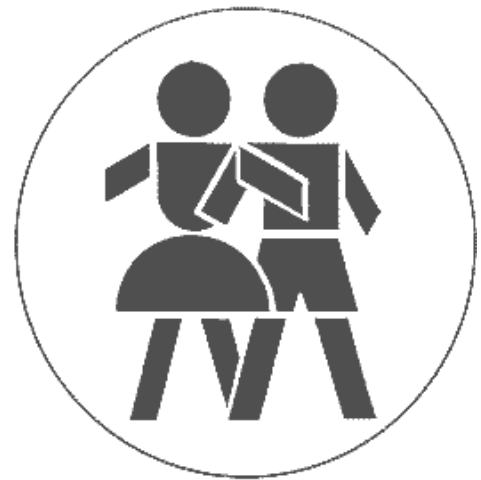


Fourth/Fifth
Grade or
Dual Fourth/
Fifth Grade &
Middle/High
Fall
Semester
2009

GEORGIA STATE UNIVERSITY
Early Childhood Education



Field Experience Handbook

GEORGIA STATE UNIVERSITY

ECE Traditional Program Handbook:
Fourth/Fifth Grade
And
ECE & EPSE Dual Certification Program
Handbook:
Fourth/Fifth Grade & Middle/High School

Welcome to the teacher education program in Early Childhood Education at Georgia State University. This undergraduate program is unique in that it represents collaboration between Georgia State University and our school partners. Each member of this partnership plays a special role in preparing effective pre-service teachers. Clinical teachers, school administrators, university faculty, and school-based faculty strive to help the intern develop essential classroom competencies. The Early Childhood Department offers interns two additional program tracks, one leading to an ESOL Endorsement and the other to a dual certification in Early Childhood and Special Education. The purpose of the field placement is to provide the intern with focused observations and instructional experiences with fourth and fifth grade students. Interns pursuing a dual certification will have additional field experiences at the middle/high school level, while those pursuing an ESOL Endorsement will have additional field experiences in an ESOL setting. This handbook will provide the clinical teacher with essential information for the field experience.

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Dear Clinical Teacher:

Thank you for participating in the traditional teacher education program in the Department of Early Childhood or in the dual certification teacher education program involving both the Department of Early Childhood and the Department of Educational Psychology and Special Education at Georgia State University. We appreciate your willingness to share your time and expertise in developing exemplary educators. GSU strives to provide a solid knowledge base of effective instruction, yet we realize that knowledge is insufficient if students cannot demonstrate competencies in real-life teaching situations. The success of our program depends upon our school partners and we value your participation in this mutual endeavor. It is from you that the interns will learn how to apply the content and pedagogy being taught in university classes as well as learn the art of teaching and the ability to make adjustments based on pupil performance.

The attached handbook provides useful information regarding suggestions and guidelines for mentoring your intern. The handbook contains the policies, procedures, and standards used to create the framework for the mentoring relationship. Your professional guidance promotes the continuous development of our students as they grow into reflective practitioners. Evaluation forms are provided for you to document ongoing feedback. Discussing expectations, concerns, and suggestions for improvement makes the partnership strong.

We recognize that hosting an intern creates additional work for you and we appreciate your willingness to go the extra mile toward the effort to train future teachers who can competently meet the educational needs of diverse groups of students. Please feel free to contact your university supervisor with any questions, comments, and/ or concerns. We are also available and willing to assist you. Open lines of communication will allow compliments as well as suggestions to flow- both are welcome. We wish you and your pupils the very best throughout this academic year.

Sincerely,

Dr. Barbara Meyers, Chair
Associate Professor
Department of Early Childhood
Education

Dr. Peggy Gallagher, Chair
Associate Professor
Department of Educational Psychology and
Special Education

Overview of Schedule

The preparation of early childhood teachers requires a blend of university instruction with focused observations and classroom experiences with young learners. Interns will receive instruction in content and methods on the GSU campus and will be placed in a fourth or fifth grade classroom for field experience. Interns pursuing a dual certification or ESOL Endorsement will have additional field experiences at the secondary level.

Field Materials

Each intern must keep a Field Notebook containing his/her lesson plans, weekly reflections and other assignments, teacher and supervisor feedback, etc. This three-ring binder should have tab dividers, one for each week of the semester placements, along with sections for performance in the field and professionalism. This notebook should be available for the university supervisor to review during observations and conferences.

Interns will use their clinical teacher's lesson plans for the early weeks of the placement and then write their own lesson plans with teacher support. See the *Internship at a Glance* requirements for the schedule of lesson planning. Interns will use the lesson plan format required by content instructors.

Field Observations Summary

Each intern in the Traditional Program will have **three scheduled scored observations in the semester in an elementary setting by a university supervisor. One additional observation in a middle/high school setting will be required for the Dual Certification Program students and one additional observation in an ESOL setting will be required for the ESOL Endorsement Program students.** Additional observations may be scheduled at the request of the university supervisor, clinical teacher, or school administrator. The purpose of these observations is to assist the intern in assessing and enhancing his or her potential for being an effective teacher. Written and verbal feedback will be given after each observation. Additionally, throughout the placement, the clinical teacher will observe lessons conducted by the intern. Feedback on these observations should be recorded on the forms (i.e., ***“Here’s How You Are Doing,”*** at least two times in each grade level) provided and kept in the intern’s field notebook. It is important that each intern understand that such feedback is given to help him/her constructively analyze the lesson. It is not given with the intent to criticize the performance in a negative manner.

However, constructive analysis does require an examination of areas for growth as well as strengths.

Each observation will be conducted for a **20-30 minute period** scheduled by the intern in cooperation with the clinical teacher. The observation time may consist of several activities and/or transitions. Sometime after the observation, the supervisor will meet with the intern for a brief conference and may meet briefly with the clinical teacher. The conference (**30-minute period**) with the intern will be scheduled sometime after the observation to provide an opportunity for the observer to give constructive feedback and for the intern to offer analysis and reflection of classroom performance. At this time the supervisor may also review and discuss with the intern their **field reflections** and other assignments included in the **Field Notebook**.

University supervisors use the **GSU Observation Feedback Form** (based on the *Georgia Framework for Teaching*) for observation and assessment of intern performance. Scores or grades for observations will be determined according to the **Georgia State University ECE BSED Observation Scoring Rubric and Observation Grading Guidelines** (enclosed).

Scheduling the Observations and Conferences

The interns are responsible for working with the **school cohort captain** (an intern volunteer at each school) and their clinical teachers to arrange a schedule of observations and conferences for the supervisor. This schedule, along with a school map, should be left at the designated sign-in sheet area on the observation day. The schedule must list the intern's name, teacher's name, room number, time of observation, and time and location for the conference. ***A copy of the schedule must be emailed to the supervisor at least two days prior to the observation day.*** Other responsibilities of the school cohort captain include: checking email daily, having a system for contacting each intern in his/her school to relay time-sensitive messages, and communicating any schedule changes promptly to all interns and to the university supervisor. All cohort interns are responsible for relaying observation/conference schedule changes to the school captain in a courteous and timely manner. It is expected that interns will work cooperatively with their clinical teacher and be flexible with each other in selecting observation/conference times.

The Observation

On the day of the observation, the typed lesson plan and Field Notebook should be placed on a designated chair for the supervisor to review prior to the beginning of the lesson. Feel free to attach any notes that may be needed to explain special circumstances which may affect the lesson outcome. In addition, it is the intern's

responsibility to bring the Field Notebook to the conference with all required assignments for each week.

It is in the best interest of the intern to have taught one or two lessons prior to the observation date, if possible. Interns should take the opportunity to plan and teach small or large group lessons as often as the classroom teacher will allow and reflect on any feedback to improve teaching skills.

The university supervisor and teacher can talk informally the day of the observation if convenient for the clinical teacher. If it is not a convenient time, the teacher can request the supervisor call or email later in the day to discuss the intern's progress and any special issues or concerns. Continued communication between the university supervisor and clinical teacher is an important key to the intern's success.

