AUGUSTA STATE UNIVERSITY
College of Education
Department of Educational Leadership, Counseling and Special Education

EDLR 7110 Supervision for Teacher Support Specialist (3-0-3)

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Course Description

This course is designed to prepare educators with skills necessary for supporting teacher performance.

Textbooks/Required Readings/Recommended Readings

Danielson, C. (2007). *Enhancing professional practice.* Alexandria, VA: ASCD.

Drago-Severson, E. (2004). *Helping teachers learn.* Thousand Oaks, CA: Corwin Press.

LiveText

All students admitted to degree programs in the College of Education are required to purchase *LiveText* software through the ASU bookstore. *LiveText* is an electronic, web-based data management service that allows students and faculty to create, store, and publish documents online using a word-processing format. All students will upload assignments, their portfolio, and other required documents into *LiveText*. *LiveText* works better with the Mozilla Firefox browser rather than Internet Explorer. Students may Google Mozilla Firefox and download it to their computers.

Course Objectives

The Candidate will:

1. Formulate beliefs on and demonstrate an understanding of major concepts in administration.
2. Examine and understand the nature, process, and assessment of decision-making.
3. Demonstrate effective communication practices/develop proficiencies in persuasive speaking and writing skills.
4. Formulate beliefs and demonstrate competence in group dynamics/group leadership.
5. Conceptualize and gain skills in conflict management.
6. Acknowledge factors and discuss roles in an effective organizational culture.
7. Explain the theory and process of change as it pertains to school improvement.

8. Demonstrate leadership skills in a collaborative field-based school improvement project.

This course is designed to provide the candidate with theories and practices necessary to become a Teacher Support Specialist. To this end, a candidate in this course, upon its completion, will be able as a Teacher Support Specialist to:

- Support and mentor a protégé (high school teacher cadets, university lab/field experience students, student teachers, apprentices, veteran teachers, substitute teachers, school volunteers and others).
- Demonstrate competence in applying current research and successful practices concerning teaching, learning, supporting, and mentoring.
- Display knowledge, skills, and attitude needed for supporting and mentoring high school teacher cadets, university field experience/lab students, student teachers, apprentices, novice teachers, experienced teachers, school volunteers, and others needing support.
- Describe how to incorporate reflective teaching practices, mentoring, skills, peer coaching, induction process, observations and feedback techniques, and conferencing skills.

Course Goals

The Educational Leadership program's goals and objectives are focused on the knowledge, skills, and dispositions candidates need to lead educational enterprises centered on teaching and learning. To that end, the course content includes three dimensions: (1) *Awareness,* defined as acquiring concepts, information, definitions, and procedures; (2) *Understanding,* defined as interpreting knowledge and skills in context; and (3) *Capability,* defined as applying knowledge and skills to specific problems of practice (ELCC).

Competencies

Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

College of Education Conceptual Framework

Understanding for Teaching, Teaching for Understanding

The preparation of educators is the most critical of all professions, without educators there are no other professions. The professional educator is the key element in the learning process. Building on the key elements of the professional educator, the Conceptual Framework of the unit of Augusta State University consists of a vision and mission with an overarching theme to produce **prepared**, **able,** and **responsive** professionals to teach diverse learners.

This vision and mission is a shared responsibility between campus colleagues, public school practitioners, and involved community agencies requiring the partnership of the entire education unit including the College of Education, the College of Arts and Sciences, and the local community educational system and the Partner School Network.

Element: Prepared (PD)

P1: Demonstrate strong content and pedagogical preparation in their respective subject area or professional field.

P2: Use self assessment and analysis to form the basis for collaboration with colleagues and the development of a desire to be a lifelong learner.

P3: Participate in graduate study to extend and refine the knowledge base of educators to build expertise.

P4: Possess an understanding of the central concepts, tools of inquiry, and structures of the discipline(s) or their professional field of study and be able to create learning experiences that enable all students to learn.

P5: Understand how students learn and develop (intellectually, socially, and individually) and be able to provide developmentally appropriate learning opportunities and support for these opportunities.

P6: Demonstrate knowledge of how to implement effective verbal and nonverbal information and technology techniques to foster active inquiry, collaboration, and supportive interaction in educational settings.

Element: Able (AD)

A1: Understand, use, and support a variety of instructional strategies to encourage the learner's development of critical and creative thinking, problem solving, and performance skills.

