

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

EDLR 7120 Internship for Teacher Support Specialist (3-0-3)

Dr. Paulette Harris, Cree-Walker Professor

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706-729-2045

University Hall # 309

Office Hours: TBA

Course Description

This is the second course in a two course series for the teacher support specialist endorsement. This internship is designed to allow the candidate to demonstrate and apply knowledge, skills, and attitudes of supportive supervision in a field setting. Emphasis will be placed on the demonstration of specific mentorship skills as required to support and mentor high school teacher cadet students, field experience students, student teachers, beginning teachers, veteran teachers, substitute teachers, and other school personnel.

Textbooks/Required Readings/Recommended Readings

Connors, N. (2002). *If you don't feed the teachers, they eat the students*. Nashville, TN:

Incentive Publications.

Pitton, D. (2006). *Mentoring novice teachers: Fostering a dialogue process*. Thousand Oaks,

CA: Corwin Press.

Johnson, K. F. (2008). *Being an effective mentor: How to help beginning teachers succeed*.

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.

At the conclusion of the internship, Teacher Support Specialist candidates will demonstrate skills and competency in:

1. Applying research concerning effective practices related to teaching and learning.
2. Analyzing teaching behaviors in terms of the stages of teacher needs and development.
3. Exhibiting, modeling, and, explaining effective teaching practices.
4. Applying models, theories, and research findings relative to mentorship/support.
5. Understanding the roles of those who support/mentor/coach teachers in terms of providing professional growth for teachers' long-term teaching success.
6. Exhibiting effective communication and conferencing skills.
7. Using reflective teaching capabilities and helping to develop such capabilities in others.
8. Assisting other teachers in complying with accepted professional practices.
9. Aiding teachers to mature into teachers with high professional and ethical standards.
10. Supporting teachers as they develop and apply technological skills.
11. Comprehending and implementing the myriad of roles and responsibilities of the TSS.

Course Goals

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

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

Competencies:

Course assignments are aligned to support candidate awareness, understanding and capability for these standards:

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.

Method of Instruction:

Course Content:

Projected course activities include reading, discussing, writing reflective papers, preparing, implementing and evaluating lesson plans, conducting informal assessments, and completing class exams

Include Field Experience Components of this class in Live Text following requirements of the Special Education Program as follows: Organize Literacy

Assignment tools discovered by their titles and publishing companies into a concept map using software such as inspiration or Kidspiration.

*Use at least one identified Walker Strategy each week in a lesson plan (see handout): 5 as a minimum due in final portfolio along with teacher's signature on time log Include in Live Text.

Literacy Clinical Experiences: 14 hours (1 hour per week) required as a minimum. ASU Literacy Center time log required. Final Evaluation for Literacy Center required as well!

Course Schedule

Performance Assessment

Grading:

Satisfactory (S)

Unsatisfactory (U)

INTERNSHIP REQUIREMENTS:

For a grade of Satisfactory, the candidate must develop an EDLR 7120 portfolio to include:

1. Identify protégé with approval of principal. Email Dr. Harris the name of protégé and position (eg., new teacher, etc.). Include name of school, grade level, subject area, etc.
2. Meet with protégé on a weekly basis and develop a written Protégé Action Plan with goals and objectives to build on identified strengths/needs of protégé. Include in EDLR 7120 portfolio. Maintain updates with progress/challenges/actions noted.
3. Arrange with principal for you and your protégé to observe together another teacher. Peruse the teacher's lesson plans before the observation. Discuss the experience with the protégé and the observed teacher. Submit a copy of lesson plan, date of pre-conference, observation, and post-conference in your portfolio.
4. EDLR candidate should teach a model lesson where the protégé observes. Conduct pre-observation conference, observation, and post-observation conference. Encourage the protégé to raise questions. Submit copy of lesson plan, date of conferences and date of lesson implementation to Dr. Harris in portfolio.
5. Arrange to observe protégé teaching a lesson. Receive permission for this lesson to be videotaped. Conduct pre-observation, observation, and post-observation conference. Submit copy of protégé's lesson plan, date of conferences, and date of lesson in your portfolio. Include videotape of lesson with accompanying suggestions for improving lesson.
6. Read both books: Mentoring Novice Teachers and If You Don't Feed the Teachers... Incorporate ideas from both of these books into a PowerPoint presentation that you show to your protégé and others, if possible. Include at least 20 slides. Feel free to use animation. Submit PowerPoint on a CD to Dr. Harris with a hard copy in your portfolio. Include date PowerPoint was viewed by your protégé with written comments for protégé as to effectiveness.
7. Continue Civic Project at ASU Literacy Center for at least 6 additional hours where you mentor an ASU student tutor there. Include time documentation form for the ASU Literacy Center in your portfolio. Be sure ASU Literacy Center has your final evaluation form to return to me.