The Conference

A conference (typically 30 minutes) will be scheduled sometime following the observation to provide the intern with constructive feedback from the supervisor and a copy of the completed GSU Observation Form. These are typically held in the media center. The intern should be prepared to reflect briefly on the lesson strengths and areas of need. The supervisor may also discuss the weekly requirements and reflections in the field log, and the intern is responsible for bringing the Field Notebook to each conference.

Supervisors will be on a tight schedule due to time considerations for getting to other schools to conduct other observations. If additional time is needed beyond the time allotted to discuss the lesson or other concerns, interns or supervisors may request an appointment at a later date and time.

Tips & Guidelines for the Clinical Teacher

1. Instructional Expectations of Interns

Our intention is that our interns will assist and support the clinical teacher in the classroom as they learn to become more effective teachers. Interns will be expected to implement instructional activities assigned by course instructors and clinical teachers during their time in the schools. Interns can:

- observe children's development and individual patterns of learning and behavior.
- observe the teacher's modeling of small group and large group instruction.
- implement transitions (e.g., pattern clapping, songs) and routines (e.g., morning meetings, taking roll).
- plan and implement brief lessons (reading, math, science, social studies, and integrated).
- teach from their clinical teacher's lesson plans.
- work with individual students, small groups, and large groups.
- other?

It is the responsibility of the intern to give plenty of advance notice to the classroom teacher of any intern assignments that will require special scheduling, use of materials, or student grouping (i.e., PTLs or Planning, Teaching, Learning Sample).

Interns must always work under the supervision of a clinical teacher assigned by the school/center director. We appreciate suggestions from the clinical teacher in defining ways the interns can be of specific help to the teacher and the students. During grade-level and faculty meetings, interns will work in the classroom or media center unless invited as a group to attend. Interns will attend teacher workdays that fall on field days.

2. Classroom Management

Interns need support and guidance in learning appropriate, positive discipline and guidance techniques. Clinical teachers can help interns gain confidence about carrying out discipline in the classroom by:

- reviewing the rules, rewards, and consequences of your classroom management plan.
- educating interns about the correct ways to direct children who are misbehaving.
- supporting an intern's use of appropriate techniques by praising their efforts and pointing out the situations which were handled well.
- allowing interns to feel like an "equal partner" in carrying out established standards.

3. Daily Oral Feedback

The interns have been advised to request from the clinical teacher daily feedback about their interactions and activities with the children. **THIS IS THE MOST IMPORTANT TASK OF THE CLINICAL TEACHER.** Following is a list of examples of types of feedback the interns need to receive:

- "You handled Johnny's inappropriate behavior very well – your tone of voice was stern, but patient."
- "I need you to arrive on time everyday. Sometimes I'm not sure when you'll be here."
- "Your materials are bright and colorful, but you need to laminate them before you use them with the children."
- "That activity was planned perfectly. You had just the right amount of materials laid out and the children knew exactly what to do."
- "You need to move around the room more. You're spending too much time in one place."

If the clinical teacher is unable to provide on-going feedback because of the activity level or time constraints in the classroom, it is recommended that the intern and the clinical teacher arrange to have a conference occasionally at a time that is convenient for both of them.

4. Written Feedback

Written evaluation forms are provided for the clinical teacher to give honest, constructive feedback regarding the intern's classroom performance. Please note: The assessment the intern receives from the clinical teacher is taken seriously and is part of the intern's field grade. A deduction of overall points from his/her course grade may result when interns do not conduct themselves according to professional expectations of the school or the ECE program.

- **“Here's How You're Doing”** This form gives feedback to the intern about instruction and behavior management in the classroom. **(Complete at least 2 forms; interns will place these forms in their Field Notebook.)**
- **Summary of Professional Growth Checklist** This form provides an assessment of the intern's overall performance in the classroom at the end of the field placement.

Field Placement Policies

Interns will be expected to attend and participate fully in the instructional activities of the classroom, although each will come with varying abilities and experiences with children. **This is their third semester in the program. They will not be student teaching until their fourth semester.** Although many of the interns are very capable, the **intern MAY NOT fill in as a substitute teacher for the clinical teacher or the paraprofessional.** Similarly, the **intern MAY NOT be left alone with the children.** Another qualified adult must be present with the children in the classroom, cafeteria, auditorium, and/or playground.

The interns are expected to exhibit professional behavior at all times, assisting in classroom activities that the clinical teachers and university/school-based faculty deem appropriate. **Interns are expected to be punctual.** The intern must call the teacher or school and the university supervisor to notify them of their absence. Excessive tardiness or absences will result in a deduction of points from the ECE 3663 or EXC 4570 and field professionalism grades. A departmental review committee will consider extended absences due to illness or other emergencies. **Any time (tardies or absences) missed at the school must be made up during the current placement by arrangement with the clinical teacher.** The clinical teacher is asked to record late arrivals and absences as well as made-up time on the **Summary of Professional Growth Checklist.**

The most important qualities that EVERY intern should exhibit are a **good attitude** and an **enthusiasm** about teaching. All interns should display a **willingness to learn** and the energy to be an **efficient and trustworthy** assistant in the classroom.

As a member of a school community, interns are expected to display professional behaviors and dispositions. These qualities are outlined in the ECE Program Field Handbook. **Failure to demonstrate professionalism in these ways may be reflected in points deducted from ECE 3663 or EXC 4570 and field professionalism grades.** Interns will be given every opportunity to improve their field performance with the support of numerous school and university resources. However, when concerns are identified, interns will be notified through the use of the ECE Notification and Documentation Form (N/D) and conference. See the Departmental Policy and Procedures Regarding Student Performance enclosed in this handbook.

The interns are responsible for keeping the clinical teacher informed of all assignments requiring the clinical teacher's assistance. **It is the intern's responsibility to submit written lesson plans and all other materials for approval at least two days prior to implementation in the classroom.** Interns may email lesson plans to the clinical

teacher for feedback and approval if this is agreeable to the teacher. The selection of lesson themes, materials, and activities by the intern must conform to the standards set by the clinical teacher, instructor, or university supervisor.

Each school will have an assigned university supervisor. The university supervisor is always available by email or phone to address any concerns or questions. **Please refer to the specific contact information for the GSU supervisor provided at the orientation.** The Early Childhood Education Department's general phone number is 404-413-8020. Please feel free to contact the supervisor assigned to your school as often as needed regarding field concerns.

ECE Departmental Policy and Procedures Regarding Field-Based Performance

Notification and documentation of field-based performance concerns

- Students will be notified of concerns through conferences with the clinical teacher, university supervisor, and/or school administrator, as is appropriate. When necessary, the university supervisor/instructor will inform the student of concerns using the ECE Notification and Documentation Form (N/D) and conference.
- A student who receives an N/D form will be required to provide proof of remediation as identified in the Action Plan section of the form. Failure to comply with the remediation requirements set forth in the N/D form may result in removal from the program. ECE supervisors/instructors will periodically monitor each student's progress in meeting the intentions and goals of the Action Plan.

Removal from field placement/Earned Grade of "F" /Dismissal from B.S.Ed. Degree Program

- ECE supervisors/instructors, in consultation with local school administrators and clinical teachers, have the authority to remove a student from a classroom placement if the student's performance/behavior constitutes a detriment to the children in the class or to the professional standards of the local school or the the professional Code of Ethics for Educators in Georgia.
- If removal from the field placement is necessary, the student's unsatisfactory performance will result in a grade of "F" for the course (2009-2010 GSU Undergraduate Catalog pg. 115) and may result in the student's dismissal from the program.
- The decision to dismiss a student from the ECE B.S.Ed. Program is determined by a department review panel consisting of at least two program faculty members and the ECE BSED Program Coordinator and Department Chair. Panel members will review the student's record.

Practicum II (ECE 3662) enrollment requirements

- B.S.Ed. Program students must earn a grade of “C” or higher in ECE 3661 and Block I ECE prefix course work to be authorized for ECE 3662.

Practicum III (ECE 3663) enrollment requirements

- B.S.Ed. Program students must earn a grade of “C” or higher in ECE 3662 and Block II ECE prefix course work to be authorized for ECE 3663.

