were more successful than others; provides no reflection on future professional performance related to insights and experiences.</p>
<p><b>Reflection: Implications for Future Teaching</b></p>	<p>Candidate systematically reflects on teaching and learning to improve practice.</p>	<p>Provides ideas for redesigning learning goals, instruction, and assessment and explains why these changes would improve student learning.</p>	<p>Provides ideas for redesigning learning goals, instruction and assessment, but offers no rationale for why these changes would improve student learning.</p>	<p>Provides no ideas or inappropriate ideas for redesigning learning goals, instruction, and assessment.</p>
<p><b>Reflection: Implications for Professional Development</b></p>	<p>Candidate systematically reflects on teaching and learning to improve practice.</p>	<p>Presents professional learning goals that clearly emerge from the insights and experiences described and provides specific steps to meet these goals.</p>	<p>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.</p>	<p>Provides no professional learning goals or goals that are not related to the insights and experiences described.</p>

## 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.

**CLAYTON STATE UNIVERSITY — DEPARTMENT OF TEACHER EDUCATION  
INTERNSHIP EXIT INTERVIEW EVALUATION FORM  
(For use with – Electronic Portfolio System)**

**Candidate Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Name of Evaluator:** \_\_\_\_\_

<b>1. Organization of Presentation</b> _____	<b>Ratings</b>	<b>20 – Exceeds Expectations 15 – Meets Expectations 10 – Below Expectations</b>
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<b>2. Professional Appearance</b> _____	<b>Ratings</b>	<b>5 – Exceeds Expectations 3 – Meets Expectations 1 – Below Expectations</b>
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<b>3. Presentation Skills (voice, facial expression, body language, correct usage)</b> _____	<b>Ratings</b>	<b>5 – Exceeds Expectations 3 – Meets Expectations 1 – Below Expectations</b>
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<b>4. Evidence of Accomplished Outcomes (Related to specifics...giving clear examples)</b> _____	<b>Ratings</b>	<b>15 – Exceeds Expectations 10 – Meets Expectations 5 – Below Expectations</b>
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<b>5. Use and Quality of Technology</b> _____	<b>Ratings</b>	<b>5 – Exceeds Expectations 3 – Meets Expectations 1 – Below Expectations</b>
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Clayton State University – Department of Teacher Education  
**Exit Interview Guidelines**  
Prepared by the  
Professional Education Program Committee

**I. In attendance**

1. Intern
2. Mentor
3. Coordinator for Educational Field Experiences
4. Content Faculty Member(s)
5. Lead Mentor (if possible)
6. Team Members (optional)
7. School Administrators (optional)

**II. Guidelines**

1. Length: Not more than 45 minutes - not less than 30 minutes.  
Must include:  
Content/Presentations (usually a PowerPoint presentation)  
10-15 minutes – Questions/Answers
2. Objective: To demonstrate how the intern has shown evidence in **attaining each of the six program outcomes** (Each program outcome should be addressed by giving (or showing) examples of how the intern has developed professionally, as well as an explanation of each outcome and of how the lesson being presented has been developed.)
3. You may elect to include a video showing your teaching style. This video may be a part of the PowerPoint. This is not required.
4. Evaluation: Through viewing the intern's presentation, the intern's explanation and discussion, are members of the group convinced that the intern has addressed each program outcome and is prepared to graduate and become certified?

**III. Exit Interview Format**

1. Introduction of those present
2. Program Introduction: (what you plan to do during the next 45 minutes.)
3. Explanation and discussion of PowerPoint presentation
4. Audience questions and comments
5. Intern answers and comments.
6. Conclusion by the Intern: General statement of year-long accomplishments and future plans