8. Engage in 6 hours of Intellectual Vitality: Professional development experiences related to TSS role. These may be interviews with other TSS participants in your school, workshops, additional reading, or other (approved in advance by professor).
9. Have protégé write a note to Dr. Harris indicating what he/she feels were gained from serving as your protégé. Include in your portfolio:

PORTFOLIO DUE DATE _____

10. Field Exercise (**understanding** and **capability**)
 - a. This paper must be loaded in Live Text.
 - b. Each candidate will present to the professor a 3-page paper (professionally prepared) that is centered on 12 ways a school district director in charge of instructional supervision can work convincingly with the principals to promote outstanding veteran teachers in all grade levels and subject areas and become supporter/mentors/coaches to “new” teachers. (Discuss this paper with your EDLR-approved coach).
 - c. Use your texts and your entire TSS internship experience to create this paper

Evaluation:

The evaluation of the Internship will be the assessment by the instructor of the portfolio of items described in the Requirements section above.

Grading:

The grading system for the Internship will be satisfactory or unsatisfactory.

Candidate competencies will be assessed during the Internship Phase (EDLR 7120) by reviewing required portfolio for EDLR 7120.

For the internship the participants will be paired with a student teacher, a beginning teacher, or a veteran teacher generally with less than three years of teaching experience. During the course the teacher support specialist candidate will develop and practice the skills necessary to a successful teacher support specialist program. Upon satisfactory completion of this course and EDLR 7110, teacher will be eligible for the Teacher Support Specialist endorsement which enables them to supervise student teachers, mentor beginning teachers, and others in their school systems. Teachers should apply for the TSS endorsement to be added to their certificate at the completion of the internship if they meet the criteria listed below.

REQUIREMENTS:

S or U

Portfolio Requirements	Points
Identification of Protégé	Required
Protégé Action Plan	10%
Co-Observation	10%
Protégé Observes TSS lesson	10%
Protégé Lesson- Videotaped	10%
PowerPoint	10%
Civic Project-Mentoring-ASU Literacy Center	10%
Intellectual Vitality	10%
Protégé Note	10%
Field Experience in Portfolio & Live-Text	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

<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
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<p>Candidate demonstrates the knowledge and ability to apply research-based practices to improve instruction for all students.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>Candidate demonstrates the knowledge and ability to promote accountability by strategically planning, measuring, monitoring, organizing, and managing systems and processes necessary to improve student</p>	<p>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</p>	<p>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,</p>	<p>The evidence and artifacts presented by the candidate demonstrates the knowledge and ability to promote accountability by strategically planning, measuring, monitoring, organizing,</p>	<p>The evidence and artifacts presented by the candidate demonstrates the knowledge and ability to promote accountability by strategically planning, measuring, monitoring, organizing,</p>

<p>achievement and organizational effectiveness.</p>	<p>and processes necessary to improve student achievement and organizational effectiveness. Evidence and artifacts are missing.</p>	<p>monitoring, organizing, and managing systems and processes necessary to improve student achievement and organizational effectiveness. Evidence and artifacts are incomplete.</p>	<p>and managing systems and processes necessary to improve student achievement and organizational effectiveness and MEET the expectations required. Evidence and artifacts are complete.</p>	<p>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.</p>
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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, there are no excused absences in this course. 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.

Prerequisites to Endorsement:

Students must have three years acceptable teaching experience in Georgia Public Schools (P-12), and they must have successfully completed EDLR 7110, Preparation Phase course and EDLR 7120, Internship Induction Phase.

Successful TSS candidate will:

Plan and implement T.S.S. clinical supervision experience in practicum format by demonstrating:

- The ability to develop and modify an action plan appropriate to the needs of the supported teacher.
- Skills needed for building an appropriate relationship between a teacher support specialist and the supported teacher.
- Skills needed when working with adult learners.
- Effective teaching practices modeled for the supported teacher, as needed.
- Ability to assist in modifying teacher practices to enhance instruction.
- Professional collegiality needed to successfully implement a teacher support specialist program
- Use of Live Text for Field Assignment.