Student teaching enrollment and graduation requirements

- B.S.Ed. Program students must earn a grade of “B” or higher in ECE 3663 or EXC 4570 and complete all course work in the major with a grade of “C” or higher to be authorized for ECE 4661 Student Teaching and EXC 4671 (Dual Certification Program students). The following courses, if needed, may be taken along with ECE 4661: EXC 4590 (Dual Certification Program students) and ECE 3250 (ESOL Endorsement Program students).
- To pass Student Teaching, B.S.Ed. Program students must earn a grade of “C” or higher in ECE 4661, earn a grade of “C” or higher during the “Role Reversal” period, and meet all requirements outlined in the Student Teaching Manual. A student earning a grade below a “C” may request a performance review by a department review panel.
- Students may only fail ECE 4661 one time and students who fail to pass ECE 4661 a second time, will be dismissed from the ECE B.S.Ed. Program.
- To graduate from Georgia State University, B.S.Ed. Program students must meet all program requirements which include passing scores on the GACE Content Assessments (Tests 001 and 002 in Early Childhood Education, Traditional and Dual Certification Program students; Tests 081 and 082 in Special Education, Dual Certification Program students).

Appeal Process

- Georgia State University students have the right to appeal decisions regarding their course/ field-based performance in the ECE B.S.Ed. Program. Refer to the GSU website for the instructions for completing the *Student Petition for Waiver or Variance*.

Obligation to Report Criminal Charges

- If you are charged with a crime (other than a minor traffic offense or ordination violation) after the Criminal Background Check required for admission to the COE, you must report having been charged to the Coordinator of the BSED Program within 72 hours of becoming aware of such charge.

Professionalism Guidelines for Interns

As a Georgia State University pre-service teacher, it is expected and required that the intern demonstrate professionalism in the ways described below. If problems are identified in any of these areas, the intern will be notified and expected to demonstrate marked improvement as the semester progresses. **Failure to demonstrate professionalism in these ways may result in a deduction in the final grade for the course.**

The intern's professionalism in this program is determined by the following descriptors (applicable in both courses and field experiences):

1. **Dependability and Reliability** - shows responsible attendance; arrives punctually and remains for entire time; completes assignments on time and is organized and prepared.
2. **Respect** – shows respect towards others (peers, instructors, speakers, etc.); deals with frustrations, problems, and differences in opinion that are inherent in any learning environment in mature ways.
3. **Commitment** – takes assignments seriously; demonstrates a commitment to learning and children rather than just completing assignments for a grade; perseveres when faced with challenges.
4. **Responsiveness** – seeks and values constructive feedback from others; utilizes suggestions for improvement; continuously self-assesses own development and works toward improvement; relates well to others.
5. **Collaboration** – helps create positive relationships in the classroom; participates in the learning process by sharing diverse experiences and perspectives; is an active member of the learning community; keeps a sense of humor.
6. **Open-Mindedness** – demonstrates a willingness to be flexible when dealing with uncertainty and complexity of educational issues; asks insightful questions.
7. **Knowledgeable** – is aware of current educational issues; models and facilitates reflective and critical thinking; is developing the knowledge and ability to engage children in developmentally and appropriate

- learning events; demonstrates effective written and oral communication.
8. **Confidentiality** – reflects on information about children and specific anecdotes in confidential and respectful ways; shares this information only with those who need to know.
 9. **Academic Honesty** – takes responsibility for producing independent work when required; credits others' work in appropriate ways (see Georgia State University Policy on Academic Honesty).
 10. **Communication** – maintains communication with instructors and clinical teachers about progress toward goals.

Tort Liability Coverage (Reminder)

It is the intern's responsibility to maintain tort liability coverage during the entire time as a GSU student in the Department of Early Childhood Education. This is for the intern's protection and is part of being a professional educator. Proof of coverage must be presented to the GSU supervisor in order to continue the field placement.

INTASC Standards

Interstate New Teacher Assessment and Support Consortium

(Purpose: INTASC Standards will be used when creating Professional Portfolios.)

Standard One: Knowledge of Subject Matter

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Standard Two: Knowledge of Human Development and Learning

The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.

Standard Three: Adapting Instruction for Individual Needs

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Standard Four: Multiple Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Standard Five: Classroom Motivation and Management

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard Six: Communication Skills

The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

*Standard Seven: **Instructional Planning Skills***

The teacher plans instruction based on knowledge of subject matter, students, the community, and curriculum goals.

*Standard Eight: **Assessment of Student Learning***

The teacher understands and uses formal and informal assessment strategies to ensure the continuous intellectual, social, and physical development of the learner.

*Standard Nine: **Professional Commitment and Responsibility***

The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks opportunities to grow professionally.

*Standard Ten: **Partnerships***

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Georgia Systemic Teacher Education Program: Georgia Framework for Teaching Standards

GA-GSTEP.1

GSTEP PRINCIPLE I. CONTENT AND CURRICULUM: Teachers demonstrate a strong knowledge of content area(s) appropriate for their certification levels.

GA-GSTEP.1.A

> demonstrate knowledge of content, major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the subject(s) they teach.

GA-GSTEP.1.B

> understand and use subject-specific content and pedagogical content knowledge (how to teach their subjects) that is appropriate for diverse learners they teach.

GA-GSTEP.1.C

> stay current in their subject areas as engaged learners and/or performers in their fields.

GA-GSTEP.1.D

> relate content area(s) to other subject areas and see connections to everyday life.

GA-GSTEP.1.E

> carefully select and use a wide variety of resources, including available technology, to deepen their own knowledge in the content area(s).

GA-GSTEP.1.F

> interpret and construct school curriculum that reflects state and national content area standards.

GA-GSTEP.2

GSTEP PRINCIPLE II. KNOWLEDGE OF STUDENTS AND THEIR LEARNING: Teachers support the intellectual, social, physical, and personal development of all students.

GA-GSTEP.2.A

> believe that all children can learn at high levels and hold high expectations for all.

GA-GSTEP.2.B

> understand how learning occurs in general and in the content areas (e.g., how diverse learners construct knowledge, acquire skills, and develop habits of mind).

GA-GSTEP.2.C

> are sensitive, alert, and responsive to all aspects of a child's well-being.

GA-GSTEP.2.D

> understand how factors in environments inside and outside of school may influence students' lives and learning.

GA-GSTEP.2.E

> are informed about and adapt their work based on students' stages of development, multiple intelligences, learning styles, and areas of exceptionality.

GA-GSTEP.2.F

> establish respectful and productive relationships with families and seek to develop cooperative partnerships in support of student learning and well-being.

GA-GSTEP.3

GSTEP PRINCIPLE III. LEARNING ENVIRONMENTS: Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

GA-GSTEP.3.A

> create a learning community in which students assume responsibility, participate in decision-making, and work both collaboratively and independently.

GA-GSTEP.3.B

> organize, allocate, and manage time, space, activities, technology and other resources to provide active and equitable engagement of diverse students in productive tasks.

GA-GSTEP.3.C

> understand and implement effective classroom management.

GA-GSTEP.3.D

> recognize the value of and use knowledge about human motivation and behavior

GA-GSTEP.3.E

> to develop strategies for organizing and supporting student learning.

GA-GSTEP.3.F

> are sensitive to and use knowledge of students' unique cultures, experiences, and communities to sustain a culturally responsive classroom.

GA-GSTEP.3.G

> access school, district, and community resources in order to foster students' learning and well-being.

GA-GSTEP.3.H

> use effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

GA-GSTEP.4

GSTEP PRINCIPLE IV. ASSESSMENT: Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.

GA-GSTEP.4.A

> understand measurement theory and the characteristics, uses, and issues of different types of assessment.

GA-GSTEP.4.B

> use preassessment data to select or design clear, significant, varied and appropriate student learning goals.

GA-GSTEP.4.C

> choose, develop, and use classroom-based assessment methods appropriate for instructional decisions.

GA-GSTEP.4.D

> involve learners in self-assessment, helping them become aware of their strengths and needs and encouraging them to set personal goals for learning.

GA-GSTEP.4.E

> develop and use valid, equitable grading procedures based on student learning.

GA-GSTEP.4.F

> use assessment data to communicate student progress knowledgeably and responsibly to students, parents, and other school personnel.

GA-GSTEP.4.G

> use resources, including available technology, to keep accurate and up-to-date records of student work, behavior, and accomplishments.