A2: Create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation for all learners.

A3: Plan, guide, and support instruction based upon knowledge of subject matter, the learners, the community, and curriculum goals.

A4: Understand and use authentic assessment to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

A5: Ability to teach and work in authentic settings with diverse populations of learners

Element: Responsive (RD)

R1: A respect for the dignity of all persons. All children can learn and have the right to an opportunity to do so.

R2: Preparation in the subject area(s) to be taught or the professional field of study must be accompanied by the skill and dispositions to translate knowledge into creating and supporting meaningful experiences for diverse learners

R3: Understanding of how students differ in their approaches to learning and demonstrate the commitment for meeting their educational needs in fair, caring, nondiscriminatory, and equitable manners.

R4: Ability to be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and actively seeks the opportunity to grow professionally

R5: Fostering of relationships with school colleagues, parents, and agencies in the larger community to support the learning and well-being of all students.

Program-Specific Standards Addressed in This Course

Georgia PSC Standard 2

Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program based on Georgia standards, applying research based best practices to student learning, and designing comprehensive professional growth plans for staff.

Course Schedule

EDLR 7110-Course Requirements:

*Place the following assignments into a TSS PORTFOLIO: EDLR 7110- 3 ring binder with title page, table of contents, and assignments. Provide this binder to Dr. Harris by (date _____and time_____). Place name and course on spine of binder.

The EDLR Candidate for the TSS endorsement will use the GA Professional Standards Commission: T.S.S. web-based CD simulations and leadership textbooks selected for the course in order to fulfill the following class requirements: (refer to E-school on-line user Guide GA-PSC).

I. Identification of protégé with approval of principal is mandatory. Email Dr. Harris name of protégé and position *(e.g., new teacher, etc.). Include name of school, grade level. subject area, etc. Email to Dr. Harris by (Date) at pharris@aug.edu.
II. Prepare a written Action Plan based on 3 hours of conferencing with protégé during EDLR 7110. Identify prioritized needs of protégé and plans to meet these during EDLR 7120. (20%)
III. The EDLR Candidate for the TSS endorsement will create a Self-Guided Plan in the form of a Power Point slide presentation that will serve as a means of Identifying/Developing/Applying/Evaluating support skills necessary as a prerequisite for the Teacher Support Specialist endorsement credentialing. The PowerPoint should be shown to and discussed with the candidate's coach and

professor/advisor. The PowerPoint's theme should build on a TSS candidate developing a personalized written philosophy of educational leadership that encompasses a strong Teacher Support base and should incorporate slides that identify each of the following TSS skills based on the reading/research from the two texts identified for EDLR7110 and the experiences gained from interacting with websites and other sources:

- The PowerPoint should include slides/graphics that address the TSS candidate's Educational Leadership philosophy's strong support base consisting of:
    1. Professional rapport building techniques to enhance all support experiences with protégé.
    2. Active/responsive listening skills necessary to enhance supportive experience with protégé.
    3. Conferencing skills necessary for pre-and post-lesson conferencing with protégé.
    4. Observational skills necessary for fine tuning classroom observations of protégé's class lessons.
    5. Supportive, yet constructive, feedback skills to follow classroom observations.
    6. Theories related to Adult learning that enhance development of protégé's skills (both identified strengths and weaknesses).
    7. Communication skills used in conferencing (verbal and non-verbal) that will enhance professional development of protégé and avoid roadblocks to communicating with protégé.
    8. Skills for enhancing problem-solving with protégé.
    9. Time management skills that allow built-in time for candidate/protégé development of needs identified with protégé. Other skills as appropriate and as related to training other TSS candidates to enhance development of mentorship skills to select protégé. (20%)

IV. Civic Project: Mentor at Augusta State University's Literacy Center. ASU students who are learning to be tutors/mentors. Document on the ASU Literacy Center Time Log with supervisor signatures. Include a reflective summary. Must include at least 6 hours. (20%)

V. Intellectual Vitality – Attend and document at least one Professional development session related to TSS (20%)

LIVE-TEXT Loaded Field-Based District Project:

VI. Field-Based District Project: Have district "coach" participate and document this project in writing. Include this project in your TSS portfolio; this project must be placed on Live-Text. (20%)

- Directions for Intellectual Vitality Field Exercise:
    1. Interview at least one or more "experts" at the district level on ways to support each of the following groups of protégés:
        - High School Cadets

- School Volunteers
- Substitute Teachers
- Paraprofessionals
- Student Teachers/Apprentices
- University Lab/Field Experience Students
- Veteran Teachers needing support mentorship

2. Ask at least 3 questions per topic relevant to needs of those noted above in the following areas: (cite sources used including 2 course texts)
    - Classroom Management
    - Instructional Technology
    - Integration into Lesson Planning
    - Adult Learning Theories.