Academic Honesty

Students are expected to read and strictly adhere to the entire Academic Honesty policy found in 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.
(p.43)

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

- Bartell, C. (2004). *Cultivating high-quality teaching through induction and mentoring*. Thousand Oaks, CA: Corwin Press.
- Boreen, J., Johnson, M., Niday, D., & Potts, J. (2000). *Mentoring beginning teachers: Guiding, reflecting, coaching*. NY: Steinhouse.
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- Darling-Hammond, L. (2003). Keeping good teachers: Why it matters what leaders can do. *Educational Leadership*, 60(8), 6-13.
- Gilbert, L. (2005). What helps beginning teachers? *Educational Leadership*. 62(8), 36-39.
- Johnson, K. F. (2008). *Being an effective mentor: How to help beginning teachers succeed*. Thousand Oaks, CA: Corwin Press.
- Little, P. (2005). Peer coaching as a support to collaborative teaching. *Mentoring and Tutoring*. 13(1), 83-94.
- Portner, H. (2005). *Teacher mentoring and induction*. Thousand Oaks, CA: Corwin Press.
- Young, J., Bullough, R., Draper, R., Smith, L., & Erickson, L. (2005). Novice teacher growth and personal models of mentoring. *Mentoring and Tutoring*, 13(2), 169-188.

EDLR 7120

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:

TSS Candidates "Experience Log with Protégé"

School

TSS Candidate

Grade/ Subject

Protégé
Experience

Grade/Subject Years

Classroom Observation		Conferences (Formal & Informal)			Supported Activities		
Subtotal:		Subtotal:			Subtotal:		

TSS Candidate's Signature Date

Total Hours

Protégé's Signature Date

EDLR
7110/7120

MODEL LESSON PLAN

Please write a summary of the lesson plan you (TSS Candidate) are teaching/demonstrating to protégé.

Observation Date: _____

TSS Candidate: _____

Protégé:

PBS:

Procedures (teacher/student):

Materials/Media/Technology:

Evaluation (tied to obj.):

Revision Suggestion:

PRE-OBSERVATION CONFERENCE
(To be filled out by TSS)

Observed Teacher _____ TSS

Date of Preconference _____

LESSON INFORMATION:

1) What subject will the teacher be teaching when observed?

2) What is the objective(s) of the lesson that will be observed?

OBSERVATION

1) What is the specific focus of the observation?

2) How will the observational data be recorded?

Date the observation will take
place _____

Location _____

Time _____

Date the postconference will take place

Location- Room # _____ Time

POST-OBSERVATIONAL CONFERENCE ANALYSIS FORM

This is designed to assess conferencing skills. Rate yourself on each of the items below by circling the appropriate number of the five-point scale. Five (5) being the lowest and one (1) being the highest.

LOW 5 4 3 2 1 HIGH

In thinking about my conference behavior, I do:

- | | | | | | |
|--|---|---|---|---|---|
| 1. Make the teacher feel at ease | 5 | 4 | 3 | 2 | 1 |
| 2. Communicate clearly. | 5 | 4 | 3 | 2 | 1 |
| 3. Communicate constructive criticism effectively. | 5 | 4 | 3 | 2 | 1 |
| 4. Have a willingness to communicate. | 5 | 4 | 3 | 2 | 1 |
| 5. Listen carefully to what a teacher has to say | 5 | 4 | 3 | 2 | 1 |

In preparing for a conference, I do:

- | | | | | | |
|---|---|---|---|---|---|
| 6. Organize information and documentation. | 5 | 4 | 3 | 2 | 1 |
| 7. Write suggestions or ideas for the teacher | 5 | 4 | 3 | 2 | 1 |
| 8. Have resources available for use. | 5 | 4 | 3 | 2 | 1 |
| 9. Identify my goals for the conference | 5 | 4 | 3 | 2 | 1 |
| 10. Manage to use conference time wisely. | 5 | 4 | 3 | 2 | 1 |
| 11. Conduct conference in an orderly environment. | | | | | |

In examining my skills upon completing a conference, I do:

- | | | | | | |
|--|---|---|---|---|---|
| 12. Review the achievements of my goals. | 5 | 4 | 3 | 2 | 1 |
| 13. Take time to write down what occurred. | 5 | 4 | 3 | 2 | 1 |
| 14. Rethink suggestions as given to the teacher. | 5 | 4 | 3 | 2 | 1 |

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

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: _____

General Comments:

Teacher Signature: _____

Observer Signature: _____

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:**