GA-GSTEP.4.H

> are committed to using assessment to identify student strengths and needs and promote student growth.

GA-GSTEP.5

GSTEP PRINCIPLE V. PLANNING AND INSTRUCTION: Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessments.

GA-GSTEP.5.A

> articulate clear and defensible rationales for their choices of curriculum materials and instructional strategies.

GA-GSTEP.5.B

> plan and carry out instruction based upon knowledge of content standards, curriculum, students, learning environments, and assessment.

GA-GSTEP.5.C

> understand and use a variety of instructional strategies appropriately to maintain student engagement and support the learning of all students.

GA-GSTEP.5.D

> monitor and adjust strategies in response to learner feedback.

GA-GSTEP.5.E

> vary their roles in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of students.

GA-GSTEP.5.F

> use appropriate resources, materials, and technology to enhance instruction for diverse learners.

GA-GSTEP.5.G

> value and engage in planning as a collegial activity.

GA-GSTEP.6

GSTEP PRINCIPLE VI. PROFESSIONALISM: Teachers recognize, participate in, and contribute to teaching as a profession

GA-GSTEP.6.A

> continually examine and extend their knowledge of the history, ethics, politics, knowledge of the history, ethics, politics, organization, and practices of education.

GA-GSTEP.6.B

> understand and implement laws related to rights and responsibilities of students, educators, and families.

GA-GSTEP.6.C

> follow established codes of professional conduct, including school and district policies.

GA-GSTEP.6.D

> systematically reflect on teaching and learning to improve their own practice.

GA-GSTEP.6.E

> seek opportunities to learn based upon reflection, input from others, and career goals.

GA-GSTEP.6.F

> advocate for curriculum, instruction, learning environments, and opportunities that support the diverse needs of and high expectations for all students.

GA-GSTEP.6.G

> assume leadership and support roles as part of a school team.

CEC Content Standards: *Council for Exceptional Children*

(Note: CEC Standards will be used when creating Professional Portfolios.)

Standard One: Foundations

Special educators understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and society.

Standard Two: Development and Characteristics of Learners

Special educators know and demonstrate respect for their students first as unique human beings. Special educators understand the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs (ELN)¹. Moreover, special educators understand how exceptional conditions can interact with the domains of human development and they use this knowledge to respond to the varying abilities and behaviors of individual's with ELN. Special educators understand how the experiences of individuals with ELN can impact families, as well as the individual's ability to learn, interact socially, and live as fulfilled contributing members of the community.

Standard Three: Individual Learning Differences

Special educators understand the effects that an exceptional condition² can have on an individual's learning in school and throughout life. Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community. Moreover, special educators are active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual's exceptional condition to impact the individual's academic and social abilities, attitudes, values, interests, and career options. The understanding of these learning differences and their possible interactions provide the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with ELN.

*Standard Four: **Instructional Strategies***

Special educators possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with ELN. Special educators select, adapt, and use these instructional strategies to promote challenging learning results in general and special curricula³ and to appropriately modify learning environments for individuals with ELN. They enhance the learning of critical thinking, problem solving, and performance skills of individuals with ELN, and increase their self-awareness, self-management, self-control, self-reliance, and self-esteem. Moreover, special educators emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the lifespan.

*Standard Five: **Learning Environments and Social Interactions***

Special educators actively create learning environments for individuals with ELN that foster cultural understanding, safety and emotional well being, positive social interactions, and active engagement of individuals with ELN. In addition, special educators foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world. Special educators shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with ELN. Special educators help their general education colleagues integrate individuals with ELN in regular environments and engage them in meaningful learning activities and interactions. Special educators use direct motivational and instructional interventions with individuals with ELN to teach them to respond effectively to current expectations. When necessary, special educators can safely intervene with individuals with ELN in crisis. Special educators coordinate all these efforts and provide guidance and direction to paraeducators and others, such as classroom volunteers and tutors.

*Standard Six: **Language***

Special educators understand typical and atypical language development and the ways in which exceptional conditions can interact with an individual's experience with and use of language. Special educators use individualized strategies to enhance language development and teach communication skills to individuals with ELN. Special educators are familiar with augmentative, alternative, and assistive technologies to support and enhance communication of individuals with exceptional needs. Special educators match their communication methods to an individual's language proficiency and cultural and linguistic differences. Special educators provide effective language models, and they use communication strategies and resources to facilitate understanding of subject matter for individuals with ELN whose primary language is not English.

Standard Seven: Instructional Planning

Individualized decision-making and instruction is at the center of special education practice. Special educators develop long-range individualized instructional plans anchored in both general and special curricula. In addition, special educators systematically translate these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual's abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Individualized instructional plans emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual's exceptional condition, guides the special educator's selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are modified based on ongoing analysis of the individual's learning progress. Moreover, special educators facilitate this instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. Special educators also develop a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts. Special educators are comfortable using appropriate technologies to support instructional planning and individualized instruction.

Standard Eight: Assessment

Assessment is integral to the decision-making and teaching of special educators and special educators use multiple types of assessment information for a variety of educational decisions. Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress. Special educators understand the legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with ELN, including those from culturally and linguistically diverse backgrounds. Special educators understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the appropriate use and limitations of various types of assessments. Special educators collaborate with families and other colleagues to assure non-biased, meaningful assessments and decision-making. Special educators conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with ELN. Special educators use assessment information to identify supports and adaptations required for individuals with ELN to access the general curriculum and to participate in school, system, and statewide assessment programs. Special educators regularly monitor the progress of individuals with ELN in general and special curricula. Special educators use appropriate technologies to support their assessments.

Standard Nine: Professional and Ethical Practice

Special educators are guided by the profession's ethical and professional practice standards. Special educators practice in multiple roles and complex situations across wide age and developmental ranges. Their practice requires ongoing attention to legal matters along with serious professional and ethical considerations. Special educators engage in professional activities and participate in learning communities that benefit individuals with ELN, their families, colleagues, and their own professional growth. Special educators view themselves as lifelong learners and regularly reflect on and adjust their practice. Special educators are aware of how their own and others attitudes, behaviors, and ways of communicating can influence their practice. Special educators understand that culture and language can interact with exceptionalities, and are sensitive to the many aspects of diversity of individuals with ELN and their families. Special educators actively plan and engage in activities that foster their professional growth and keep them current with evidence-based best practices. Special educators know their own limits of practice and practice within them.

Standard Ten: Collaboration

Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways. This collaboration assures that the needs of individuals with ELN are addressed throughout schooling. Moreover, special educators embrace their special role as advocate for individuals with ELN. Special educators promote and advocate the learning and well being of individuals with ELN across a wide range of settings and a range of different learning experiences. Special educators are viewed as specialists by a myriad of people who actively seek their collaboration to effectively include and teach individuals with ELN. Special educators are a resource to their colleagues in understanding the laws and policies relevant to Individuals with ELN. Special educators use collaboration to facilitate the successful transitions of individuals with ELN across settings and services.

Adapted From:

http://education.uncc.edu/eportfolio/documents/word_files/Standards/CE_C_standards.htm

"HERE'S HOW YOU'RE DOING"

Please give honest, constructive feedback concerning appearance, friendliness, enthusiasm, promptness, response to students, classroom management, organization, initiative, etc. Then, discuss your comments with the intern. This information will help the intern grow as a teacher.

Strengths ☺	Areas for Growth ✍

Intern: _____

School: _____

Date: _____ Clinical Teacher: _____
(please print name)

Intern Name _____ Semester _____

SUMMARY OF PROFESSIONAL GROWTH CHECKLIST*

(To be complete by classroom teacher)

*Each dimension below is correlated to (INTASC) professional standards that are the foundation of the Early Childhood Education program at Georgia State University or to the Georgia Teacher Duties and Responsibilities Instrument (GTDRI).