***Place your interview questions and responses on Live-Text for EDLR 7110. This is your Field-Based District Project. Have your coach document. Place in course portfolio as well.**

The EDLR candidate will load all final, edited performance-based field exercises (PowerPoint and reflective narratives) into Live-Text. Maintain confidentially of school names and educators' names, etc. For examples, cite as High School Z and Teacher, Mr. /Ms. X

Performance Assessment

Assessment- Competencies will be assessed throughout the Preparation Phase (EDLR 7110) as the professor evaluates all EDLR 7710 mentoring/supporting projects.

Grading:
A=90-100
B=80-89
C=70-79
D=60-69
F=<60

EDLR 7110 Assessment: Competencies related to TSS prerequisites will be assessed by the ASU professor throughout the Preparation Phase (EDLR 7110) as the professor reviews and critiques the self-guided Teacher Support Specialist PowerPoint and the reflective narratives with accompanying time log. Grading rubric to be used will be:
Exemplary= A
Proficient= B
In Progress= C
Unsatisfactory= D or F

EDLR 7110 REQUIREMENTS: A total of at least 50 hours of field (on-going field based opportunities including action research) experiences must be documented in 7110 portfoilo.

Portfolio Requirements	Points
Identification of Protégé	Required
Action Research Plan – Impacting Teacher Dispositions and Impacting Student Learning	20%
Self-Guided Research Plan- Power Point Impacting Student Learning	20%
Civic Project Mentorship – Impacting Student Learning	20%
Intellectual Vitality – Professional Research-Based Development Session	20%
Field-Based District Action Research Project – loaded into Live Text with accompanying Field Evaluation	20%

SCORING RUBRIC FOR FIELD EXPERIENCE
THE TEACHER SUPPORT SPECIALIST ENDORSEMENT: OVERVIEW

Criteria	**Unsatisfactory** **0-59.99**	**In Progress** **60.0 – 79.99**	**Proficient** **80.0 -89.99**	**Exemplary** **90.0 - 100**
Candidate demonstrates the knowledge and ability to promote the development of a positive school culture that is pervasively academic, focused on improvement and that fosters a sense of belonging and cooperation.	The artifacts and evidence provided by the candidate DO NOT demonstrate that the candidate has the knowledge and ability to promote the development of a positive school culture focused on improvement in student learning. Evidence and artifacts are missing.	The artifacts and evidence and supporting explanations provided by the candidate demonstrate a DEVELOPING level of knowledge and ability to promote the development of a positive school culture focused on improvement in student learning. Evidence and artifacts are incomplete.	The evidence and artifacts presented by the candidate demonstrate the knowledge and ability to promote the development of a positive school culture focused on improvement in student learning and MEETS the expectation required. Evidence and artifacts are complete.	The evidence and artifacts and supporting explanations provided by the candidate EXCEED expectations and demonstrate the knowledge and ability to promote the development of a positive school culture focused on student learning and a fosters a sense of belonging and cooperation. Evidence and artifacts are complete and presented in a professional manner.
Candidate demonstrates the knowledge and ability to	The artifacts and evidence provided by the candidate DO NOT	The artifacts and evidence and supporting explanations	The evidence and artifacts presented by the candidate	The evidence and artifacts and supporting

provide an effective instructional program based on a standards-based curriculum and Georgia's learning standards using research-based instructional strategies to design effective models of instruction that will enhance and accelerate teaching and learning.	demonstrate that the candidate has the knowledge and ability to provide an effective instructional program based on a standards-based curriculum and Georgia's learning standards. Evidence and artifacts are missing.	provided by the candidate demonstrate a DEVELOPING level of knowledge and ability to provide an effective instructional program based on a standards-based curriculum and Georgia's learning standards. Evidence and artifacts are incomplete.	demonstrate the knowledge and ability to provide an effective instructional program based on a standards-based curriculum and Georgia's learning standards using research-based instructional strategies to design effective models of instruction that will enhance and accelerate teaching and learning and MEET the expectation required. Evidence and artifacts are complete.	explanations provided by the candidate EXCEED expectations and demonstrate the knowledge and ability to provide an effective instructional program based on a standards-based curriculum and Georgia's learning standards using research-based instructional strategies to design effective models of instruction that will enhance and accelerate teaching and learning. Evidence and artifacts are complete and presented in a professional manner.