	Never Demonstrates	Seldom Demonstrates	Demonstrates Some of the Time	Demonstrates Most of the Time	Consistently Demonstrates
I. COMMUNICATION (INTASC #6; GTDRI # C.1)					
A. Written Communication (models correct use of language, spelling, grammar, etc.)					
B. Oral Communication (models correct oral language usage, grammar, tone of voice, pace)					
II. INSTRUCTION					
A. Knowledge of Content (INTASC #1; GTDRI #C.2) (demonstrates appropriate knowledge in all curriculum areas assigned to teach; makes subject matter meaningful)					
B. Knowledge of Teaching and the Learner (INTASC #2, 3, 7) (understands how students develop and learn; creates instructional opportunities adapted to diverse learners; relates learning to students' cultures, experiences, and curriculum goals)					
C. Assessment and Encouragement of Student Progress (INTASC #4, 8) (uses a variety of instructional strategies to promote higher-level learning; adjusts teaching strategies based on student feedback; uses a variety of assessment techniques to evaluate student progress)					
D. Management of the Learning Environment (INTASC #5) (understands human motivation and behavior; creates a positive learning community; actively engages students; effectively manages students, time, and resources)					
III. PROFESSIONALISM					
A. Reflective/ Responsiveness to Supervisory Feedback (INTASC #9) (self-reflects; uses feedback from university supervisor, clinical teacher, building administrator)					
B. Interpersonal Skills with Adults (INTASC #9; GTDRI #A.5) (manners; respectfulness)					
C. Interpersonal Skills with Children (INTASC #5, 6; GTDRI #A.1) (interacts professionally; promotes self esteem and positive social interaction)					
D. Initiative and Resourcefulness (INTASC #9, 10) (self-starter; willingly carries out duties without prompts; uses various resources to enhance instruction)					
E. Dependability and Reliability (GTDRI # B.3) (punctuality; attendance; preparedness; adheres to school policies)					

Attendance: No. of days absent _____ No. of days tardy/early departure _____

No. of days made up _____

Clinical Teacher's Signature/Date _____ Grade Level _____

Georgia State University ECE BSED MASTER Observation Scoring Rubric Based on the Georgia Framework for Teaching

Levels: P=Proficient, A=Achieving, D=Developing, E=Emerging, B=Beginning

Level 4=Student Teaching or Semester IV, Level 3=Semester III, Level 2=Semester II, Level 1=Semester I

Domain 1 – Content and Curriculum					
INDICATOR	Proficient 4	Achieving 3	Developing 2	Emerging 1	Beginning
1. Demonstrates and uses accurate content and pedagogical knowledge that is appropriate for observed learner needs (1.1.2, 1.2.2, 1.6.2)	Demonstrates insightful understanding of content, concepts AND pedagogical knowledge, beyond what is needed to teach the lesson. Lesson correlates with state and local standards (objectives).	Demonstrates sufficient understanding of content, concepts and pedagogical knowledge to effectively teach the lesson. Lesson correlates with state and local standards (objectives).	Demonstrates general knowledge of major concepts in content areas. Demonstrates some understanding of pedagogical knowledge. Lesson refers to state and local standards (objectives).	Demonstrates some knowledge of major concepts in assigned content areas. Demonstrates a beginning awareness of pedagogical knowledge. Lesson may or may not refer to state or local standards (objectives).	Demonstrates minimal knowledge of major concepts and pedagogical knowledge. Objectives do not correlate with state or local standards
2. Connects content to students' prior knowledge, everyday lives and/or other areas of curriculum (1.4.2, 1.4.3)	Creates connections to student's prior knowledge and the following: 1) previous lessons, 2) everyday experiences, 3) more than one content area in substantive ways	Creates connections to student's prior knowledge and two or more of the following: 1) previous lessons, 2) everyday experiences, 3) more than one content area	Creates connections to student's prior knowledge and one or more of the following: 1) previous lessons, 2) everyday experiences, 3) more than one content area in general ways.	Attempts to create connections to students' prior knowledge, previous lessons OR everyday experiences. Connections may be superficial.	Ineffective or no attempts made to connect to previous lessons, students' prior knowledge, or everyday experiences.
3. Uses multiple resources to learn more about content area(s) and as guides to teaching and learning (1.5.3)	Uses multiple resources (curriculum guides, books, technology, etc.) to learn more about content area(s) and as an effective guide to teaching and learning.	Uses one or more resources (curriculum guides, books, technology, etc.) to learn more about content area(s) and as guides to teaching and learning.	Uses at least one resource (curriculum guides, books, technology, etc.) to learn more about content area(s). Attempts to use as a guide to teaching and learning.	Some attempt made to use a resource to learn more about content.	Little/no attempt made to use resources (curriculum guides, books, technology, etc.) to learn more about content area(s).
Domain 2 – Knowledge of Students					
INDICATOR	Proficient 4	Achieving 3	Developing 2	Emerging 1	Beginning
1. Utilizes students' identified needs to create developmentally appropriate lessons and to increase student achievement (2.3.3)	There is strong evidence that the amount, organization and nature of content are developmentally appropriate and meaningful to students.	Clear evidence that the amount AND nature of content is developmentally appropriate for students.	Some evidence that the amount AND nature of content is developmentally appropriate for students.	Some evidence that the amount OR nature of lesson content is developmentally appropriate for students.	No evidence of planning with the developmental needs of students in mind.
2. Develops and uses a variety of strategies to accommodate individual student needs (2.5.2)	Plans for and implements instruction that is accessible to individual learners with varying abilities and interests.	Plans for and implements instruction that is generally accessible to individual learners with varying abilities and interests.	A plan for instruction that is accessible to individual learners with varying abilities and interests exists and some attempt is made to implement it.	A general plan for instruction that is accessible to individual learners may exist but it is poorly implemented.	A plan for instruction that is accessible to individual learners does not exist.
3. Plans and adapts instruction to be sensitive to students' diverse backgrounds, cultures, or linguistic needs (2.5.2)	Makes innovative use of students' diverse backgrounds, cultures, or linguistic skills in planning and delivering lessons.	Plans and implements instruction that attends to students' diverse backgrounds, cultures, or linguistic skills.	Makes plans to adapt instruction to be sensitive to students' diverse backgrounds, cultures or linguistic needs. Plan could use strengthening upon implementation.	Makes plans to adapt instruction to be sensitive to students' diverse backgrounds, cultures or linguistic needs. Plan may not be implemented.	No evidence of instruction that is sensitive to students' diverse backgrounds, cultures, or linguistic needs.
Domain 3 – Learning Environments					
INDICATOR	Proficient 4	Achieving 3	Developing 2	Emerging 1	Beginning
1. Appropriately uses time, space, activities, and other resources (e.g., library, computer lab, community resources, etc.) (3.2.2)	Lesson is well paced and teacher makes efficient and effective use of space, activities, and other resources.	Lesson is generally well paced (i.e., may need minor adjustment) and teacher makes adequate use of space, activities, and/or other resources.	Lesson pacing needs adjustment. Teacher makes adequate use of space, activities, and/or other resources.	Lesson pacing needs significant adjustment. Teacher needs to more adequately use space, activities, and/or other resources.	Does not pace lesson effectively. Minimal use of space, activities, and/or other resources.
2. Uses effective management strategies to engage and motivate students in purposeful learning activities (3.4.2)	Shows exceptional skill in choosing and using management strategies that help all students be in control of themselves and engaged in learning.	Establishes and follows effective management strategies so that students are engaged in learning throughout the lesson.	Uses positive management strategies. Most students are somewhat engaged in learning throughout the lesson.	Attempts to use some positive management strategies. Engagement varies for most students.	Does not utilize positive management strategies.
3. Provides opportunities for successful collaborative and independent learning (3.1.2)	Smoothly and effectively uses instructional strategies that include both collaborative and independent learning.	Uses instructional strategies that include collaborative OR independent learning and results are effective.	Uses collaborative or independent learning strategies and results are somewhat effective.	Attempts to use collaborative or independent learning strategies but results are ineffective or inconsistent.	Does not utilize collaborative or independent learning opportunities.

4. Establishes a positive learning climate where individual differences are respected in a culturally responsive classroom (3.5.2)	Teacher provides a nurturing, culturally responsive environment where students respect, support, accept, and benefit from one another.	Teacher is supportive and responsive toward students and accepting of differences. Creates a supportive classroom.	Teacher is generally supportive and responsive toward students most of the time.	Teacher is sometimes supportive and responsive. Attempts to create a supportive classroom but results are inconsistent.	Teacher is not particularly supportive or responsive. Does not create a supportive classroom climate.
5. Incorporates verbal, nonverbal and media communication techniques to support learning-based interactions in the classroom or to increase student achievement (3.7.1, 3.7.2)	Uses strong verbal, nonverbal, and media communication techniques, as appropriate, to support learning-based interactions in the classroom or to increase student achievement.	Uses verbal, nonverbal, and media communication techniques, as appropriate, to support learning-based interactions in the classroom.	Uses verbal and nonverbal communication techniques, as appropriate, to support learning-based interactions in the classroom. Less effective incorporation of media communication techniques.	Verbal, non verbal or media communication techniques could be strengthened in order to support learning based-interactions.	Verbal and nonverbal communication techniques are ineffective for supporting learning-based interactions in the classroom.
Domain 4 – Assessment					
INDICATOR	Proficient 4	Achieving 3	Developing 2	Emerging 1	Beginning
1. Uses varied assessment techniques to identify students' strengths, needs, and learning processes (4.1.2, 4.8.2)	Uses varied assessment techniques to correctly assess student knowledge and understanding of lesson content.	Employs one assessment technique correctly to identify all students' knowledge of lesson content.	Employs one assessment technique and gains a basic understanding of some students' knowledge of lesson content (i.e., questioning, anecdotal notes).	Designs an effective assessment but implementation needs improvement	Designs and/or implements an assessment that does not measure student learning.
2. Monitors, documents and records student progress for instructional decision making (4.3.2, 4.7.1)	Student progress is monitored, effectively documented, and informs future instruction. Records inform instruction.	Assessments are implemented, records kept, but records do not inform future instruction.	Assessments are implemented but minimal records are kept.	Assessment implemented but no records are kept.	Does not assess or keep records
3. Involves learners in self-assessment and personal goal setting to increase student achievement (4.4.2)	Gives students the opportunity to improve performance by teaching them to self evaluate their work and effort.	Gives students the opportunity to evaluate their own work OR effort consistently. Information may or may not be used.	Plans for self-assessment but may or may not implement plan regularly.	Plans for self-assessment but does not implement plan.	Does not use self-assessment strategies.
Domain 5 – Planning & Instruction					
INDICATOR	Proficient 4	Achieving 3	Developing 2	Emerging 1	Beginning
1. Clearly identifies, addresses, and aligns objectives/essential questions with lesson procedures and assessments (5.2.2)	Objectives or essential questions are clearly identified, addressed, and match lesson procedures. Objectives and procedures correctly align with assessments.	Objectives or essential questions are identified by teacher/student and generally match lesson procedures and align with assessments.	Objectives are defined but not clearly identifiable during instruction. Lesson procedures or assessments may not clearly match lesson objectives.	Objectives are defined but with little connection to lesson procedures and assessments.	Objectives are poorly defined and do not connect to lesson procedures, and assessments.
2. Implements multiple instructional strategies to guide content development, provide meaningful practice, and ensure student learning (5.3.2)	Demonstrates skill in 1) choosing and using multiple instructional strategies, 2) asking higher level questions, and 3) leading students to an understanding of lesson concepts, objectives, or acquisition of skills.	Demonstrates ability to 1) choose and use relatively effective instructional strategies, 2) ask higher level questions, and 3) leads students to an understanding of lesson concepts.	Uses one or two instructional strategies, mixed level of questions (knowledge and higher order) and leads students to a basic understanding of lesson concepts.	The instructional strategies focus mostly on knowledge level domains that lead to minimal understanding of the lesson concepts.	Chooses ineffective instructional strategies.
3. Engages students in learning opportunities that promote problem solving and critical thinking using balanced lesson delivery formats (i.e., ST & SS formats including but not limited to direct instruction, lab, role play, cooperative learning. (5.4.2)	Strong use of multiple instructional formats that effectively promote student engagement with teacher and peers in problem solving and critical thinking activities. Activities relate to the real world.	Appropriately uses instructional formats to encourage student involvement in problem solving or critical thinking activities/tasks.	Varies instructional formats to promote student involvement. Problem solving or critical thinking by students is minimal. Lesson may relate little to real world scenarios (i.e., self-contained or decontextualized format).	Minimal attempt made to vary instructional formats to promote student involvement in problem solving and critical thinking activities.	No attempt made to vary instructional formats. Students are unengaged in learning process.
4. Teaches using an appropriate plan and adjusts strategies as needed to support student engagement and learning (5.5.2)	Creates a complete and effective instructional plan and uses it as a basis for instruction, making major and more subtle adjustments during instruction as needed.	Creates a complete and effective instructional plan and generally uses it as a basis for instruction, making some adjustments during instruction as needed.	Creates a complete and effective instructional plan and attempts to use it, but does not always follow it. Recognizes that adjustments are needed but may not adjust instruction effectively enough for optimal student learning.	Creates a limited instructional plan. Difficulty in implementing and adjusting instruction as needed to support student learning.	Creates an inadequate and poorly implemented instructional plan.

Domain 6—Professionalism					
INDICATOR	Proficient 4	Achieving 3	Developing 2	Emerging 1	Beginning
1. Regularly demonstrates knowledge and understanding of teaching (6.4.2)	Demonstrates sound knowledge and understanding of effective teaching with independence from university supervisor and/or clinical teacher.	Demonstrates knowledge and understanding of effective teaching with minimal assistance from university supervisor and/or clinical teacher.	Demonstrates general knowledge and understanding of effective teaching with moderate assistance from university supervisor and/or clinical teacher.	Demonstrates minimal knowledge and understanding of effective teaching with much assistance from university supervisor and/or clinical teacher.	Demonstrates little knowledge or understanding of effective teaching. High levels of assistance from university supervisor and/or clinical teacher needed.
2. Assesses the effectiveness of his/her professional decisions and actions and integrates changes in practice based on feedback and self-reflection (6.4.2)	Accurately and systematically assesses the effectiveness of his/her professional decisions and practice. Thoughtfully integrates changes in practice based on feedback and self-reflection.	Assesses the effectiveness of his/her professional decisions and practice and integrates some change in practice based on feedback and self-reflection.	Usually assesses the effectiveness of his/her professional decisions and practice with prompting. Changes in practice primarily based on supervisor recommendations.	Attempts to assess and reflect on his/her professional decisions and practice but may not be applying feedback appropriately.	Little attempt made to reflect on professional decisions or practice. May be resistant to feedback from supervisor and/or cooperating teacher.
3. Demonstrates professional characteristics as indicated on state and local Code of Ethics and as described in the ECE Policy regarding professionalism (6.3.2)	Shows consistent evidence of strong professionalism, through his/her appropriate and respectful communication and interaction with parents, teachers, and students.	Demonstrates professionalism through positive communication and interaction with others.	Works at being professional. Demonstrates appropriate communication and behavior most of the time.	Lacks consistency in professional characteristics.	Exhibits few professional characteristics.