Candidate demonstrates the knowledge and ability to apply research-based practices to improve instruction for all students.	The artifacts and evidence provided by the candidate DO NOT demonstrate that the candidate has the knowledge and ability to apply research-based practices to improve instruction for all students. Evidence and artifacts are missing.	The artifacts and evidence and supporting explanations provided by the candidate demonstrate a DEVELOPING level of knowledge and ability to apply research-based practices to improve instruction for all students. Evidence and artifacts are incomplete.	The evidence and artifacts presented by the candidate demonstrates the knowledge and ability to apply research-based practices to improve instruction for all students and MEET the expectation required. Evidence and artifacts are complete.	The evidence and artifacts presented by the candidate demonstrates the knowledge and ability to apply research-based practices to improve instruction for all students and EXCEED the expectation required. Evidence and artifacts are complete and presented in a professional manner.
Candidate demonstrates the knowledge and ability to promote accountability by strategically planning, measuring, monitoring, organizing, and managing systems and processes necessary to improve student	The artifacts and evidence provided by the candidate DO NOT demonstrate that the candidate has the knowledge and ability to promote accountability by strategically planning, measuring, monitoring, organizing, and managing systems	The artifacts and evidence and supporting explanations provided by the candidate demonstrate a DEVELOPING level of knowledge and ability to promote accountability by strategically planning, measuring,	The evidence and artifacts presented by the candidate demonstrates the knowledge and ability to promote accountability by strategically planning, measuring, monitoring, organizing,	The evidence and artifacts presented by the candidate demonstrates the knowledge and ability to promote accountability by strategically planning, measuring, monitoring, organizing,

achievement and organizational effectiveness.	and processes necessary to improve student achievement and organizational effectiveness. Evidence and artifacts are missing.	monitoring, organizing, and managing systems and processes necessary to improve student achievement and organizational effectiveness. Evidence and artifacts are incomplete.	and managing systems and processes necessary to improve student achievement and organizational effectiveness and MEET the expectations required. Evidence and artifacts are complete.	and managing systems and processes necessary to improve student achievement and organizational effectiveness and EXCEED the expectation required. Evidence and artifacts are complete and presented in a professional manner.

1. Purpose of Teacher Support Specialist Program: to prepare teacher to mentor and support apprentice student teachers, beginning teachers, and colleagues in peer coaching relationships. The TSS Program consists of the following two phases:
    a. The Preparation Phase is designed to enhance skills used in observing instruction and providing supportive feedback.
    b. The Internship Phase (EDLR 7120) provides candidates an opportunity to apply the knowledge and skills acquired during the preparation phase EDLR 7110 by mentoring new teachers, supervising student teachers, and mentoring other protégés.

2. Explanation of the Criteria for Selection as a Teacher Support Specialist:
    a. Candidates must have at least three years of successful teaching experience
    b. Candidates must hold a valid, renewable teaching certificate
    c. Candidates must demonstrate attributes such as the following:
        i. Outstanding instructional skills.
        ii. Effective classroom management skills.
        iii. Enthusiasm for teaching.
        iv. Professional and ethical attitudes towards teaching.
        v. Interest in mentoring other teachers.
        vi. Willingness to listen, be sensitive, and convey empathy to other teachers.
        vii. Ability to communicate "proven" teaching practices to others.
        viii. Interest in seeking leadership roles.

3. Appreciation of diverse professional. personal, social, cultural, and language skills that exist among educators by:
    a. Understanding the factors that contribute to a positive school climate.
    b. Heightening their awareness of diversity through self-assessment.
    c. Acknowledging cultural diversity in interactions with colleagues and protégés.
    d. Assisting protégés in accommodating diversity in their classrooms and among colleagues.