THE OBSERVATION GRADING GUIDELINES FOR TEACHING PERFORMANCE

M= Meets Standard; I= In Progress; N= No Progress

Student Teaching	Block III	Block II	Block I																																													
<p>2 Grading Periods: DUAL (Middle/High School) (M, I or N) *Domain Ratings of: 1-4 M= 3.5 – 4.0 = A M= 3.0 – 3.4 = B I= 2.5 – 2.9 = C N= 2.0 – 2.4 = D Below 2.0 = F</p>	<p>1 Observation DUAL (Middle/High School) (M, I, or N) Domain Ratings of: A, D, E, B</p>	<p>3 Observations (M, I, or N)</p>	<p>2 Observations (M, I, or N)</p>																																													
<p>5 Grading Periods: TRADITIONAL & DUAL (Elementary Level) (M, I or N) Domain Ratings of: P, A, D, E, B</p>	<p>3 Observations TRADITIONAL & DUAL (Elementary Level) (M, I or N) Domain Ratings of: A, D, E, B</p>	<p>Domain Ratings of: D, E, B</p>	<p>Domain Ratings of: E, B</p>																																													
<p>“Teaching Performance” M=All ratings of Proficient OR Proficient and 1-2 Achieving M= Ratings of Proficient and more than 2 Achieving I= Any ratings of Developing N= Any ratings of Emerging AND/OR Beginning</p>	<p>“Teaching Performance” M=All ratings of Achieving OR Achieving and 1-2 Developing I= Ratings of Achieving and more than 2 Developing N=Any ratings of Emerging AND/OR Beginning</p>	<p>“Teaching Performance” M=All ratings of Developing OR Developing and 1-2 Emerging I=Ratings of Developing and more than 2 Emerging N=Only ratings of Emerging OR Beginning</p>	<p>“Teaching Performance” M=All ratings of Emerging I=Ratings of Emerging and 1-2 Beginning N=Ratings of 3 or more Beginning</p>																																													
<p><i>A grade of “C” or better is required during role reversal as well as additional requirements in order to pass student teaching.</i></p>	<p><i>A grade of “B” or better is required in ECE 3663 or EXC 4570 to progress to student teaching.</i></p>	<p><i>A grade of “C” or better is required in ECE 3662 to progress to Block III.</i></p>	<p><i>A grade of “C” or better is required in ECE 3661 to progress to Block II.</i></p>																																													
<p>Overall Grade Allocation: See the “Weekly Grading Guidelines” in the Student Teaching Manual: Teaching Performance, Assignments, Professionalism</p>	<p>Point Allocation: ECE 3663- 50 points Observations- 100 points Intern Field Log- 50 points Total Points: 200</p>	<p>Point Allocation: ECE 3662- 150 points Observations- 100 points Intern Field Log- 50 points Total Points: 300</p>	<p>Point Allocation: ECE 3661- 270 points Observations- 100 points Intern Field Log- 35 points Total Points: 405</p>																																													
<p><i>*Using the Observation Rubric for Performance Evaluation in Special Education (Middle/High School Level)</i></p>	<p>Grading Rubric:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr><td>3M</td><td>A</td><td>100</td></tr> <tr><td>2M, 1I</td><td>A-</td><td>92</td></tr> <tr><td>2M, 1N</td><td>B+</td><td>89</td></tr> <tr><td>1M, 2I</td><td>B</td><td>86</td></tr> <tr><td>3I</td><td>B-</td><td>82</td></tr> <tr><td>1M, 1N, 1I</td><td>C+</td><td>79</td></tr> <tr><td>1M, 2N</td><td>C</td><td>76</td></tr> <tr><td>2I, 1N</td><td>C-</td><td>72</td></tr> <tr><td>3N</td><td>F</td><td>60</td></tr> </tbody> </table>		3M	A	100	2M, 1I	A-	92	2M, 1N	B+	89	1M, 2I	B	86	3I	B-	82	1M, 1N, 1I	C+	79	1M, 2N	C	76	2I, 1N	C-	72	3N	F	60	<p>Grading Rubric:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr><td>2M</td><td>A</td><td>100</td></tr> <tr><td>1M, 1I</td><td>B+</td><td>89</td></tr> <tr><td>2I</td><td>B</td><td>86</td></tr> <tr><td>1M, 1N</td><td>C</td><td>76</td></tr> <tr><td>1I, 1N</td><td>C-</td><td>72</td></tr> <tr><td>2N</td><td>D</td><td>69</td></tr> </tbody> </table>	2M	A	100	1M, 1I	B+	89	2I	B	86	1M, 1N	C	76	1I, 1N	C-	72	2N	D	69
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Observation Scoring Rubric Definitions

Accomplished (Level 5): The educator demonstrates “The Georgia Framework for Teaching level describing the practice of a National Board certified or other accomplished teacher; at this level, the skill is incorporated and **enhanced** by the teacher as he/she works with students” (*Professional Growth Plan, Extended Georgia Framework for Teaching*, p. 4).

*The following levels of teacher development, representing what a teacher should know and be able to do or choose to develop, are based on the **Basic and Advanced** levels of **The Georgia Framework for Teaching**. At the Basic level the initial practice teacher has an awareness of the knowledge, skills, and dispositions necessary to facilitate student learning. At the Advanced level the teacher incorporates knowledge, skills, and dispositions into the classroom and demonstrates solid teaching. (*Professional Growth Plan, Extended Georgia Framework for Teaching*, p. 4).*

Proficient (Level P): The pre-service teacher demonstrates a proficient level of knowledge, skills, and dispositions necessary to facilitate student learning with little/no assistance and supervision from a professor, cooperating teacher and /or mentor. The pre-service teacher who meets the highest standard earns ratings of “Proficient” across all domains. The pre-service teacher demonstrates the standard consistently in a field setting and can assess the effectiveness of his/her professional decisions and actions and change them accordingly. **Pre-service teachers often earn ratings of “Proficient” across the majority of domains by the end of student teaching, prior to the recommendation for certification.** (INTASC Standards 1-10; Georgia Framework for Teaching Domains 1-6) There may be pre-service teachers who demonstrate mastery at the “Achieving” or “Developing” levels who will need to continue to refine their knowledge, skills, and dispositions in their first teaching position.

Achieving (Level A): The pre-service teacher demonstrates a proficient level of knowledge, understanding, skills, and dispositions necessary to facilitate student learning with little assistance and supervision from a professor, cooperating teacher and/or mentor. The pre-service teacher who meets the highest standard earns ratings of “Achieving” across all domains. The pre-service teacher assesses the effectiveness of his/her professional decisions and actions and changes some behaviors based on feedback/reflections. **Pre-service teachers often earn ratings of “Achieving” across the majority of domains by the end of Practicum III, indicating readiness for student teaching.**

(INTASC Standards 1-10; Georgia Framework for Teaching Domains 1-6)

Developing (Level D): The pre-service teacher demonstrates a developing understanding in all of the knowledge, skills and dispositions necessary to facilitate student learning and requires limited support and guidance from the college supervisor and/or cooperating teacher. The pre-service teacher who meets the highest standard earns ratings of “Developing” across all domains. The pre-service teacher assesses the effectiveness of his/her professional decisions and actions with little prompting and makes recommended changes. **Pre-service teachers often earn ratings of “Developing” across the majority of domains by the end of Practicum II, indicating readiness for Practicum III.**

(INTASC Standards 1-10; Georgia Framework for Teaching Domains 1-6)

Emerging (Level E): The pre-service teacher demonstrates a basic competency in most of the knowledge, skills and dispositions necessary to facilitate student learning and requires much direct assistance from the college supervisor and/or cooperating teacher. The pre-service teacher who meets the highest standard earns ratings of “Emerging” across all domains. The pre-service teacher begins to assess the effectiveness of his/her professional decisions and actions with prompting but there is insignificant change in practice. **Pre-service teachers often earn ratings of “Emerging” across the majority of domains by the end of Practicum I, indicating readiness for Practicum II.**

(INTASC Standards 1-10; Georgia Framework for Teaching Domains 1-6)

Beginning (Level B): The pre-service teacher demonstrates a limited and/or unclear understanding of the knowledge, skills and dispositions necessary to facilitate student learning. The pre-service teacher has difficulty or is unable to assess professional decisions and actions and/or changing practice based on feedback.

Unacceptable: The pre-service teacher exhibits a hostile or negative attitude; the behavior of the pre-service teacher results in a dangerous environment for the children; the pre-service teacher is removed from an internship due to performance/behavior that constitutes a detriment to the children in the class or to the professional standards of the local school or professional Code of Ethics for Educators in Georgia.