4. Understanding of principles of adult learning theory, motivation and reflective teaching.

5. Reflection on the role that learning styles, abilities and talents, intelligence, and brain compatible learning play in teaching and mentoring.

6. Identification of effective interpersonal and communication skills:
    a. Incorporating active listening skills in protégé interactions.
    b. Demonstrating effective questioning skills to encourage reflective practices.
    c. Using strategies to establish trust and rapport with protégés.
    d. Communicating the purpose and structure of the TSS program to administrators, protégés and colleagues.

7. Understanding of effective conferencing and observational skills of clinical supervision:
    a. Learning and applying a clinical supervisory model to help protégés become reflective practitioners.
    b. Assessing personal beliefs about teacher supervision by matching supervisory behaviors to the need and developmental stages of protégés.

   c. Demonstrating use of a variety of tools and techniques for collecting classroom observation data.
   d. Differentiating supervisory skills and practices needed for mentoring students engaged in student teaching and/or other field experiences that lead to collecting and using accurate data and effective verbal skills which promote reflection and growth.

8. Understanding of educational theory and practice when reflecting upon teaching and as mentors guide reflective teaching of protégé by:
   a. Examining models of teaching, support, and supervision.
   b. Applying principles of theories related to adult growth and development.
   c. Understanding and applying current research in personality, teaching, and learning style differences.
   d. Selecting activities to guide reflective practices with protégés.
9. Demonstration of effective use of appropriate and available electronic and other media by:
   a. Applying technology in instruction and/or supervision.
   b. Evaluating software for use with protégés.
   c. Modeling use of new and emerging technologies.
10. Documents of TSS activities with EDLR 7110 portfolio consisting of narrative/reflective journal based on PSC CD, action plan, and PowerPoint presentation.

ASSESSMENTS:

Required in Portfolio		Points
I.	Protégé Identified	Required
II.	Action Plan-Based on Conferencing	20%
III.	Self-Guided PowerPoint Slides	20%
IV.	Civic Mentoring Project	20%
V.	Intellectual Vitality	20%
VI.	Live-Text Field (District) Exercise	20%

Other Important Information

Attendance

Augusta State University requires class attendance. Roll will be taken each class. The Augusta State University Catalog allows a professor to withdraw a student from a class should a student be absent for more than 10 percent of the class time, regardless of the cause. In our case, since we meet just eight times, a student can not miss more than ONE class. Given the rigor of graduate work, <u>there are no excused absences in this course</u>. Students are responsible for signing in at each class and for signing out if leaving before the class is concluded.

APA Style

All written work is to follow the American Psychological Association (APA) style manual, sixth edition (2009). APA style addresses the mechanics of writing as well as the format for citation of references. General assistance with APA style is available online at

http://owl.english.purdue.edu/owl/resource /560/01/

Assignments

Assignments will not be accepted beyond the due date and will not be graded (i.e., the grade will be zero). If you cannot attend class, it is your responsibility to turn in any assignment due before class begins on the due date. Example: class begins at 4:30 p.m. on the 30th, and you cannot attend, you must have the assignment in my possession by 4:29:59 p.m. on the 30th to receive a grade other than zero.

Academic Honesty

Students are expected to read and strictly adhere to the entire Academic Honesty policy found on page 42–43 of the 2009–10 *Augusta State University Catalog*. In part, the policy reads:

> "Academic honesty requires the presentation for evaluation and credit of one's own work, not the work of others…Plagiarism is the failure to acknowledge indebtedness. It is always assumed that the written work offered for evaluation and credit is the student's own unless otherwise acknowledged. Such acknowledgement should occur whenever one quotes another person's actual works, whenever one appropriates another person's ideas, opinions, or theories, even if they are paraphrased, and whenever one borrows facts, statistics, or other illustrative materials unless the information is common knowledge."

Pipeline Account

Students are encouraged to check their Pipeline account daily. Students are responsible for any assignments or deadlines sent to them via Pipeline. If you have trouble accessing your Pipeline account, you should contact Information Technology Services at 737-1676. Computers and printers are available free of charge in computer labs throughout campus as well as the library and campus Internet cafes for students who do not have access from a home computer.

Department of Educational Leadership, Counseling and Special Education Website

Students are invited to visit the departmental website at: http://www.aug.edu/clinical A variety of forms, some interactive, may be downloaded from the website. There are also newsletters, registration information and announcements which students will find useful. Most forms are in Adobe Acrobat. All campus computers have Adobe Acrobat Reader installed and

students can download Adobe Acrobat Reader for their home computer at no charge from: http://www.adobe.com/products/acrobat/

Writing Center

The Department of Educational Leadership, Counseling, and Special Education requires that students use APA style. You may contact the ASU Writing Center (737-1402) for help with developing and improving composition skills. Students who seek that assistance will be required to bring an assignment draft, a complete self-check style rubric, and the *APA Publication* Manual. See the ASU Writing Center for details and dates. If you would like additional help with writing or with learning APA style, inform the class instructor.

Students with Disabilities

Students with disabilities who are registered with the Office of Disability Services should schedule an appointment with the instructor before the third week of class to discuss academic accommodations. If the student does not initiate this meeting, it is assumed no special accommodations or modifications will be necessary to meet the requirements of this course. You may make an appointment by calling the Counseling and Testing Center (706) 737-1471 or visit their office located in the Quadrangle, next to Fanning Hall (Business Office).

Student Safety

Student safety is of primary importance. Students leaving classes late in the evening are encouraged to stay in groups of two or more and to report all suspicious behavior or persons to the ASU Office of Public Safety (emergency number 706-729-2911; non-emergency 706-737-1401). Emergency telephones are located in the University Hall parking lot and various other locations on campus.

Cell Phones

The use of cell phones for calls, text messaging, or other tasks is prohibited in class.

COURSE POLICY STATEMENTS

Dr. Paulette P. Harris, Cree-Walker Professor

1. Attendance and punctuality are required (exceptions only in emergency situations). The maximum number of absences for a class that meets once per week is one absence. You may be dropped from class on the second absence. Attendance, punctuality, and participation (including active listening) will be into consideration during final evaluation.
2. With permission of professor, audio taping during class lectures/discussions is allowed.
3. All assignments are due as scheduled. Late assignments, if accepted, will be penalized.
4. Please type all assignments on your computer. Assignments must be proofread. Final product should adhere to standard English in terms of grammar, spelling, punctuation, etc.
5. The academic policy as outlined in the ASU Catalogue applies to this class. Plagiarism is strictly forbidden. Document all sources using APA style.
6. Without advance approval of professor, no cell phones or beepers are allowed during class.
7. ASU students are not allowed to bring children to classes (due to liability issues).
8. Student grievances should follow policy as outlined in the ASU catalogue. Grievances must first be brought to the attention of the instructor of the course.
9. Feel free to raise questions in class or to stay after class with questions, etc.
10. The following grading scale will be used:
    A=excellent (90-100)
    B=good (80-89)
    C=fair (70-79)
    D=poor (60-69)
    F= unsatisfactory (≤59)
11. Dr. Harris may be contacted as follows
    Office: University Hall # 309
    Phone: (706)-729-2045 (voicemail)
    E-mail: pharris@aug.edu

Bibliography

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EDLR 7110
Teacher Support Specialist
Log Hours

Date	Activity	Time (Begin)	Time (End)	Total Time
	Approval of Protege			
	Action Plan			
	Self Guided PowerPoint			
	Civic Mentoring Project			
	Field-Exercise: District Project			
	Review all entries made on CD			

Total Time_____

***Minimum total time must be <u>20 hours.</u>**

EDLR 7110

ASU Student: _____

Email address: _____

Phone #s: _____

Semester:_____ Year: _____

Name of Protégé: _____

School where protégé teaches: _____

Grade/subject area of protégé: _____

Reason why this protégé was chosen:

_____

_____

Administrator whose approval was sought when selecting protégé:

_____

Position of Administrator: _____

Additional Comments:

CIVIC MENTORSHIP/TUTORING PROJECT

TUTORING/MENTORING

TUTORING ON MONDAYS, TUESDAYS, WEDNESDAY AND THURSDAYS FROM 4:00-8:00 P.M.