	Tasks for Week 1	Tasks for Week 2	Tasks for Week 3	Tasks for Week 4
Metro Gwin/Dec Dual	8/26, 27 8/26, 27 8/24, 25	9/02, 03 9/02, 03 8/31, 9/01	9/09, 10 9/09, 10 9/08, Friday make-up	9/16, 17 9/16, 17 9/14, 15
Clinical Teacher	Introduce intern to students and school personnel. Share class roster. Share contact information	Review intern's letter to parents and distribute after approval. Review daily/weekly plans.	Review daily/weekly plans. Observe intern and provide feedback.	Review daily/weekly plans. Observe intern and provide feedback.
	Review daily/weekly schedule, lesson plans, curriculum materials, management system, and curriculum standards with intern Review PTLS topic with intern and schedule tentative dates for teaching it.	Allow intern to teach pre-approved lessons from the teacher's plans Allow intern to assist with one lesson on the first day and then teach the other lesson on the following day	Allow intern to teach pre-approved lessons from the teacher's plans	Allow intern to teach pre-approved lessons from the teacher's plans Complete a "Here's How You're Doing" form and discuss with intern. (week 4)
	Review with intern the three scheduled GSU Supervisor Observation dates and plan for each observation Assign lessons for the following week (one lesson per day from the teacher's plans)	Assign a few daily routines (e.g., lunch count, attendance, line up, morning meeting, etc.) Assign lessons for the following week (one lesson per day from the teacher's plans)	Continue assigning daily routines Assign lessons for the following week (one lesson per day from the teacher's plans)	Continue assigning daily routines Assign lesson objectives for intern to prepare original lesson plans to teach: (1 integrated lesson each day the following week)
Intern	Review Semester III course assignments that impact classroom scheduling Review PTLS topic with teacher and possible dates for teaching it Write letter of introduction to parents and email to supervisor for approval Copy teacher's lesson assignments (one lesson per day) for the next week, prepare materials	Teach pre-approved lessons from the teacher's plans (one lesson per day) Bring copy of supervisor approved typed "letter to parents" and ask your classroom teacher to review and distribute it Copy teacher's lesson assignments (one lesson per day) for the next week, prepare materials	Continue to conduct daily routines. Using the teacher's plans, teach: One lesson per day Copy teacher's lesson assignments (one lesson per day) for the next week, prepare materials	Continue to conduct daily routines. Using the teacher's plans, teach: One lesson per day Prepare original lesson plans to teach week 5 (Use format required by content instructors): (1 integrated lesson each day the following week)
	Place a copy of the class roster, schedule, and parent letter in Field Log Begin learning students' names Review with teacher the scheduled GSU Supervisor observation dates and plan for each observation	Place copy of two lessons taught from the teacher's plans and Initial Action Plan in Field Log Share Initial Action Plan with Supervisor at first observation/conference	Place copy of two lessons taught from the teacher's plans in Field Log Reserve equipment to videotape and reflect on a lesson week 4 Schedule peer observation for week 6	Place copy of two lessons taught from the teacher's plans in Field Log Use feedback from teacher to make adjustments in teaching Videotape and reflect on one lesson; place lesson & reflection in Field Log and share with supervisor

Metro Gwin/Dec Dual	Tasks for Week 5 9/23, 24 9/23, 24 9/21, 22	Tasks for Week 6 9/30, 10/01 9/30, 10/01 9/28, 29	Tasks for Week 7 10/07, 08 10/07, 08 10/05, 06	Tasks for Week 8 10/14, 15 10/14, 15 10/12, 13
Clinical Teacher	Review daily/weekly plans. Observe intern and provide feedback.	Review daily/weekly plans. Observe intern and provide feedback.	Review daily/weekly plans. Observe intern and provide feedback.	Review daily/weekly plans. Observe intern and provide feedback.
	Allow intern to teach two pre-approved original lessons Assign lesson objectives for intern to <i>prepare original lesson plans to teach: (1 integrated lesson each day the following week—whole group recommended)</i>	Allow intern to teach two pre-approved original lessons <i>Assign intern to teach: (1 PTLs lesson the following week—whole group recommended)</i>	Allow intern to teach pre-approved PTLs lesson <i>Assign intern to teach: (1 PTLs lesson the following week—whole group recommended)</i>	Allow intern to teach pre-approved PTLs lesson Assign lesson objectives for intern to <i>prepare original lesson plans to teach in any subject area (one lesson per day)</i>
			Complete a “ Here’s How You’re Doing ” form and discuss with intern. (week 7)	Complete Summary of Professional Growth Checklist (included) and share with intern. (ESOL only) Complete GSU Program Evaluation and return to intern school captain. (ESOL only)
Intern	Continue to conduct daily routines. Teach one pre-approved, original integrated lesson each day (whole group recommended) Use feedback from teacher to make adjustments in teaching Prepare original lesson plans to teach week 6 (1 integrated lesson each day)	Continue to conduct daily routines. Teach one pre-approved, original integrated lesson each day (whole group recommended) <i>Complete peer observation and reflection</i> (week 6) Place observation & reflection in Field Log and share with supervisor Prepare original PTLs plans to teach week 7	Continue to conduct daily routines. <i>Teach: 1 PTLs lesson</i> <i>Assist with all instructional activities</i> Use feedback from teacher to make adjustments in teaching Prepare original PTLs plans to teach week 8	Continue to conduct daily routines. <i>Teach: 1 PTLs lesson</i> <i>Assist with all instructional activities</i> Use feedback from teacher to make adjustments in teaching Prepare original lesson plans for week 9
	Continue preparation for all instructional activities you are assigned to teach Place original plans in Field Log Notebook	Continue preparation for all instructional activities you are assigned to teach Place original plans in Field Log Notebook.	Continue preparation for all instructional activities you are assigned to teach Place original plans in Field Log Notebook.	Continue preparation for all instructional activities you are assigned to teach Place original plans in Field Log Notebook

Metro Gwin/Dec Dual	Tasks for Week 9 10/19 -22 Implement PTLS 10/19 -22 Implement PTLS 10/19 -22 Implement PTLS	Tasks for Week 10 10/26-29 Implement PTLS 10/26-29 Implement PTLS 10/26-29 Implement PTLS	Tasks for Week 11 11/04, 05; ESOL= 11/04, 05, 06 11/04, 05; ESOL= 11/04, 05, 06 DUAL=11/02, 03, 06	Tasks for Weeks 12 11/11, 12; ESOL=11/11, 12, 13 11/11, 12; ESOL=11/11, 12, 13 DUAL=11/09, 10, 13	Tasks for Weeks 13 11/18, 19; ESOL=11/18, 19, 20 11/18, 19; ESOL=11/18, 19, 20 DUAL=11/16, 17, 20
Clinical Teacher	Review daily/weekly plans. Observe intern and provide feedback.	Review daily/weekly plans. Observe intern and provide feedback.	Review daily/weekly plans. Observe intern and provide feedback.	Review daily/weekly plans. Observe intern and provide feedback.	Review daily/weekly plans. Observe intern and provide feedback.
	Allow intern to teach two pre-approved, original lessons in any subject area. Assign lesson objectives for intern to <i>prepare two (2) original lesson plans in any subject area</i> for week 10.	Allow intern to teach two pre-approved, original lessons in any subject area. Assign lesson objectives for intern to <i>prepare two (2) original lesson plans in any subject area</i> for week 11.	Allow intern to teach two pre-approved, original lessons in any subject area. Assign lesson objectives for intern to <i>prepare two (2) original lesson plans in any subject area</i> for week 12.	Allow intern to teach two pre-approved, original lessons in any subject area. Assign lesson objectives for intern to <i>prepare two (2) original lesson plans in any subject area</i> for week 13.	Allow intern to teach two pre-approved, original lessons in any subject area. Complete Summary of Professional Growth Checklist (included) and share with intern. (Week 13) Complete GSU Program Evaluation and return to intern school captain.
Intern	Continue to conduct daily routines Teach two (2) original, pre-approved lessons in any subject area Prepare original lesson plans for week 10	Continue to conduct daily routines Teach two (2) original, pre-approved lessons in any subject area Prepare original lesson plans for week 11	Continue to conduct daily routines Teach two (2) original, pre-approved lessons in any subject area Prepare original lesson plans for week 12	Continue to conduct daily routines Teach two (2) original, pre-approved lessons in any subject area Prepare original lesson plans for week 13	Continue to conduct daily routines Teach two (2) original, pre-approved lessons in any subject area
	Use feedback from teacher to make adjustments in teaching <i>Discuss scheduling of Benchmark Conference with Supervisor</i> Place original plans in Field Log Notebook	Use feedback from teacher to make adjustments in teaching Place original plans in Field Log Notebook	Prepare for <i>Benchmark Conference with Supervisor</i> Place original plans in Field Log Notebook Plan <i>Good Bye</i> activity for students.		<i>Complete Benchmark Conference with Supervisor: Share Final Action Plan and Professional Portfolio</i> (Consult supervisor for conference date)