SUPERVISED BY CERTIFIED TEACHERS

ONE-ON-ONE TUTORING FOR CHILDREN, ADOLESCENTS, AND ADULTS

HELD AT AUGUSTA STATE UNIVERSITY'S LITERACY CENTER

CALL 706-733-7043 FOR MORE INFO

ASU LITERACY CENTER 1401 MAGNOLIA DRIVE

(DIRECTLY BEHIND NEWMAN TENNIS CENTER JUST OFF WRIGHTSBORO ROAD)

DIRECTOR OF ASU LITERACY CENTER:

Dr. Paulette P. Harris

pharris@aug.edu

706-729-2045

ASU Literacy Center

Time Documentation Form

Tutor's Name: _____ Jag ID: _____

Semester/Year: _____ Course: _____

Date	Time-In	Time-Out	Total Time	Accomplishments	Supervisor's Signature

Augusta State University Literacy Center

FINAL EVALUATION OF TUTORING

Student Name: _____ Student ID#: _____

Course#: _____ Semester/Year: _____ Professor: Dr. Paulette Harris

Rating Scale
5= Exemplary Level- level of excellence/mastery
4=Proficient Level- level of competence
3=In Progress Level- approaching competence
2=Unsatisfactory Level- not competent at this time
1=Not Observed

QUALITY	RATING					SUGGESTION
	1	2	3	4	5	
Understanding of subjects						
Punctuality						
Dependability/Responsibility						
Attitude towards tutoring						
Interaction with other tutors						
Interaction with tutees						
Initiative/Resourcefulness						
Adapts tutoring to needs of diverse learners						
Provides developmentally appropriate tutoring						
Handles constructive criticism						
Interaction with supervisor						
Professional appearance						
Sense of humor/friendliness						
Confidentiality						
Poise						
Flexibility						
Correct use of Standard English						

Remarks:_____
_____
_____
_____

Signature of ASU Literacy Center Supervisor: _____Date: _____

PORTFOLIO ASSESSMENT RUBRIC

The following rubric (McLaughlin & Vogt, 1996) will be used for portfolio evaluation. Levels of the rubric and grade equivalents are listed below.

Exemplary: All work in portfolio exemplifies the following attributes: Highly imaginative; demonstrates critical thought; unique; substantial application; goes above and beyond requirements; creative; demonstrates both breadth and depth; shows individual's personality; professional in presentation and appearance; demonstrates considerable effort; *Assignments which are exceptionally completed demonstrate that the student shows awareness of the task + gives explanations+ shows how the assignment may be adapted and modified. Such a student deserves to earn the grade of A, if in addition to the noted attributes, student has: active class participation as evidence by regular attendance, preparation, participation+ contribution to all class activities+ discussion including discussions of reading required and more…

Proficient: All work in portfolio is well organized and complete; effectively and clearly presented; demonstrates clear understandings; applies what has been learned to the classroom; clearly shows connections; detailed thoughtful and supported with ideas. *Assignments which are thoroughly completed demonstrate that they student shows awareness of the task= gives explanations+ shows how the assignment applies to teaching/learning situation. Such a student deserves to earn a grade of B, if in addition to the noted attributes student has: active class participation as evidenced by regular attendance, preparation, participation+ contribution to class activities+ discussions, including discussions of reading required.

Adequate: Portfolio meets minimum requirements; includes general information but lacks descriptive detail; some application to teaching; lacks in originality. *Assignments which are adequately completed demonstrate that the student shows awareness of the task+ gives explanations. Such a student deserves to earn the grade of C, if in addition to the noted attributes; student participates in class as evidenced by regular attendance, preparation, participation including discussions of required readings.

Inadequate: Missing evidence or information; sloppy or poorly organized; portfolio demonstrates only surface understandings; no evidence of application to teaching; poorly written or does not include rationale statement with follow-through. *Assignments which are inadequately completed demonstrate that the student shows awareness of the task. Such a student deserves to earn the grade of D with attendance+ participation + readings completed.

A grade of F is students ***fail*** to meet course requirements and assignment guidelines, including mandatory DUE date, etc.

Intellectual Vitality

Time Documentation Form

EDLR 7110 Candidate's Name: _____

Semester/Year: _____

Direction: Complete and attach documents for each (agenda) etc.

Date	Time-In	Time-Out	Total Time	Activity *Attach summary	Leader's Signature or Agenda

Total Time Required _____ Total time Completed _____

Did you complete total time required? _____ If not, why?
_____

STUDENT INFORMATION

Course #_____ **Semester**_____

Name_____

Address _____

_____

Phone Number _____

E-mail Address _____

Other information Dr. Harris needs to know: