

Auburn University Course Syllabus
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Course Number:	CTSE 4920
Course Title:	Internship: Secondary Science Education
Credit Hours:	10 Semester Hours
Prerequisites:	Admission to Internship
Co-requisite:	CTSE 4200 Classroom Management (2 semester hours)
Date syllabus prepared:	Fall 2006; updated August 2010.

Required texts or major resources:

College of Education Internship Handbook

Investigating Safely: A Guide for High School Teachers [Purchase from NSTA – see website/ or AU Bookstore]Required Materials: Three high 8 mm videotapes
Journal**Course Description:**

Supervised teaching in a public secondary school, accompanied by scheduled discussions to analyze and evaluate the Intern's experience.

This course combines learning with hands-on experiences in a public school setting. Interns will complete a series of experiences outlined in this syllabus. Interns will observe and talk with teachers and other school professionals to gain insight into the workings of today's public schools. Interns will develop and implement lesson plans with the aid of an experienced teacher. Interns will learn how to plan and conduct laboratory and hands-on experiences to coincide with lessons taught. Interns will be observed and videotaped by an Auburn University Supervisor and will critique their own teaching by viewing these tapes. A daily journal and a professional work sample (lesson) will be kept to help with planning, implementation, and reflective thinking about teaching practice.

Course Objectives:

Course objectives include a subset of key indicators from the Alabama Quality Teaching Standards and program-specific indicators. Indicators assigned to CTSE 4920 are highlighted on the performance assessment templates included in the attachments.

Course Content and Schedule:**Assignments****Written work**

Interns will complete early observational assignments, address issues of classroom management, and begin calendar planning during their first few weeks in their school. Interns will be responsible for creating daily lesson plans for effective "standards-based" teaching including a creative and original **inquiry project**. Interns will also be responsible for developing a **laboratory safety plan**, emphasizing student safety. Finally, interns will be responsible for creating an **exit portfolio**. Please note all written work is to be typed, double-spaced, 12 pt, (unless otherwise specified in the assignment) and no un-typed assignments will be accepted.

Observation Protocol

Please note that there will be one unannounced observation. Moreover, the students will be visited a minimum of 3 times but the maximum number will be determined by the university supervisor. Typically, students will be observed 3-5 times. Students should be prepared for a possible observation at all times once they begin teaching.

Please note: The internship runs from the first official day of class Wednesday, August 18, 2010 to the last official day of class Monday Friday, December 3, 2010 at Auburn University. Students are not to make any special arrangements to miss days and are required to attend every day for the duration of the internship. Tuesday October, 19, 2010 from 9:00 am to 3:00pm COE interview day can be considered an excused absence and count towards your number of internship days but you must attend the interview day.

In addition, please be mindful that interns only observe school placement site holidays/breaks and will still be required to attend the internship during any AU official breaks.

The supervisor will make tentative arrangements with the cooperating teacher to make sure that the intern will be teaching (in the event of assemblies, testing, etc. It is the prerogative of the supervisor to schedule all intern visits at the convenience of both their schedule as well as the cooperating teacher's lesson schedule. Moreover, in the event that there is a change in a scheduled visit the university supervisor will contact the student via-email and call the school as soon as possible to leave a message with the cooperating teacher and student. Please make sure to check your e-mails on a daily basis (especially prior to scheduled visits). If a visit needs to be re-scheduled due to a change in the plans of the cooperating teacher the student intern is required to contact the university supervisor via e-mail or call the Department of Curriculum and Teaching (844-4434) and leave a message for the supervisor ASAP.

Lesson plans:

Interns will prepare a lesson plan (see university supervisor for the required lesson plan format and sample lesson) for each lesson or activity that they conduct. Lesson plans should be thorough and typed. A copy of each lesson plan should be provided to the Cooperating Teacher five days before the lesson is taught. All lesson plans are to be in the designated format (see attached documentation) and turned into your university supervisor each Thursday prior to the week that the lessons are to be taught (once the intern begins co-teaching or teaching as designated in the timeline of experiences). In addition, the attached signed, approval cover sheet should also be included with the cooperating teacher's signature. Failure to follow these guidelines will result in not passing the internship. At midterm all students will be evaluated and lesson planning is a significant portion of the evaluation.

At the beginning of an observation, interns should present the University Supervisor with a hard copy of the lesson plan to be taught, copies of all lesson plans that have been taught previously, and at least four days of future lesson plans for each course the intern is presently teaching. The interns should take good notes during the debriefing with their supervisors after an observation, and if requested by the university supervisor a reflection via-email attachment on the debriefing within two days that details what the interns will do differently in future lessons.

A daily journal containing written observations of teachers, other school professionals, and students, as well as daily reflections on practice, should be kept following the recommendations given in Form D. This should be kept in a composition book and should be available for review upon request.

Summaries of Some of the Internship Assignments and documents due for the Fall 2010 semester This timeline is merely provided as a courtesy to help you pace your assignments throughout the semester.	Due
Daily Journal: Keep a daily journal of your observations and experiences.	On-going Turned in and checked at midterm and end-term
Intern Information Sheet:	Week 1 (Due Monday August 23, 2010)
Statement of Inquiry Strategies and Rationale: Prepare a draft of this document, following the guidelines (see attached documentation).	Week 2
Scientific inquiry project: Begin planning and putting together your Scientific Inquiry project based on the guidelines provided (see Form C coversheet). Make sure to obtain approval and turn the coversheet in signed by your cooperating teacher and university supervisor with your midterm portfolio. Please note you do not have to have done the project by midterm but I need to review the checklist that your teacher approves your project. You must execute your project no later than week 13.	Week 4-5
Videotaped Lesson #1: Record and watch the first videotape of your class and write a two-page critique of the lesson. Include at least three positive features of your teaching, and at least three things that you wish to improve. You may want to consider the questions included in the <i>Reflective Paper...</i> handout (see attached documentation Form E). Your university supervisor does not have to be present during the videotaped lesson; however, if they are present be sure to discuss your reflection via e-mail with them.	Week 6 The tape and critique are to be included in your midterm exit portfolio.
Goals for Improvement: Set approximately five specific goals for improvement of your teaching during the internship based on discussions with your cooperating teacher, the first observation by the university supervisor, and your reflections on the first video of your teaching. These goals will help you focus on areas needing improvement, practice, or experience. Discuss your proposed goals and your critique of your Video Lesson #1 with your cooperating teacher and e-mail them to your university supervisor for reaction.	Week 6 Included in midterm and end-term
Technology-enhanced Lesson. Plan and execute a lesson using technology, making sure that its objectives are in alignment with what you are teaching in that class. Write a reflection on the execution of the lesson.	Week 6 or later Included in final exit portfolio
Make sure to begin preparing and organizing documents for the midterm portfolio	Week 6
Teacher Evaluation: Prepare and use a <i>Teacher Evaluation</i> instrument handout (see sample in Form F) in one of the classes you have taught the longest. Distribute the instrument to students and collect them. Prepare a summary tabulation chart of the results with a written summary of implications for your teaching. You will do this exercise again with the <u>same class</u> later in the semester.	Week 6 Included in midterm and final exit portfolio (checked at midterm)
Professional Work Sample (PWS): See College Guidelines	Week 7 Include draft of PWS in midterm portfolio. Final PWS due at end-term
Midterm check of Portfolio due week of midsemester Thursday, October 7, 2010 Midterm internship meeting will be scheduled during the week of October 4-8, 2010. Time TBA	Week 8
Special Needs Student. Locate a student who needs special academic help (at either end of the bell curve) and provide some special intervention (in consultation with your teacher and the special education teacher) to help with the special need. Initially document the need or problem, what you have done/are doing ongoing and the outcome as an <u>ongoing part of your daily entry in your journal beginning this week.</u>	Week 9 or before Place a summary of what occurred with your intervention and the special needs student in the final exit portfolio
Videotaped Lesson #2: Record and watch the second videotape of your class and write a two-page critique of the lesson. Include at least three positive features of your teaching, and at least three things that you wish to improve. You may want to consider the questions included in the <i>Reflective Paper...</i> handout (see attached documentation Form E). Your university supervisor does not have to be present during the videotaped lesson; however, if they are present be sure to discuss your reflection via e-mail with them. Are you improving in your areas of weakness from the first and second videotapes?	Week 9 The tape and critique are to be included in your final exit portfolio.

Videotaped Lesson #3 Record and watch the second videotape of your class and write a two-page critique of the lesson. Include at least three positive features of your teaching, and at least three things that you wish to improve. You may want to consider the questions included in the <i>Reflective Paper</i> handout (see attached documentation Form E). Your university supervisor does not have to be present during the videotaped lesson; however, if they are present be sure to discuss your reflection via e-mail with them. Are you improving in your areas of weakness from the first and second videotapes?	Week 12 Included in final exit portfolio
Follow-up Teacher Evaluation: Again use the <i>Teacher Evaluation</i> instrument (Form F) in the same class as before. Distribute the instrument to your students and collect them. Prepare a chart of the tabulated results and a written summary of findings for this second time. Add an additional summary about the changes noted from the first evaluation. How has your teaching improved in the eyes of your students? Complete this before you stop teaching the class that you evaluated during the first part of the semester.	
Multicultural equity-based lesson. You must plan and execute a lesson that addresses diverse learning styles and equity. Dr. Russell will provide more details will be provided at the midterm internship meeting.	Week 14 Must plan and execute a lesson that addresses equity in science. Please provide Dr. Russell with a template of the lesson plan before you execute the lesson.
Progress in Reaching Goals: Go back to your Goals for Improvement and prepare a progress report. Include growth seen in videos and feedback from University supervisor and cooperating teacher.	Week 14-15 Included in final exit portfolio
Portfolio: Turn in your final portfolio and all required paperwork. Please review the detailed portfolio review form and rubric included in this document	Week 16 Due Friday December 3, 2010 to your university supervisor.
Thank You Letters: Send thank you letters to your cooperating teacher and host school (see sample attached documentation).	Week 16

Timeline of Experiences

About the Timeline: This timeline assumes one path of experiences for interns who will teach two different courses (or preparations) in high school and another for interns who will teach the same course (only one preparation) in middle school. Variations exist and may call for adjustment and agreement by cooperating teacher, university supervisor, and intern. **The timeline should not be interpreted for all experiences to take place on the literal dates given, but should be close to the dates given.** All interns will begin their teaching experience by first observing, assisting, coteaching, and coplanning with their supervising teacher before they plan and teach classes on their own. Interns will **first** begin lesson planning during the time that they are coplanning and coteaching with their cooperating teacher.

Interns under two preparations will develop their own daily lesson plans for five days in advance for the first course that they plan and teach themselves for six weeks. After teaching this first course for two weeks, they will develop daily lesson plans for five days in advance for the second course that they will teach for six weeks. This delay in planning and teaching the second course provides a four consecutive week overlap of all day individual planning and teaching.

Interns under one preparation will develop their own daily lesson plans for five days in advance of teaching the one course that they plan and teach themselves for eight weeks. Interns with one course preparation will be required to teach individually all day for eight weeks.

All lesson plans are to be in the designated format (see attached documentation) and placed in the mailbox of your university supervisor each Friday prior to the week that the lessons are to be taught. In addition, the attached signed, approval cover sheet should also be included with the cooperating teacher's signature.

Week 1 Observation and Assistance (CTSE 4200 meets twice weekly from 4:30pm-7:30 p.m.)First day of class and official attendance at school placement site **Wednesday, August 18, 2010****Tentative Schedule for Intern Meetings (Please note that all meeting times for Science Education are tentative)**

Date	Event
Tuesday August 17, 2010	College of Education Intern Orientation Meeting. 1:30pm-3:30pm 3195 Haley Center. Science Intern Orientation Meeting. 4:30pm. – 6:30p.m., 2462/4 Haley Center. Mandatory meetings for interns
August 18-September 3, 2010 Please note that September 6, 2010 is a holiday in observance Labor Day	Meet with interns and cooperating teachers for hello visit (scheduled by the end of the first full two weeks of the school placement).
Week of October 4-8, 2010	Debriefing with all interns. Midsemester intern meeting time TBA: Mandatory meeting for interns
Last scheduled observation (depends upon university supervisor and interns performance)	During the final observation university supervisor will debrief with intern and cooperating teacher. You are required to inform the university supervisor when you will complete your teaching. Please be mindful that if all of your visits have not been scheduled or if your supervisor Requires additional visits you may be required to teach longer than the 70 day teaching. In addition the 70 day teaching is a minimum and students should continue teaching as long as their cooperating teacher will allow.
Friday December 3, 2010	Final Portfolios are due
Final COE intern evaluation meeting Monday, December 6, 2010 from 10:30am-12:00pm Final Secondary Science Education evaluation debriefing time and date Monday December 6, 2010 Time TBA	

Student Intern Expectations:

Report to your school at the regular faculty check-in time and stay until the regular faculty check-out time. Attend all departmental and school meetings when they do not conflict with CTSE 4200. Activities should include:

1. Observe cooperating teacher's classes and classes of other members of the faculty
2. Help with grading; monitor small group and individual work; and assist in other classroom activities (other than full-class teaching)
3. Get to know the students in the classes you will be teaching; memorize students' names
4. Raise any questions you have concerning your teaching assignment with your university supervisor prior to the first meeting of your university supervisor, your cooperating teacher, and you. E-mail or call your university supervisor with any questions or concerns as they come up.
5. **Students are not allowed to work outside of the internship. Failure to comply with this guideline may result in your dismissal from the internship**

Goals for this period include the following. Please document attainment of these goals in your daily journal.

1. Get to know your cooperating teacher's:
 - Expectations for you
 - Expectations of the students
 - Guidelines for classroom behavior
 - Grading system, attendance policies, etc.
 - Philosophy regarding pedagogy and teaching methods
2. Explore available resources at the school:
 - Technology, such as graphing calculators, computer labs, software available
 - Physical materials
 - Resource books
 - Department chair and other members of the department
3. Get to know the school, its personnel, and its policies (professionalism):
 - Meet relevant school personnel (principal, assistant principal, secretary, department head)
 - School dress code
 - Policy for calling in sick
 - Familiarity with school policies and procedures (e.g., how to report an accident)
 - Daily schedule and calendar for the semester
 - Department chair and other members of the department.
4. Discuss the classes you will be covering with your cooperating teacher:
 - When you pick up each class?
 - What units you will be teaching for each?
 - What you are expected to do (such as grading, calling parents, etc.)?
 - What extracurricular activities and other out-of-class duties will you have?
 - What teacher manuals, resource books, and other materials are available?

Complete the *Intern Information Sheet (Form A)* during the first week in the school. Return it to your university supervisor no later than Monday August 23, 2010 5:00 pm. ****There will be a folder labeled with your name on your university supervisors mailbox for the intern information sheet.**

Week 1

During the first 1-2 weeks you should become familiar with and assist your cooperating teacher with classroom attendance, assisting and tutoring students, and materials preparation. Learn your teacher's classroom routines and procedures. Learn to use the computer attendance and grade-book systems. Learn the names of the students and who they are as individuals. Expect your university supervisor to conduct a "hello" visit sometime during the first couple of weeks.

[You should not be teaching during the first week.]

Complete your CTSE 4200 reading and assignments.

Keep your daily journal of notes on your experiences, assignments, and planning issues (**Form D**).

Complete weekly logs (**Form B**) for what you have done this week and propose to do next week – two logs. After getting your teacher's initials, turn your logs in to your supervisor.

Week 2 Coteaching (CTSE 4200 meets twice weekly from 4:30pm-7:30 p.m.)

Begin to *co-teach* with your teacher during two periods of the same course from his/her lesson plans. You should observe/assist your teacher in one class, and then take the lead in teaching the next class of the same subject, while your teacher observes and assists you. Or, take the lead in teaching a segment of your teacher's lesson in any class. Observe and assist in other courses, if applicable.

Continue to plan and meet with your teacher during non-teaching times to make final arrangements for what, when, and how long you will begin teaching on your own – continue to find activities and items of student interest for the content you will be teaching.

Complete your CTSE 4200 reading and assignments.

Take time to study your teacher's upcoming curriculum and associated textbooks and materials. Meet with your teacher to lay out a monthly calendar or pacing guide for the time that you will be teaching. If you teach two courses, then you will want to develop two pacing guides. This calendar or guide should list or enumerate the *objectives* to be taught each week along with associated text book chapters or other *major curricular resources*. Some teachers may already have such a guide for your use. Turn a copy of this calendar or guide in to your university supervisor.

Continue daily journaling of notes on your experiences, assignments, and planning issues.

Complete your weekly log for what you propose to do next week. After getting your teacher's initials, turn your logs in to your supervisor.

Week 3 Coteaching & Coplanning (CTSE 4200 meets biweekly, one day from 4:30pm-6:30 p.m.)

Continue to *co-teach* with your teacher during two periods of the same course from his/her lesson plans. You should observe/assist your teacher in one class, and then take the lead in teaching the next class of the same subject, while your teacher observes and assists you. Or, take the lead in teaching a segment of your teacher's lesson in any class. Observe and assist in other courses, if applicable.

Meet with your teacher during planning period to develop and coplan your first weekly (five day) set of lesson plans for the course that you are currently coteaching. Coplanning means that you use your teacher's original lesson plans, but make agreed upon modifications to it. Attach/staple copies of all notes and handouts (labs, activities, homework, study guides, tests, etc.) that you need for your lessons.

Use the lesson plan format from your in the attached documents (**see university supervisor**) for each daily plan. Your school may also have a simplified online lesson plan format that your teacher may require you to also complete. However, you will still need to complete the format for lesson planning specified in this syllabus as a program requirement. You will coteach these lessons with your teacher.

Begin putting together your *Scientific Inquiry Project* that you will implement in at least one class-course during the time that you teach. See **Form C** for details on this assignment. This project will later be placed into your portfolio.

Continue daily journaling of your notes on your experiences, assignments, and planning issues.

Complete your weekly log for what you will teach next week. Attach your log as a cover sheet to your five daily *coplanned* lesson plans. **After getting your teacher's initials for lesson approval, turn your log and lesson coplans in to your supervisor BEFORE coteaching them.**

*******This is the first week that daily lesson plans are due (unless specified otherwise by your university supervisor). All plans are due no later than Thursday at 5:00 pm in your university supervisors door or mailbox (unless specified otherwise). There will be a folder labeled with your name. Please leave all documentation in this folder. Failure to do this will impact your final internship grade.**

Week 4 Coteaching from Coplanning

Continue co-teaching with your teacher in the same classes as last week, but from your *coplanned* lessons. Begin *equally* coteaching, or sharing the lead in teaching together in one course (or all classes if one prep.). This is a coteaching arrangement where you are mostly in the lead and your teacher assists you. Make modifications as needed. Take time to daily meet with your teacher to discuss your teaching and make any necessary modifications of your coplans. Coteach with your teacher in the lead in other courses, if applicable.

Plan and prepare for your needed materials in advance of each day. Plan to grade all your students' work and return it in a timely manner.

Use planning time each day to meet with your teacher and complete your coplanning for next week's lessons that you will teach (NOT coteach) in the same course – five individual lesson plans (See university supervisor). Attach/staple copies of all notes and handouts (labs, activities, homework, study guides, tests, etc.) that you need for your lessons and turn these in your university supervisors mailbox folder labeled with your name.

Finish putting together your *Scientific Inquiry Project* that you will teach during your internship. Be sure to get your teacher's approval of this project by his/her signature on the project rubric sheet. Use the rubric sheet (Form C) as a coversheet for your typed up project. This project is a requirement in your portfolio. Do NOT initiate the project without your university supervisor's feedback (for revisions) and approval. This will be due at midterm in your portfolio documentation for review. If necessary the lesson can be executed after midterm unless you have scheduled to implement the lesson before midterm. In this event please let your university supervisor know as soon as possible and turn in your coversheet to them for prior approval.

Obtain your cooperating teacher's signature for final approval on your daily coplans for teaching. You must ALWAYS get your teacher's final approval (signature) of your lesson plans BEFORE you can begin teaching them. Use the weekly log sheet as a coversheet for your daily lesson plans each week.

Submit a copy of your final approved weekly lesson coplans (5 of them) with attachments and weekly log (as a coversheet) to your university supervisor.

Continue daily journaling of your notes on your experiences, assignments, and planning issues.

Week 5 Teaching from Coplanning – one course (Week 1 of your teaching)

You are no longer coteaching in your first class at this time, but should be teaching on your own. Your teacher should be observing and quietly assisting you, if needed, but more in the background. Coteach with your teacher in the lead in remaining course(s), if applicable.

Plan and prepare for your needed materials in advance of each day. Plan to grade all your students' work and return it in a timely manner.

Complete next week's lesson plans as your own for the same course with multiple periods – no longer coplanning. **Get your teacher's approval and signature BEFORE turning your weekly log and daily plans (and all attachments) in to your university supervisor.**

Continue daily journaling of your notes on your teaching experiences, teacher feedback, and planning changes.

Week 6 Planning and Teaching – one course (Week 2 of your teaching)

Begin teaching your own weekly lesson plans in one course with your teacher observing (or continue teaching your same classes all day). Make modifications as needed. Take time to daily meet with your teacher to discuss your teaching and make any necessary modifications of your plans. Coteach with your teacher in other courses, if applicable.

Plan and prepare for your needed materials in advance of each day. Plan to grade all your students' work and return it in a timely manner.

(When scheduled) **Videocamera and tape needed. Students are required to check out videocameras and any additional equipment and conduct the taping themselves.** Have an updated and **detailed lesson plan** and **formative assessment piece** for your supervising teacher for the scheduled first observation. Save this plan and assessment for possible use in your portfolio for your *Professional Work Sample (PWS)* (See **attached documentation as well as the COE Fall 2010 Internship guide**).

[NOTE: You will also need to save a copy and results for your PWS of any **end-of-topic assessment** that summatively evaluates students on objectives from this day's lesson].

(When scheduled) At a conference with your university supervisor and cooperating teacher, discuss your performance on your first observation. Review the PEPE Observation Instrument, if applicable (**Table III**). Set 3-5 specific goals for improvement of your teaching during the internship (**See attached documents for conference formats**). These goals should come from the discussion and review of candidate proficiencies (**See Table I**) and will help you focus on areas needing improvement, practice, or experience. Your university supervisor and cooperating teacher will determine if a further observation is needed immediately (before mid-term) to determine your 'pass-fail' status.

(When scheduled) Prepare and use a *Lesson Evaluation* instrument handout (**Form F**) in the class of your supervisor's observation. Do this at the beginning of class the next day you meet. Distribute this to all the students and collect them. Prepare a summary tabulation chart of the results (e.g., averages on each indicator, predominant comments) along with a brief written summary (1 page) of the findings about your lesson: What are the students telling you about your lesson's strengths and weaknesses? How does this compare with your teacher and supervisor's evaluation? How will you improve for their benefit? **Turn these charted results and summary paper in with your midterm and end-term portfolio documents.** Save this work for incorporation into your PWS.

(When scheduled) View the first videotape of your class from your university supervisor's visit and write a critique of the lesson and your proposed professional development using the *Reflective Paper* handout (**Form E**). *If specified by the supervisor they do not have to observe the date that you videotape.* Share your lesson plan and videotape with your peer intern at your school, soliciting his/her feedback on your lesson. Consider cooperating teacher, supervising teacher, student, AND peer feedback on this teaching as you observe your tape and write your paper. Save all student assessments related to this lesson (formative in the lesson and summative at end of unit) for later use in your portfolio for your Professional Work Sample (PWS). **Turn this paper in with your end-term portfolio with your revised lesson plan attached.** Save this work for use in your PWS.

Complete next week's lesson plans for teaching your own classes all day. If you are picking up a second preparation, then you must also complete daily plans and attachments for this second preparation. Interns with two preparations or two courses to teach (as in most high schools) will be turning in copies of two sets of lesson plans (5 days each) for the next four weeks before you teach them. Use only one weekly log as a coversheet. Interns should not be asked to prepare lessons and teach more than two completely different science courses at one time. **Get your teacher's approval and signature before turning your daily plans with weekly log (and all attachments) in to your university supervisor before you teach them.**

Continue daily journaling of your notes on your teaching experiences, feedback, goals, and planning changes.

Week 7 Planning and Teaching – two courses (if applicable) (Week 3 of your teaching)

Continue teaching your plans in all science courses – not more than two. Your teacher should observe and assist you for a few days in your new second course (if applicable). Continue to make daily modifications as needed. Take time to daily meet with your teacher to discuss your teaching and make any necessary modifications of your plans.

Plan to grade all your students' work and return it in a timely manner. Plan and prepare for all your needed materials in advance each day.

Complete next week's lesson plans for all day teaching. Get your teacher's approval and signature before turning your daily plans with weekly log (and all attachments) in to your university supervisor before you teach them.

Continue daily journaling of your notes on your teaching experiences, feedback, goals, and planning changes.

Prepare your exit portfolio with mid-semester program-specific requirements completed and turn them in at the midterm meeting time TBA See attached documentation.

Week 8 Planning and Teaching – two courses (if applicable) (Week 4 of your teaching)

Continue teaching your plans in all science courses – not more than two. Your teacher should observe and assist you this week in your new second course (if applicable). Continue to make daily modifications as needed. Take time to daily meet with your teacher to discuss your teaching and make any necessary modifications of your plans.

Plan to grade all your students' work and return it in a timely manner. Plan and prepare for all your needed materials in advance each day.

Get your teacher's approval and signature before turning your weekly plans and weekly log (and all attachments) in to your university supervisor before you teach them.

Continue daily journaling of your notes on your teaching experiences, feedback, goals, and planning changes.

Midterm science education internship meeting HC 2462:Time TBA Week of October 4-8, 2010.

Week 9 Planning and Teaching – two courses (if applicable) (Week 5 of your teaching)

Continue teaching your lesson plans in all science classes. Continue to make daily modifications as needed. Take time to daily meet with your teacher to discuss your teaching and make any necessary modifications of your plans.

Plan to grade all your students' work and return it in a timely manner. Plan and prepare for all your needed materials in advance each day. Have an updated and detailed lesson plan for your supervising teacher for the second observation. Save this plan for possible later use in your portfolio for your Professional Work Sample.

(When scheduled) **Videocamera and tape needed.** Have an updated and **detailed lesson plan** and **formative assessment piece** for your supervising teacher for the scheduled second observation. Save this plan and assessment for possible use in your portfolio for your *Professional Work Sample (PWS)* (**See attached documentation as well as COE internship guide**).

[NOTE: You will also need to save a copy and results for your PWS of any **end-of-topic assessment** that summatively evaluates students on objectives from this day's lesson].

(When scheduled) At a conference with your university supervisor and cooperating teacher, discuss your performance on your second observation. Review the PEPE Observation Instrument, if applicable (**Table III**). Review the 3-5 specific goals for improvement of your teaching during the internship after the first observational visit. Review your progress on the candidate proficiencies (**See Table I**) with specific competency ratings on each indicator. **Discuss your 'pass or fail' status based on all of the candidate proficiencies and sign this form.**

(When scheduled) Prepare and use a *Lesson Evaluation* instrument handout (**Form F**) in the class of your supervisor's observation. Do this at the beginning of class the next day you meet. Distribute this to all the students and collect them.

Prepare a summary tabulation chart of the results (e.g., averages on each indicator, predominant comments) along with a brief written summary (1 page) of the findings about your lesson discuss the following: 1)What are the students telling you about your lesson's strengths and weaknesses? 2)How does this compare with your teacher and supervisor's evaluation? 3)How will you improve for their benefit? **Turn these charted results and summary paper in with your final exit portfolio for end-term.** Save this work for incorporation into reflection for your PWS.

(When scheduled) View the second videotape of your teaching from your university supervisor's observation and write a reflective critique of the lesson using the *Reflective Paper* handout (Form E). Are you improving in your areas of weakness from the first videotape? What is your professional development plan now? Consider cooperating teacher, supervising teacher, student, AND peer feedback on this teaching as you observe your tape and write your paper. Save all student assessments related to this lesson (formative in the lesson and summative at end of unit) for possible later use in your portfolio for your PWS. **Turn this paper and a revised copy of your lesson plan in to your supervisor by next week.** Save this work for your PWS.

Complete next week's lesson plans (one or two preps.) for all day teaching. **Get your teacher's approval and signature before turning your weekly plans and weekly log (and all attachments) in to your university supervisor before you teach them.**

Continue daily journaling of your notes on your teaching experiences, feedback, goals, and planning changes.

NOTE: Your **cooperating teacher** should begin to spend more time out of the room while you teach, but still be nearby in the hall or same school building. You should know where your teacher is at all times and how to quickly contact him or her.

Week 10 Planning and Teaching – two courses if applicable (*Week 6 of your teaching*)

Continue teaching your lesson plans in all science classes. Continue to make daily modifications as needed. Take time to daily meet with your teacher to discuss your teaching and make any necessary modifications of your plans.

Plan to grade all your students' work and return it in a timely manner. Plan and prepare for all your needed materials in advance each day.

Complete next week's lesson plans for the second course that you picked up – or all your classes if only one course preparation. Your cooperating teacher will take back over the first course that you began teaching; and you will coteach with him/her in this course. **Get your teacher's approval and signature before turning your weekly plans and weekly log (and all attachments) in to your university supervisor before you teach them.**

Continue daily journaling of your notes on your teaching experiences, feedback, goals, and planning changes.

Week 11 Planning and Teaching – second course (*Week 7 of your teaching*)

Continue teaching with your cooperating teacher in your first course off of his/her lesson plans (if applicable because of two course preparations). Continue teaching your plans in your second course – or all classes if one course preparation. Continue to make daily modifications as needed. Take time to daily meet with your teacher to discuss your teaching and make any necessary modifications of your plans.

Plan to grade all your students' work and return it in a timely manner. Plan and prepare for all your needed materials in advance each day.

Complete next week's lesson plans for the second course that you picked up – or all your classes if only one course preparation. **Get your teacher's approval and signature before turning your weekly plans and weekly log (and all attachments) in to your university supervisor before you teach them.**

Continue daily journaling of your notes on your teaching experiences, feedback, goals, and planning changes.

Week 12 Planning and Teaching – second course (*Week 8 of your teaching*)

Make sure that you have completed the minimum requirement of 20 days teaching full-time before you resume co-teaching. Begin returning classes to your cooperating teacher. Renew coteaching with your cooperating teacher in your first course off of his/her lesson plans (if applicable). Continue teaching your plans in your second course – or all classes if one course preparation. Continue to make daily modifications as needed. Take time to daily meet with your teacher to discuss your teaching and make any necessary modifications of your plans. **This is your last week of individual planning and teaching.**

Plan to grade all your students' work and return it in a timely manner. Plan and prepare for all your needed materials in advance each day.

(When scheduled) **Videocamera and tape needed.** Have an updated and **detailed lesson plan** and **formative assessment piece** for your supervising teacher for the scheduled third observation. Save this plan and assessment for possible use in your portfolio for your *Professional Work Sample (PWS)* (**See attached documentation or COE internship guide**).

[NOTE: You will also need to save a copy and results for your PWS of any **end-of-topic assessment** that summatively evaluates students on objectives from this day's lesson].

(When scheduled): Discuss your last observation and performance with your supervisor and cooperating teacher, utilizing PEPE data (if applicable). Review your end-of-term progress in meeting your goals and attaining competent levels on the candidate proficiencies. Have you met the specific goals set down for you from the beginning of the internship? Have you improved in the areas needed (if applicable) on the Inventory for Candidate Proficiencies from mid-semester? All parties must sign the **Inventory for Candidate Proficiencies (Table I)** during the midterm and endterm meeting with the intern's rating of "satisfactory" or "unsatisfactory." All parties must also sign the Internship verification form at endterm.

(When scheduled) Prepare and use a *Lesson Evaluation* instrument handout (**Form F**) in the class of your supervisor's observation. Do this at the beginning of class the next day you meet. Distribute this to all the students and collect them. Prepare a summary tabulation chart of the results (e.g., averages on each indicator, predominant comments) along with a brief written summary (1 page) of the findings about your lesson: What are the students telling you about your lesson's strengths and weaknesses? How does this compare with your teacher and supervisor's evaluation? How have you improved since last lesson observations? **Turn these charted results and summary paper in to your university supervisor.** Save this work for incorporation into your PWS.

(When scheduled) View the third videotape of your teaching from your university supervisor's observation and write a reflective critique of the lesson using the *Reflective Paper* handout (Form E): Have you improved in your areas of weakness from the second videotape? What is your professional development plan for your first year of teaching? Consider cooperating teacher, supervising teacher, student, AND peer feedback on this teaching as you observe your tape and write your paper. Save all student assessments (formative in the lesson and summative at end of unit) related to this lesson for possible later use in your portfolio for your PWS. **Turn this paper and a copy of your revised lesson plan in to your supervisor by next week.** Save this work for your PWS.

Co-plan again with your teacher to complete next week's lesson plans for the second course that you picked up – or all your classes if only one course preparation. You will coteach these plans with your teacher in this course. **Get your teacher's approval and signature before turning your weekly plans and weekly log (and all attachments) in to your university supervisor before you teach them.**

Continue daily journaling of your notes on your teaching experiences, feedback, goals, and planning changes.

Week 13 Coteaching from Coplanning – second course

Make sure to inform your university supervisor of your last scheduled day of teaching for the upcoming weeks. If you have missed any days (in accordance with AU policy and approved by the cooperating teacher and university supervisor make arrangements to teach longer to make up days and continue teaching full-time load, if necessary).

Continue coteaching with your cooperating teacher in your first course off of his/her lesson plans (if applicable). Renew coteaching from your coplans in your second course – or all classes if one course preparation. Continue to make daily modifications as needed. Take time to daily meet with your teacher to discuss your teaching and make any necessary modifications of your plans.

Plan to grade all your students' work and return it in a timely manner. Plan and prepare for all your needed materials in advance each day.

Help your teacher or science department organize their stockroom(s), order or prepare needed supplies, assess safety issues in biological/chemical/materials storage and laboratory setup, or revise/develop their safety management contracts or plans (**Refer to your laboratory workshop handouts for details**).

Be sure to document notes from your observations, assignments, and daily activities in your journal.

Week 14-15 Coteaching from Coplanning

Make sure to inform your university supervisor of your last scheduled day of teaching for the upcoming weeks. If you have missed any days (in accordance with AU policy and approved by the cooperating teacher and university supervisor make arrangements to teach longer to make up days and continue teaching full-time load, if necessary).

Continue coteaching with your cooperating teacher in your first course off of his/her lesson plans (if applicable). Renew coteaching from your coplans in your second course – or all classes if one course preparation. Continue to make daily modifications as needed. Take time to daily meet with your teacher to discuss your teaching and make any necessary modifications of your plans.

Plan to grade all your students' work and return it in a timely manner. Plan and prepare for all your needed materials in advance each day.

Help your teacher or science department organize their stockroom(s), order or prepare needed supplies, assess safety issues in biological/chemical/materials storage and laboratory setup, or revise/develop their safety management contracts or plans (**Refer to your laboratory workshop handouts for details**).

Complete your weekly log for what you propose to do next week with a copy to your supervisor.

At week 15 Lesson plans are no longer required for submission to your university supervisor.

Week 16 Observations and Other Professional Experiences

Continue coteaching or teaching.

Spend a day observing at least two other classroom teachers, as scheduled by your cooperating teacher – both in and out of subject area. How is their style different from your cooperating teacher? What do you like that you can use as a beginning teacher? Document your findings and thoughts in your journal.

Your university supervisor will assess your portfolio with written comments for improvement, and possible needed revision. Your PWS will be evaluated based on the given rubric in, and your score will be sent to the COE. You will submit your final exit portfolio to your university supervisor by Friday December 3, 2010.

Complete your weekly log for what you propose to do next week with a copy to your supervisor.

Be sure to document notes from your observations, assignments, and daily activities in your journal.

Your last day at the school site is Friday December 3, 2010 (AUs last day of class). You are not to complete the internship before this date. If makeup days are necessary discuss this with your cooperating teacher and university supervisor as soon as possible.

Continue to assist your cooperating teacher and observe other teachers in the building. Reflect on your observations in your journal. Ensure that all necessary forms are completed and signed by both you and your cooperating teacher, including the Verification of 70 days form: Final evaluation, and Verification of university supervisor observation documentation.

Conduct a **laboratory or storeroom safety audit** or check of your school's laboratory facility (See check-sheet from laboratory safety workshop). Conduct other professional experiences such as planning a field trip, calling parents, creating a substitute folder, calculating final grades, or other. Your cooperating teacher will know best how to "put you to work" with experiences of work that science teachers must learn to do.

Have your cooperating teacher verify the completed information on the **Intern Verification Form (Table II)** and sign this form before leaving your school. **Return all signed forms to your university supervisor with your final portfolio notebook.**

Have your teacher complete a reference form on your performance for your job applications (**See Table IV**). This same reference form will be completed by your university supervisor for duplication and use in job applications, and given to you upon receiving your completed portfolio.

Post-Internship/COE Final Internship Meeting scheduled for Monday December 6, 2010, 10-12 3195 HC**Science education post-internship meeting time Monday December 6, 2010 Time TBA.**

Final intern checkout meetings are mandatory (**two required**) with the Dean's office and with university supervisors: (1) Verify internship form completion with signatures (2) Complete certification paperwork (3) Discuss beginning teaching and job related issues (4) Receive evaluated portfolios and university supervisor reference form (5) Send thank you letters to your cooperating teacher and host school.

Timeline for Teaching Experiences (15 weeks)

-----15 weeks total-----

--1 week -----2 weeks ----- 2 weeks----- 8 weeks----- 2 weeks -----

Week 1	Weeks 2-3	Weeks 4-5	Weeks 6-13	Weeks 14-15
Observe/Assist (Term planning)	Coteach (Coop. leads)	4-Coplan/Coteach 5-Coplan/ Teach (You lead)	PLAN/TEACH 13-Coplan/Coteach	Observations Professional Experiences Portfolio Completion

Make Lesson Plans (4-13)-----→

CTSE 4200-----→ CTSE 4200 ----- (meets every other week for two hours)-----→ CTSE 4200
(meets twice weekly) (meets twice weekly)

High Schools (if two preps): ←-----→
First Prep – 6 weeks
-----4 week overlap---
Second Prep – 6 weeks
←-----→

Middle Schools (if one prep): ←-----→
One Prep – 8 weeks

To the Cooperating teacher: Thank you. You have consented to supervise the internship of a student who is enthusiastic about the opportunity to be a part of your classroom. During their college years, students who are now interns have studied the content of science; they have studied the theories of learning methods of teaching; and they have spent hours observing and assisting in secondary school classrooms. As interns, they are probably eager to test themselves in classrooms of experienced teachers, to find out how students respond to them and how they respond to students.

Internships often provide college students with their first opportunities to work consistently with groups of students in science classrooms. Your experience and understanding as you assess your intern's readiness to assume increasing responsibilities, make suggestions for writing and implementing plans, and conduct evaluations of your intern's teaching are vital factors in the effectiveness of the teacher education program.

It is important, of course, that members of our profession join together in order to establish and maintain high standards for education. We are grateful that you have consented to lend your time and experience to the task of helping to prepare an intern for a pleasant and productive teaching career.

The university supervisor assigned to your intern will soon make an appointment in order to review aspects of the internship with you and to try to answer any of your questions. In the meantime, enjoy becoming acquainted with a prospective teacher who has waited a long time for the experience which you will supervise!

Help your intern become familiar with your school. Below are some guidelines to facilitate the internship experience for both you and the student:

- 1) Your intern should not begin teaching lessons until Week 2, but they should become very involved with your classes, including: Help with grading; monitor small group and individual work; and assist in other classroom activities (other than full-class teaching)
- 2) You should maintain responsibility for planning the classes the student is co-teaching for the first few weeks (as necessary)
- 3) You should also begin to develop a plan for the semester in consultation with your intern, including:
 - Which classes the intern will pick up and when they will be picked up
 - What units the intern will be teaching for each class
 - What the intern is expected to do (such as grading, calling parents, etc.)
 - Involvement in extra-curricular activities and other out-of-class duties
 - An "exit strategy" for returning classes to your control.
- 4) Closely supervise the intern's teaching as they pick up their first class.
- 5) Continue to closely supervise the intern, but occasionally leave the intern alone with the first class they have picked up if you feel they are ready.
- 6) Do a formal observation of one class period (or a segment, if block) of the first class that was picked up and debrief with the intern afterwards, to serve as a baseline. This could be the lesson that they videotape.
- 7) Continue to leave the intern alone for some class periods. *Please make sure that you are in the vicinity and within the same building.* They should be picking up primary responsibility for the classes they are teaching.
- 8) As time progresses you may continue to leave the intern alone for some class periods. They should be picking up primary responsibilities for the classes they are teaching.
- 9) Do a formal observation of one of the other classes they have picked up.
- 10) Minimize your presence in the first class that the student picked up, other than to monitor their progress, to give them the full feeling of being in control of the class.
- 11) Your presence should be minimal once students have picked up all classes.
- 12) Do a structured observation of the first class the intern picked up, in order to note their progress thus far.
- 13) When midterm approaches (week of October 4-8, 2010) prepare the midterm evaluation and discuss your ratings with the student.
- 14) As students continue to teach a full load continue, to work on minimizing your presence in all the classes they are teaching, other than to monitor their progress.
- 15) Make sure you do structured observations for all of the classes they have picked up.
- 16) When students begin resuming co-teaching make sure to do a final observation of classes before they are returned to you.
- 17) At the end of the internship prepare a draft of your final intern evaluation and discuss this with the intern.
- 18) Final intern evaluations are due at the end of the semester (date TBA).

Observations:

Please note that there will be one unannounced observation. Moreover, the students will be visited a minimum of 3 times but the maximum number will be determined by the university supervisor. Typically, students will be observed 3-5 times. Students should be prepared for a possible observation at all times once they begin teaching. The supervisor will make tentative arrangements with the cooperating teacher to make sure that the intern will be teaching (in the event of assemblies, testing, etc.) It is the prerogative of the supervisor to schedule all intern visits at the convenience of both their schedule as well as the cooperating teachers lesson schedule. Moreover, in the event that there is a change in a scheduled visit the university supervisor will contact the student via-email and call the school to contact the cooperating teacher, as soon as possible to leave a message with both the cooperating teacher and student. If a visit needs to be re-scheduled due to a change in the plans of the cooperating teacher the student intern is required to contact the university supervisor via e-mail or call the Department of Curriculum and Teaching (844-4434) and leave a message for the supervisor at their earliest convenience.

There will be a three-way conference scheduled at the end of each observation, if possible. In the event, that the supervisor or cooperating teacher are not able to meet directly after the observation a follow-up meeting will be scheduled for within 1 week of the observation.

Standards-Based Planning and Teaching

Interns must plan lessons that address the following goals of Standards-based science teaching:

- Lessons utilize a Learning Cycle approach, incorporating concrete and relevant experiences *before* and *after* new information is taught, and with continual assessment.
- Lessons meet needs of diverse learners and learning styles.
- Lessons feature Science-Technology-Society emphases with connection to students' lives and interests.
- Laboratory lessons utilize a guided inquiry approach for teaching content, process, and safety.
- Lessons utilize cooperative learning as the central strategy for student interaction and learning.
- Lessons where students utilize computers or other technology as the primary tools for inquiry.
- Formal assessments that include traditional and alternative assessment as well as frequent use of informal assessments (quizzes, journals, or other).

All lesson plans should follow the format of this program and have all pertinent supporting materials attached including, teacher notes, worksheets, lab or activity handouts, demonstration instructions, overhead slides, project handout, etc. (**See university supervisor for lesson plan format**). Your university supervisor may require more detail or scripted portions of the procedure section of the lesson plan. School-based, electronic formats cannot be substituted.

***A copy and handouts of the lesson plan format and guidelines will be disseminated at the Science Education Internship Meeting.**

Evaluation:

The Alabama State Board of Education requires all students completing teacher certification programs to be assessed using the Alabama Quality Teaching Standards (AQTs) and program-specific standards. Key internship assessments aligned with the AQTs are (1) the Professional Work Sample, (2) PEPE, and (3) the Inventory of Candidate Proficiencies. Assessment resources include the following:

- directions and rubrics for key assessments – Internship Handbook
- alignment of AQTs with the College's 15 candidate proficiencies – Attachment A
- alignment of Alabama program-specific indicators with the College's 15 candidate proficiencies – Attachment B
- alignment of candidate proficiencies with the key assessments – Attachment C

The final internship grade (S, U) is determined by the university supervisor and the cooperating teacher based on the key assessments which include a holistic evaluation of the student's performance throughout the semester (e.g., Inventory of Candidate Proficiencies).

The final internship exit portfolio is considering one of the primary criteria (final examination) for passing the internship. All portfolio materials are to be unique and students are not to use old work and assignments from previous or current students. The portfolio is subject to all terms set forth in the AU Bulletin with regards to academic honesty.

No late portfolios will be accepted and failure to turn in the completed portfolio may result in an incomplete or failing grade for the internship experience.

The internship grade will be assigned based on end-of-term achievement of the College of Education's Candidate Proficiencies on the **Inventory of Candidate Proficiencies (See Table I)** and completion of other requirements on the **Internship Verification Form (See Table II)** that include:

- Attendance requirement (70 days)
- Teaching requirement (minimum 20 days)
- Observations by university supervisor (minimum of 3)
- PEPE observation instrument (**Table III**) (*used by supervisor and teacher*)
- Portfolio assessment (**Course final examination/See attached documentation**)

You will be formally notified (signatures required) of your performance on the Inventory of Candidate Proficiencies at mid-semester and again at end-of-semester. Your university supervisor will alert you by mid-semester, or any time thereafter, if you are not making satisfactory progress in internship.

Class Policy Statements:

Participation: Students are expected to participate in all class discussions and participate in all exercises. It is the student's responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work.

Attendance/Absences: Attendance is required at each class meeting. If an exam is missed, a make-up exam will be given only for University-approved excuses as outlined in the Tiger Cub. Arrangement to take the make-up exam must be made in advance. Students who miss an exam because of illness need a doctor's statement for verification of sickness and should clear the absence with the instructor the day they return to class. Other unavoidable absences from campus must be documented and cleared with the instructor in advance. Excessive excused or unexcused absences (even if you have an excuse note) will be referred to the Program Coordinator and Department Chair for review as to their legitimacy. In the event that it is deemed that you are abusing the absence policy you will be referred to the Office of Academic Affairs and may be withdrawn from the internship.

Interns are expected to be at their assigned school each day in which that school is in session, including teacher inservice and work days. All interns are required by state law to have a complete university semester in the school during their internship. In case of unexpected absence the intern should first notify his/her cooperating teacher and then their Auburn University Supervisor. Only documented university approved absences (**See AU Bulletin**) are excused. However, interns must make up all missed days. Excessive absences can lead to course failure. State law also requires a minimum of 20 days teaching all day with 10 of these days needing to be consecutive days teaching. Failure to meet attendance and teaching requirements would result in the intern not receiving certification at the end of the semester.

Please keep in mind that you are expected to teach for longer than the minimum 20 days.

Unannounced quizzes: There will be no unannounced quizzes.

Accommodations: Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternative time can be arranged. To set up this meeting, please contact me by e-mail. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with the Program for Students with Disabilities at 1244 Haley Center, 844-2096 (V/TT).

Honesty Code: The University Academic Honesty Code and the Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class.

Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are listed below:

- Engage in responsible and ethical professional practices
- Contribute to collaborative learning communities
- Demonstrate a commitment to diversity
- Model and nurture intellectual vitality

Contingency plan:

If normal class and/or lab activities are disrupted due to a high number of students experiencing illness or an emergency or crisis situation (such as a widespread H1N1 flu outbreak), the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.

Science Education Intern Code of Conduct:

Please be mindful that appropriate conduct is paramount to the success of your internship. Students are required to adhere to the following guidelines regarding dress code:

- No jeans (only on spirit day)
- No flip-flops
- No baseball caps or hats
- No food or drinks in the classroom if you are teaching (i.e. do not carry a bottle of water or cup of coffee around the classroom).
- No low-cut blouses or shirts, shorts, or mini-skirts
- No tee-shirts (only on spirit day)
- Tattoos and body piercings should be concealed and discrete so as not to draw unnecessary attention.
- No gossiping or unproductive behaviors or discussions regarding university supervisors, instructors, or the College of Education.
- No exceptions regarding the dress code outside of spirit day

Failure to adhere to the policy on professionalism may result in your receiving an unsatisfactory for the internship.

In the event that your university supervisor arrives and you are not dressed according to the dress code you may be asked to make-up the day which would be considered an unexcused absence.

***Students will also be required to sign a professionalism contract. Failure to comply with the guidelines in this contract will result in receiving an unsatisfactory rating for the internship.**

Table I

Inventory of Candidate Proficiencies (ICP)

Intern _____ Major _____

Cooperating Teacher _____ School _____ Grade(s) _____

University Supervisor _____ Semester _____ Date Completed _____

Circle one: Midpoint Final

Directions

Use the ICP for both the midpoint and final comprehensive evaluations. Assess the intern on each of the College's 15 candidate proficiencies using the College's progress monitoring scale (see below). Take into account the intern's work throughout the semester including interactions with students, teachers, supervisors, administrators, and parents. Also consider work products (e.g., lesson plans, professional work sample). The ICP is intended to represent a collaborative assessment. Priority should be given to a process that includes (1) joint ratings by the university supervisor and the cooperating teacher, (2) a self assessment by the intern, and (3) a three-way discussion of the evaluation—university supervisor, cooperating teacher, and intern.

Ratings

Consider how the intern's performance compares with the proficiency expectations for teaching professionals *at the initial level of certification*.

4 - Exemplary	Consistently exceeds expectations
3 - Competent	Consistently meets and sometimes exceeds expectations
2 - Approaching Competence	Sometimes meets expectations; at program's end, needs improvement and ongoing support to experience a successful first year of teaching
1 - Poor	Does not meet expectations

For ratings of 1 or 2, indicate areas of needed improvement by marking bullets within the proficiency or by commenting in the margins. Additional comments may be made on the back of the pages.

Midpoint Comprehensive Evaluation

At midpoint, the intern is provided with a completed hard copy of the ICP with signatures. The university supervisor also keeps a copy.

*****IMPORTANT INFORMATION*****

If the intern is not on track to satisfactorily meet or exceed all proficiency expectations for teaching professionals at the initial level of certification by the end of the placement/semester, the university supervisor is required to submit a hard copy of the completed ICP to the following individuals: (1) the department head; (2) the program coordinator; and (3) the Coordinator of Partnerships, Professional Experiences, and Student Affairs. In addition, the university supervisor is required to arrange a meeting to discuss the intern's progress with the department head and/or program coordinator.

Final Comprehensive Evaluation

At the end of the semester, the intern is provided with a completed hard copy of the ICP with signatures. In addition, the university supervisor is responsible for submitting the evaluation electronically.

Signatures

In my professional opinion, the intern is on track to satisfactorily meet or exceed all proficiency expectations for teaching professionals at the initial level of certification by the end of the placement/semester.

Yes No University Supervisor _____ Date _____

Yes No Cooperating Teacher _____ Date _____

The information on this evaluation has been shared with me.

Intern _____ Date _____

Intern: _____

Evaluator & Position _____

Circle one: Midpoint

Final

Candidate Proficiencies		Rating
Competent Professionals		
1. Understand the central concepts, tools of inquiry, and structures of the content they teach or practice. • Demonstrate up-to-date knowledge and ever-evolving understandings • Understand and communicate relevant connections		
2. Create learning experiences that make the content they teach or practice meaningful for individuals. • Demonstrate knowledge of pedagogy • Foster students' capacities to reason and engage in inquiry • Create learning experiences appropriate for scope and sequence including interdisciplinary learning experiences when appropriate • Consider students' prior knowledge, experiences, developmental stages, and common misconceptions • Provide multiple explanations and paths to learning as needed • Make appropriate decisions regarding resources and materials		
3. Understand how individuals differ in their approaches to learning and create instruction or implement other professional practices adapted to this diversity. • Treat learners equitably, are sensitive to and considerate of differences • Accommodate different learning styles and performance modes • Consider wide-ranging modifications • Comply with major federal disabilities legislation and adhere to IEPs when applicable • Collaborate with other professionals to meet diverse needs of students		
4. Use knowledge of how individuals learn and develop to provide educational opportunities that support intellectual, social, and personal development. • Provide challenging and supportive learning opportunities • Understand the role of language in learning • Make informed decisions about materials, strategies, and experiences • Encourage exploration through different modes of expression (art, music, drama, movement)		
5. Understand and use a variety of instructional strategies in reasoned and flexible ways to encourage individual development of critical thinking, problem solving, and performance skills. • Select multiple, research-supported strategies to engage learners and to promote reasoning • Integrate use of varied communication skills across the curriculum • Motivate learners to independently read and write • Make decisions grounded in understandings of content and teaching/learning theory • Utilize varied roles (informing, modeling, probing, facilitating) to promote learning and facilitate learner independence		
6. Use 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. • Create smoothly functioning learning environments and effective behavior management plans • Use time, space, equipment, and materials efficiently and effectively • Create experiences that promote learner engagement, positive interaction, and collaboration • Communicate high expectations and encourage active learning in varied group settings • Adhere to policies (emergency response, law, and conflict resolution)		
7. Use knowledge of effective verbal and non-verbal communication to foster active inquiry, collaboration, and supportive interaction in learning environments. • Speak and write in a clear, organized, coherent fashion that is consistent with standard English • Demonstrate appropriate listening strategies and effective nonverbal communication skills • Facilitate productive discussion • Provide learners opportunities to expand their communication skills		

Intern: _____

Evaluator & Position _____

Circle one: Midpoint

Final

8. Plan instruction and other professional practices based upon knowledge of subject matter, individuals, the community, and identified goals. • Base instruction on research as well as state, local, and/or professional standards • Plan instruction considering data, individual differences as well as school, family, and community contexts • Develop short-term and long-term plans	
9. Understand and use formal and informal assessment strategies to evaluate and ensure continuous progress toward identified goals. • Monitor learner progress and adjust instruction as needed • Consider validity, reliability, norms, bias, scoring concerns, and ethical uses of tests • Gather information from a variety of sources (state, district, colleagues, families, and learners) • Create useful and accurate records • Incorporate tools for self-assessment and identify learners who need reading instruction • Communicate learner progress to others when appropriate	
10. Use technology in appropriate ways. • Use multiple resources to support learners, manage records, and communicate with others • Support, expand, and assess learner use of technologies • Ensure equitable access to available resources • Practice safe, responsible, legal, and ethical use of technology	
Committed Professionals	
11. Engage in responsible and ethical professional practices. • Present a professional image, demonstrate integrity, and exhibit a strong work ethic • Adhere to attendance expectations and procedures • Accept responsibility for own actions • Comply with state/district/school operational policies, ethical codes, and legal statutes • Maintain and use confidential information in a professional manner	
12. Contribute to collaborative learning communities. • Seek multiple perspectives and respect individual differences • Model and foster collaboration within the classroom • Utilize state and local resources and referral services • Contribute to strengthening school programs and supporting professional organizations • Work with others to examine and hone professional practices • Adjust actions and dispositions as needed to establish and strengthen collaborative efforts	
13. Demonstrate a commitment to diversity. • Show respect for, strive to better understand, and seek to meet the learning needs of all • Display open-mindedness, confront own biases, and consider different perspectives • Create safe, inclusive learning environments for all • Communicate in ways that show a sensitivity to diversity	
14. Model and nurture intellectual vitality. • Convey a passion for learning and motivate others through own actions • Stay abreast of current educational trends and issues • Show creativity and imagination • Participate in various professional development activities such as workshops, conferences, professional organizations, professional reading, and action research	
Reflective Professionals	
15. Analyze past practices to stimulate ongoing improvement of future practices. • Examine and adjust their practice as they monitor its impact on learning • Refine philosophy of teaching and learning • Increase ability to deal with complexities within the profession	

Table I (continued):**Progress Monitoring Scale**

The College of Education has developed a rating scale to monitor the progress of candidates throughout their preparation programs.

Exemplary

The candidate demonstrates knowledge, skills, and/or dispositions that far exceed expectations for teaching professionals at the initial level of certification; exemplary performance is consistent and continuous improvement is evident.

Rarely would an exemplary rating be used prior to the end of internship. At the end of internship, it would be highly unlikely that any intern would demonstrate an exemplary level of performance “across the board.”

Competent

The candidate demonstrates knowledge, skills, and/or dispositions that meet and sometimes exceed expectations for teaching professionals at the initial level of certification; competent performance is consistent and continuous improvement is evident.

A competent rating signals that the assessor is ready to recommend the candidate for initial certification. It is the “expected” rating at the end of internship. The rating should be used sparingly prior to the end of internship.

Approaching Competence

The candidate demonstrates knowledge, skills, and/or dispositions that sometimes meet expectations for teaching professionals at the initial level of certification, but the candidate still needs substantive support and mentoring; performance is inconsistent but improvement is evident.

During the program, this rating indicates satisfactory progress toward competence. It is intended to serve as the “on-track” rating and signal partial competence. The rating should be the most common rating as candidates proceed through their programs. Prior to internship, satisfactory grades in courses and on course assignments (e.g., S, A, B, or C) would typically indicate satisfactory progress and be linked to a rating of “approaching competence.”

At the end of internship, this rating indicates that the candidate has achieved a marginal level of competence. This rating signals the need for continued improvement and ongoing support if the candidate is to experience a successful first year of teaching.

Poor

The candidate demonstrates knowledge, skills, and/or dispositions that are far below what is expected of teaching professionals at the initial level of certification.

During the program, a poor rating serves as a warning that the candidate is not “on-track” to achieve competence by the end of the program. It signifies that additional effort and/or support are needed.

At the end of internship, a poor rating suggests that the candidate is not prepared for the first year of teaching.

Table II

Internship Verification Form

C&T university supervisors submit a hard copy of the completed form with signatures to Tracy Koerper, 5044 Haley Center. All other university supervisors submit a hard copy of the completed form with signatures to Sandra Harris, 3464 Haley Center. **The intern is responsible for ensuring that this form is completed and signed.**

Intern Name _____ Phone _____ Email _____

Major _____ SS# _____

University Supervisor _____ Phone _____ Email _____

Placement 1: School _____ Grade _____

Cooperating Teacher _____ Phone _____ Email _____

Complete below for dual placement:

Placement 2: School _____ Grade _____

Cooperating Teacher _____ Phone _____ Email _____

1. Attendance (Circle one)

- | | | | |
|--|-----|----|--|
| • Requirements for school site satisfied (70 day minimum) | Yes | No | |
| • Requirements for Orientation and Evaluation Meetings satisfied (documented by Professional Education Services) | | | |

2. Full-time Teaching - Taught 20 full days including 10 consecutive days Yes No
 Dates of full-time teaching _____

3. Observations - Was observed by university supervisor (or university-designated supervisor) a minimum of three times with feedback Yes No
 Dates of Visits and Observations by university supervisor/designee

4. Performance

- | | | | |
|--|-----|-----|----|
| • Satisfactorily completed the Professional Work Sample | Yes | No | |
| • Satisfactorily performed on the PEPE-based Observation Instrument | Yes | No | |
| • Satisfactorily completed all additional program-specific requirements | | Yes | No |
| • Satisfactorily met or exceeded all proficiency expectations for teaching professionals at the initial level of certification as documented on the final Inventory of Candidate Proficiencies | | Yes | No |

To the best of my knowledge, the information provided above is accurate.

Intern _____ Date _____

Cooperating Teacher _____ Date _____
 First placement

Cooperating Teacher _____ Date _____
 Second placement if applicable

University Supervisor _____ Date _____

Evaluations of the Professional Work Sample, the PEPE-based Observation Instrument, and the final Inventory of Candidate Proficiencies have been submitted electronically.

University Supervisor _____ Date _____

Table III

PEPE-based Observation Instrument

Intern _____	School/System _____
Observer _____	Date of Observation _____
Circle role: cooperating teacher internship supervisor	

PEPE Ratings Scale:

- 4 - Demonstrates Excellence (consistently exceeds expectations)
- 3 - Area of Strength (often demonstrated and sometimes exceeds expectations)
- 2 - Needs Improvement (sometimes demonstrated, but not always)
- 1 - Unsatisfactory (rarely or never demonstrated)

AU Progress Monitoring Scale:

- 4 - Exemplary
- 3 - Competent
- 2 - Approaching Competence
- 1 - Poor

Directions: Use the ratings based on the PEPE rating scale (note parallel with AU Progress Monitoring Scale). Please conference with the intern about the observation, and provide specific feedback for all ratings below 3.

Written Comments (for ratings below a 3):

PREPARING**1.3 Prepares Resources**

- Prepares Resources
- Resources related to objectives
- Resources clarify
- Resources appropriate
- Sequences materials
- Equipment working
- Variety of materials

ORIENTING**2.1 Orients Students to Lesson**

- Secures attention (motivation, etc.)
- States purpose/objectives
- Identifies content/skills
- Relates lesson

DIRECTING**2.2 Gives Clear Directions**

Gives concise directions

- Presents in logical sequence
- Presents in easy to follow form
- Provides task examples
- Identifies task steps
- Minimum number of procedural questions

PRESENTING**2.3 Develops the Lesson**

- Explains/Presents
- Present content to fit objectives
- Provides examples
- Provides illustrations from life experiences
- Presents in logical pattern/sequence
- Relates content to other subject areas
- Uses technology when appropriate
- Facilitates individual/collaborative use
- Questions effectively
- Provides smooth transitions

2.4 Provides Practice Summarization

- Provides guided practice
- Provides independent practice
- Provides review

2.5 Demonstrates Knowledge

- Uses accurate, up-to-date material
- Establishes relationships
- Emphasizes main idea
- Uses appropriate vocabulary
- Identifies misconceptions
- Responds knowledgeably/accurately to questions
- Uses multiple representations and explanations

ASSESSING/MONITORING**3.1 Monitors Student Performance**

Checks for understanding
Solicits questions
Requests demonstration
Asks higher order questions

3.3 Provides Feedback

Acknowledges participation
Affirms correct responses
Gives information
Praises specific behavior
Provides corrective action
Makes recommendations
Promotes Thinking

3.4 Uses Assessment Results

Clarifies/elaborates
Reteaches when necessary
Adjust pace when necessary
MANAGING

4.1 Manages Class Time

Begins promptly
Minimizes loss of instructional time
Discourages/redirects digressions
Minimizes teacher digressions'
Minimizes student wait time
Effective use of time
Handles interruptions

4.2 Manages Student Behavior

Emphasizes rules/procedures
Monitors rule adherence
Anticipates and intervenes
Uses reasonable sanctions
Rewards appropriate behavior

MAINTAINING CLIMATE**5.1 Involves Students**

Encourages participation
Ensures equitable participation
Establishes positive rapport
Elicits responses
Encourages student sharing
Uses student ideas/responses
Seeks elaboration
Refers to other students
Engages students in knowledge/hypotheses
Varies roles in instructional process

5.2 Communicates High Expectations

Timelines for completion
Establishes standards
Holds students accountable
Encourages quality
Indicates confidence

5.3 Expresses Positive Affect

Verbal/nonverbal language
Positive nonverbal cues
Demonstrates respect
Lack of personal criticism
Avoids outbursts

5.4 Maintains Environment

Arranges furniture/equipment
Accommodates variety of activities
Maintains attractive environment

COMMUNICATING**6.1 Speaks Clearly/Correctly**

Uses standard speech
Uses Correct pronunciation
Adjusts rate
Adjusts volume
Adjusts pitch
Organizes presentation
Uses appropriate vocabulary
Speaks fluently

6.2 Writes Clearly, Correctly & Coherently

Spells correctly
Uses correct grammar/mechanics
Writes legibly
Uses appropriate vocabulary
Organizes Information

Table IV

Cooperating Teacher
AUBURN UNIVERSITY
Department of Curriculum & Teaching
5040 Haley Center
Auburn University, AL 36849-5212

APPLICANT: _____

Cooperating Teacher: _____ School: _____

Position: _____

	Not Observed	Superior	Above Average	Average	Below Average	Unacceptable
PERSONAL QUALITIES						
Speech and voice quality						
Poise and self confidence						
Initiative and enthusiasm						
Acceptance of criticism						
Attendance and punctuality						
Dependability						
RELATIONSHIP WITH OTHERS						
Rapport with students						
Rapport with colleagues						
Ability to work with parents						
Effectiveness in group work						
PROFESSIONAL COMPETENCIES						
Competency in academic field						
Classroom management/discipline						
Planning and organizing instruction						
Understanding of children and learning						
Instructional skills/techniques						
Creativity						
PROFESSIONAL RELATIONSHIPS						
Observes professional ethics						
Supports total school program						
Use and care of equipment/facilities						
Willingness to grow professionally						
Accuracy in record keeping/reports						

Would you hire? _____

Additional Comments:

(Signature of Cooperating Teacher)_____
(Date)

Form A

Auburn University
Intern Information Sheet and Schedule
Monday August 23, 2010

Name:

Cooperating Teacher name:

Teacher's Email:

Please provide the following information. Personal information is for emergency contact information only.

	<i>Home</i>	<i>School</i>
<i>Student Name</i>	_____	_____
<i>Address</i>	_____	_____
<i>City, State, Zip</i>	_____	_____
<i>AU Email Address only</i>	_____	_____
<i>Phone Number</i>	_____	_____
<i>Fax Number</i>	_____	_____
 <i>Principal's Name</i>	_____	
<i>School System</i>	_____	
<i>Superintendent</i>	_____	
<i>System Address</i>	_____	
<i>City, State, Zip</i>	_____	
<i>Phone Number</i>	_____	
<i>Fax Number</i>	_____	

Please indicate if you are on CST or EST.

Please give us your class schedule. Include any homeroom period, planning period, and lunch. Does your teaching schedule follow a block system where you teach different students second semester? (Circle either) YES NO

Semester	Period	Course	Grade	Time	Room #	# of Students	Additional Info.
1 st	1						
	2						
	3						
	4						
2 nd	1						
	2						
	3						
	4						

Additional information would include co-teaching, special needs students, etc.

Tell me briefly the dates and classes that you will begin teaching your first lesson plans:

What dates should I not visit your school due to holiday, teacher workday, or other events?

[On the back of this sheet draw directions to your school or write directions including where to park.]

Form B

PROPOSED WEEKLY LOG

Intern _____ Teacher(s) _____

Supervising Teacher's Initials _____ Date approved _____

Date	Plan (Topics for Study & Activities)
	Subject: _____ _____ Subject: _____
	Subject: _____ _____ Subject: _____
	Subject: _____ _____ Subject: _____
	Subject: _____ _____ Subject: _____
	Subject: _____ _____ Subject: _____
Major Activities for Next Week:	

NOTE: Make a copy of this log and use it as a coversheet for your weekly plans in advance of teaching.

Form C**Scientific Inquiry Project Coversheet**

INSTRUCTIONS: This project can be the implementation of one learned in your methods course or a new one that you design yourself. This project CANNOT be one that you obtain from your cooperating teacher. Be sure you obtain both your cooperating teacher's and university supervisor's feedback and approval before you implement it.

Intern's Name: _____

Title of Project: _____

Reference for Project (Citation): _____

Scientific Question (or Problem) Investigated:

Materials Required –

Learning Goals – Briefly describe the project and how it will meet specific curriculum objectives (ACOS; NSES)

Student Procedures – **Attach your detailed student handout** that includes the project's title, purpose and objective(s), question(s) investigated, and step-by-step procedural directions for completing the project that includes internet-library research, data collection/analysis, and student presentation of findings.

Student Presentation – Describe how students will present final results: Report, poster, etc.

Rubric for Evaluation – **Attach your project rubric** that you will give students to assess and score their work products and culminating project, including initial research, data, analysis, conclusion, and final presentation/report

Characteristics and points that MUST be incorporated into your project (*check to verify*):

- ☐ Investigative “naturalistic” or “experimental” research – question/problem, hypothesis addressed or generated
- ☐ Prior knowledge or research is studied (e.g., library, internet, science texts) to inform the investigation
- ☐ Data is collected or used (e.g., real-time internet data) and analyzed using science and technology tools
- ☐ Long-term project that is integrated with curriculum – multiple days or portions of multiple days over time
- ☐ Addresses the Nature of Science – investigation, knowledge generation, scientific processes, collaboration, etc.

Intern's Signature: _____ Date: _____

Cooperating Teacher's Signature: _____ Date: _____

University Supervisor's Signature: _____ Date: _____

Form D**Daily Reflective Journal Entries:**

Your journal entries should begin on Wednesday August 18, 2010 and end on Thursday December 2, 2010. Please keep your journals up-to-date and complete the entries in a timely manner so as not to get back-logged. You will use your journal to complete specific assignments for your internship including:

- a) written observations, interview notes, and reflections of two other science teachers
- b) descriptions of the specific services school support personnel provide classroom teachers – for example, media specialist, technology specialist, special education teacher, guidance counselors, etc.
- c) ongoing documentation on your chosen special needs student: the problem, your ongoing (daily) intervention, and outcomes. (see special needs student assignment in syllabus)

In addition to these assignments, each evening of your internship you will write a reflective entry about your teaching experiences in school. These entries should be from **1-2 pages in length** (double-spaced) and be informal in style. You may use a bound journal or simply type your entries up before turning them in. Make sure the entries are legible if you do not type them. This bound journal can be turned in as a bound journal separate from the bound exit portfolio, if necessary. Entries should **include the day and date** like a diary and be more personal, thoughtful, and critical of your teaching and school-related experiences. Some possible areas for writing include critical observation of teaching, students, and schooling; dilemmas with no easy solution; personal difficulties and struggles; your developing and evolving philosophy of teaching and learning; inquiry in science education; your growth as a new teacher; and potential solutions to problems. Some possible questions or issues that may arise during your internship include:

The daily journal or notebook to record notes on planning, implementation, and reflection on your experiences and daily teaching in your school. These journals are required of interns and can be requested by a university supervisor at any time to ensure that you are keeping a professional notebook. You should have working notes and/or reflections for each day in your school.

Daily journals should be very useful to you and should document your daily experiences, including:

- (a) notes for assignment purposes and observations (such as CTSE 4200, CTSE 4920/7920)
- (b) notes for planning and teaching purposes (lesson plan notes prior to teaching and after teaching changes)
- (c) reflection on implementation of lessons (what worked, what didn't and ways to improve your approach "next time") and
- (d) professional progress in meeting your personal and professional goals (from supervisory meetings) as a successful intern

Some interns would like to use a journal for more than *technical planning, implementation, and reflection* on their teaching. For these interns some possible areas for writing include critical observation of teaching, students, and schooling; dilemmas with no easy solution; personal difficulties and struggles; developing and evolving philosophy of teaching and learning; issues of inquiry in science education; growth as a new teacher; and potential solutions to problems.

Some possible questions or issues that may arise during your internship include:

1. Where am I making novice mistakes and where am I learning from these mistakes?
2. What skills or strategies about teaching science or managing students have I learned today?
3. What great resource or experience have I encountered that will be extremely useful to me (and others) as a beginning science teacher?
4. What am I doing to better manage my workload and time, both in the classroom and at home?
5. What weaknesses are appearing in my beginning teaching? What am I doing to overcome these weaknesses? Who am I consulting for help?
6. What about schools (or students) seem different from what I expected or remember from my past? How do my ideals conflict with my current situation? How do I cope?
7. What about this school or teacher's classroom seems congruent with my own emerging philosophy of teaching science? What is not? Am I likely to believe that "all schools" are like this one? Why or why not?
8. Do I feel trapped in the routine of my classroom? Am I seeking assistance from other teachers in planning, teaching, and assessing my students?
9. What do I think about my teacher's or school's assessment and grading practices? What types of student work is assessed and how often? What are students "learning?" How does this compare with "best practices" according to National Standards, NSTA, assessment research, other?
10. Where is my initial attitude and approach to teaching beginning to change? Is this change best for students and their learning, as well as their motivation and interest in learning?
11. Why do many students in my classroom not want to participate or succeed? Am I teaching to diversity in learning styles, intelligences, and cultures? What about the nature of schooling is contributing to this aspect – instruction and discipline methods? Is what I am teaching important, relevant, and applicable to their lives?
12. What impact is block, standardized testing, or my school's (or teacher's) philosophy having on my ability to implement the kind of teaching that I want to do? What will I do in my classroom if under similar constraints?

In a journal entry you might propose possible solutions to existing conundrums or problems. You could then begin implementing "plans of action" in your daily practice as well as discuss the results of action(s) taken. Reflective journaling combined with *action research* can lead to improvement in practice.

Form E

Reflective Paper on Videotaped Lessons
Adapted from research on effective science teaching

Procedure: Watch each videotaped teaching and make notes on each of the following 13 statements.

The university supervisor does not have to be present for the videotaped lessons. In the event they are present, you may be requested to discuss your reflections with them via e-mail.

1. How well did I introduce the objectives, task(s), concept(s), or instructions to prepare my students for this new lesson, lab, project, or activity? What could I have done to better prepare them for doing and understanding it?
2. Did I adequately get the students' attention when I needed it? Did most all of the students seem to understand what I was teaching or asking them to do? If not, what could I have done differently to remedy this?
3. Did I periodically check to see that all students were on task and completing their assigned task? How did I handle those who were not?
4. Did I attempt to question all students equally and allow adequate wait time before seeking a response? How could I improve this?
5. Was I creating an atmosphere of trust, caring, and mutual respect? Did I plan and teach with an understanding of the diverse learning styles and cultures of all my students? What evidence do I observe that this is so?
6. Where in my lesson did I build on students' prior knowledge, understanding, or interests? Were segments of the Learning Cycle evident in the lesson beyond the "explain" phase?
7. Where in my lesson did I use some form of inquiry (or process skills)? What technology did I use to facilitate student inquiry? Did this technology help facilitate my teaching and student learning? Cite examples.
8. Did the students show that they clearly knew my academic AND behavioral expectations throughout the lesson? What evidence do I observe to support this? How might I improve this?
9. Where in my lesson did I "formatively" assess student understanding and learning of the lesson at hand? Is evidence from the videotape and student work (collected and assessed) strong enough to support the claim that most all of the students "learned" science today? How might I improve this?
10. Did I bring adequate closure to the lesson by reviewing what was learned through notes and questioning, extending the lesson through a supplemental worksheet, having students present information/results, explaining instructions for cleanup and what will ensue tomorrow, etc.? How could I improve my closure of this lesson?
11. How did I handle classroom disruptions or behavior problems (*if applicable*)? What could I have done differently?
12. How well did I prepare my students for their lab, project, or activity? What could I have done to better prepare them for it?
13. Where in my lesson did I incorporate a more student-centered teaching strategy over more teacher-centered ones? If not in this lesson, when will I do so in upcoming lessons?
Some examples of student-centered strategies include cooperative learning, think-pair-share, peer tutoring, partnered lab activities, inquiry activities or projects, student journaling, rotation stations, etc.

Form F**LESSON EVALUATION INSTRUMENT BY STUDENTS**

Today's Date: _____

Lesson Title: _____

This evaluation applies **only to this lesson**. Please **do not** put your name on this evaluation.

In each row below is a sentence relating to the lesson you are evaluating, followed by the numbers 1 through 5. Please circle one and only one number for each statement. Choose the number based on the descriptions below:

- 1 = strongly disagree with the statement
 2 = somewhat disagree with the statement
 3 = neither agree nor disagree
 4 = somewhat agree with the statement
 5 = strongly agree with the statement

	strongly disagree		strongly agree		
This purpose of this lesson was clear to me right away.	1	2	3	4	5
This lesson was well prepared and organized to help me learn.	1	2	3	4	5
This lesson was directly related to what we had been learning in previous lessons.	1	2	3	4	5
This lesson was right for my ability level.	1	2	3	4	5
This lesson engaged me through individual or group work.	1	2	3	4	5
The directions in the lesson were clear and easy to read.	1	2	3	4	5
This lesson motivated me to want to learn the material.	1	2	3	4	5
This lesson included feedback to let me 'know' if I learned the material.	1	2	3	4	5
This lesson helped me feel good about science and science learning.	1	2	3	4	5
This lesson had a part where I got to <u>do</u> something, not just reading, writing, or copying.	1	2	3	4	5
This lesson included ideas that interested me.	1	2	3	4	5
This lesson had me working the entire time.	1	2	3	4	5
This lesson kept most of us working on our task and not distracting each other.	1	2	3	4	5
This lesson had a final discussion, presentation, or review of what we learned today.	1	2	3	4	5

Compared with other science lessons that I have had, this lesson was (check one):

_____ one of the best

_____ below average

_____ above average

_____ one of the worst

_____ average

Please write on the back any suggestions that you have for how this teacher can make lessons better.

Format for University Supervisor Visitation

Secondary Science Education Internship

Please be mindful that you are not to conduct review games or have students do presentations during observations. If at all possible please refrain from the excessive use of review games for lessons. All observations must consist of your teaching an engaging lesson which meets all the guidelines addressed in this syllabus and lesson plan handouts. Failure to comply with these guidelines may result in an unsatisfactory rating for the internship. In the event that the university supervisor comes out to an observation and feels that the lesson is unsuitable or inappropriate they will leave and schedule another meeting. If this happens this may adversely impact your grade.

Please be prepared for at least one unannounced visit. Make sure that you work hard to ensure that your lessons are consistently engaging.

1. Hello Visit – By the end of your first two weeks in the school...

- Clarify goals and objectives of internship including meeting candidate proficiencies, completing lesson plans, and providing observational feedback through use of the PEPE Observation Instrument.
- Discuss supervisor visitations and procedure.
- Let cooperating teacher and intern know that the university supervisor is available for additional visits or private consultation at their individual or joint request.
- Negotiate a schedule of teaching that closely meets the timeline in the syllabus in order to ensure time for quality planning and reflective practice.
- Set the date for the first observational visit.

2. First Observational Visit – Approximately 4-5 weeks into the internship...

[Interns have a **detailed lesson plan** with attachments for the university supervisor upon entering the classroom.]

- Three-way conference sharing observations and reflections on intern's performance.
- Review of PEPE Observation Instrument and cooperating and supervising teachers' joint evaluation of intern performance on candidate proficiencies listed on the Comprehensive Intern Evaluation Form.
- Consensus development for the creation of individually prescribed goals for teaching and professional growth during the remainder of the internship.
- Review of needed artifacts, feedback, and reflective thought for the Professional Work Sample (PWS).
- Set the date and time for the next observational visit.

NOTE: If serious teaching or professional concerns exist at the time of first observation, a second observation and meeting will be scheduled immediately.

3. Second Observational Visit – Approximately 8-9 weeks into the internship...

[Interns have a **detailed lesson plan** with attachments for the university supervisor upon entering the classroom.]

- Three-way conference sharing observations and reflections on intern's performance.
- Discussion of how intern is meeting prescribed goals agreed upon from previous visit.
- Review of PEPE Observation Instrument, if applicable, and review of intern's status on Candidate Proficiencies listed on Comprehensive Intern Evaluation.
- Creation of a plan of action for improving any ratings below a three.
- Written notification for interns in danger of failing internship.
- Review of needed artifacts, feedback, and reflective thought for the Professional Work Sample (PWS).
- Set the time and date for next observational visit.

4. Third Observational Visit – Approximately 12-13 weeks into the internship...

[Interns have a **detailed lesson plan** with attachments for the university supervisor upon entering the classroom.]

- Final conference sharing observations and reflections on intern's performance.
- Final discussion on whether intern has met the prescribed goals.
- Final joint evaluation and signatures on candidate proficiencies on Comprehensive Intern Evaluation form.
- Final signatures on all PEPE Observation Instrument forms used (if not obtained earlier).
- Suggestions given for future teaching improvement.
- Discussion of completion of final Internship Verification Form, Professional Work Sample form – all requiring signatures.
- Reminder of final meetings on campus.

Additional observations can be made upon the request of the intern, cooperating teacher, or university supervisor in order to provide additional feedback on teaching performance. Students are not to stop teaching until they have first verified the date they will stop with Dr. Russell. Please note that you may be requested to continue teaching past the last day of internship (or the date you expected to complete teaching) if your supervisor determines that you will need additional observations to successfully complete the internship.

**Also See College of Education guidelines
Professional Work Sample (PWS) Basic Guidelines**

Planning

Complete your lesson plan. Attach your lesson plan to your responses to the following questions:

1. What are your learning outcomes and why did you choose them?
2. How will you determine if all students made progress toward achieving the learning outcome(s)?
3. Why did you choose the instructional materials and/or procedures?
4. How do your lesson plan and/or the learning environment promote student engagement and encourage supportive interactions?
5. How does your lesson plan acknowledge and value the diversity of your students?

Implementation

Arrange for your internship supervisor and/or your cooperating teacher to observe your lesson. Conduct a brief pre-conference with the observer(s) and share an overview of the lesson including the learning outcome(s). Ask your observer(s) to take notes on the following:

1. Examples of student insights and/or high levels of engagement
2. Examples of student confusion and/or lack of engagement
3. More and less effective parts of the lesson (including notes on how characteristics of effective teaching explain differences in the effectiveness of these parts, e.g., characteristics listed on the PEPE-based instrument)

Reflection

After the lesson, facilitate a discussion with your observer(s) that focuses on the following questions. Respond to the questions yourself before asking your observer(s) for their insights.

1. Did all students make progress toward achieving the learning outcomes? What evidence did you observe during the lesson to support your response?
2. How did student insights and/or confusion influence the implementation of the lesson?
3. What parts of the lesson were more effective? What characteristics of effective teaching explain the effectiveness of these parts?
4. What parts of the lesson were less effective? What characteristics of effective teaching are relevant when considering how to improve these parts of the lesson?

After the discussion, write a one paragraph summary for each of the four items above to recap the discussion. Also, write a one paragraph response to each of the following two items:

5. What insights did you gain from the discussion? How might you make use of these insights to improve future lessons?
6. In what ways was technology useful as you planned, implemented, or reflected on the lesson or how could technology have been useful in planning, implementing, or reflecting on this lesson?

Analysis of Student Learning

Carefully analyze student assessment data from the post-assessment and, if appropriate, the pre-assessment. Post-assessment data could address learning outcomes for a single lesson or outcomes that span multiple lessons. Write a one paragraph response to each of the following questions:

1. What did the assessment data reveal about the learning of all students? Attach the assessment data and supporting artifacts such as samples of the assessment, rubrics, and student work samples.
2. What additional insights do you have about student learning that are not captured by the data?
3. How did you use data to inform subsequent instruction or how will you use data to inform future instruction?

Videotape Editing to CD for PWS. Edit your chosen lesson's digital tape onto CD to last no more than 5-8 minutes. Divide your teaching into the appropriate number of *event changes* using a storyboard approach (e.g., opening, activity directions, activity, clean-up, learning from lesson, closing). Transfer to CD enough of each event for a viewer to know how it went and how it would continue. Have introductory text slides for your edited CD: Your name, school name, class, topic title, learning goal and objective(s). Have a single text slide before each event change describing what happens next (1-2 sentences). Have concluding slides marking the end of your edit (e.g., THE END) and what happened the next day to complete the lesson or continue the unit.

Check with the LRC for help with the videotape editing to CD for your PWS.

Portfolio Review Form

Student's Name _____ Date _____

Student's Major _____ Reviewer _____

Evaluation

Rubric Rating scale (4, 3, 2, 1)

The progress monitoring rating scale will be used for scoring your exit portfolio.

4 = Exemplary Consistently exceeds expectations.
 3= Competent Consistently meets and sometimes exceeds expectation
 2= Approaching Competence/Sometimes meets expectations
 1 = Poor Does not meet expectations

Please note that the evaluator will circle the appropriate word and then assign the corresponding rating.

Any scores or ratings of 1's or 2's will indicate that the student is not meeting the program specific requirements and the student must have all scores of 3's or above to pass the portfolio and internship by end term.

All midterm portfolio requirements must be neat and acceptable (no sloppy notebooks will be accepted) and in a small 3 ring binder NO plastic slipcovers.

Please note that only the final exit portfolio must be bond.

Your exit portfolio may be kept by the professor of the course as your final exam so please make sure to keep a duplicate copy for yourself.

If you do not want to bind your original copies of student work you may make duplicates.

All portfolio documentation turn in must be your own original work and must comply with Auburn University's academic honesty policies.

Please read the following information and pay close attention to due dates

Midterm Portfolio components due Thursday October 7, 2010 (points may be deducted for late portfolios) Please remember that this is considered your midterm exam and is a primary determinant of whether or not you are passing at midterm

Final End-term Exit Portfolio components which include midterm components due Friday December 3, 2010. Please remember that this is considered your final exam and this portfolio is a primary determinant of whether or not you are passing at midterm.

Professional work sample due Friday December 3, 2010

See Internship Portfolio Assessment Form: Include draft at midterm. Turn in midterm evaluation form at endterm, also.

Please note that all assignments are due in the final exit portfolio but there are some assignments that will be checked at midterm (though still due in the final portfolio), and some they will be checked at midterm and endterm, and some due to be checked only for the endterm.

Program-Specific Components:	1	2	3	4	Rating
Professional Resume	Poor	Marginal	Competent	Exemplary	<i>mid-term</i> ____ <i>end-term</i> ____
Inquiry Strategies & Rationale	Poor	Marginal	Competent	Exemplary	<i>mid-term</i> ____ <i>end-term</i> ____
Specific Goals for Improvement (checked at midterm only but still to be placed in the final portfolio)	Poor	Marginal	Competent	Exemplary	<i>mid-term</i> ____
Reflection on Student Evaluations	Poor	Marginal	Competent	Exemplary	<i>mid-term</i> ____ <i>end-term</i> ____
Reflection on Experience with Special Needs Student (checked at midterm only but still to be placed in the final portfolio)	Poor	Marginal	Competent	Exemplary	<i>mid-term</i> ____
Technology-Enhanced Lesson and Reflection (checked at endterm only)	Poor	Marginal	Competent	Exemplary	<i>end-term</i> ____
Multicultural/Equity-based Lesson and Reflection (checked at endterm only)	Poor	Marginal	Competent	Exemplary	<i>end-term</i> ____
Reflection on Progress in Achieving Specific Goals for improvement ((checked at endterm only)	Poor	Marginal	Competent	Exemplary	<i>end-term</i> ____
Daily Reflective Journal (checked at midterm and endterm)	Poor	Marginal	Competent	Exemplary	<i>mid-term</i> ____ <i>end-term</i> ____

Reflections on Videotaped Lessons (3) The first is due at midterm and the remaining two are due at the endterm. All 3 should be in the final exit portfolio.	Poor	Marginal	Competent	Exemplary	<i>(1 only due at)midterm_ (all 3 due by)end-term_</i>
Scientific Inquiry Project *Please note that the completed lesson for the Scientific Inquiry Project is due at end-term in the exit portfolio.	Poor	Marginal	Competent	Exemplary	<i>Completed project due at end-term__</i>
Laboratory Safety Plan (due at endterm only)	Poor	Marginal	Competent	Exemplary	<i>end-term__</i>
Science-Technology-Society Lesson plan (due at endterm only)	Poor	Marginal	Competent	Exemplary	<i>end-term__</i>
NSTA membership card (current)/optional (due at endterm only)	Poor	Marginal	Competent	Exemplary	<i>end-term__</i>
Teacher Recommendation form (due at endterm only)	Poor	Marginal	Competent	Exemplary	<i>end-term__</i>
Documentation of Outreach (due at endterm only)	Poor	Marginal	Competent	Exemplary	<i>end-term__</i>
PEPE Evaluations and responses (due midterm and endterm)	Poor	Marginal	Competent	Exemplary	<i>midterm__ end-term__</i>
Professional Work Sample (due at endterm only)	Poor	Marginal	Competent	Exemplary	<i>end-term__</i>
Optional Component(s): (such as letters of recommendation, samples of student work, sample communications with students/parents, photographs of students in action, samples of your original work)					Final exit portfolio score__
_____	Poor	Marginal	Competent	Exemplary	<i>end-term__</i>
_____	Poor	Marginal	Competent	Exemplary	<i>end-term__</i>
_____	Poor	Marginal	Competent	Exemplary	<i>end-term__</i>

Forms to be included (Do not place these in the bound portfolio. Please use a separate manila folder with your name and turn these documents in on the following dates: (Remember to check for appropriate signatures)

- ____ Internship Information Sheet (due Monday August 23, 2010)
- ____ Midterm portfolio requirements (Thursday October 7, 2010)
- ____ Final completed Exit Portfolio and Review Form/Rubric (Friday December 3, 2010)
- ____ PEPE-based Observation Instrument (Midterm due Thursday October 7, 2010; Endterm due Friday 3, 2010)
- ____ The Professional Work Sample (PWS) (Friday December 3, 2010)
- ____ Inventory of Candidate Proficiencies (ICP) (Friday December 3, 2010)
- ____ Internship Verification Form (Friday December 3, 2010)

Recommendation:

- ____ Portfolio is acceptable without changes
- ____ Portfolio is acceptable with minor changes
- ____ Portfolio must be revised significantly

Please make written comments on the reverse side.

Fall 2010 Internship Final Exit Portfolio Requirements for Science Education Interns:**Due: Friday December 3, 2010****All papers are to be typed and****Summary of assignment due for the Midterm and Exit portfolio.****All assignments must be typed and double-spaced unless otherwise specified in the assignment guidelines.****Professional Resume:**

This resume should be no more than one page. Only include past work experience relevant to the position for which you are applying.

Inquiry Strategies and Rationale

The paper should be a minimum of three pages in length (type-written) and no more than 5 pages. This paper should include your personal philosophy of teaching, and the strategies and approaches that you hope to use throughout the semester in support of that philosophy. You may want to discuss some of your ideas with your cooperating teacher in order to determine what he or she will feel comfortable with you trying and include that in your discussion. You should also explain how your strategies and approaches support your philosophy.

Questions you should address in discussing your philosophy include:

- What does it mean for students to learn science?
- Why is it important for students to study science?
- What is the teacher's proper role in promoting student understanding?
- What does it mean for *all* students to be successful?
- How have your experiences over your educational career shaped these perspectives?

Questions you should address in discussing the strategies you will use include:

- What alternatives do I have to just lecturing?
- How can I use instructional arrangements other than full-class?
- How will I select the tasks and examples that I use?
- What role might physical materials and technology play?
- How will I ensure that students are learning?

Also address the following:

Student learning

What do you understand about how students learn from your foundations and other programs courses? Cite references in your writing?

Science methods and student learning

What have you learned from your science methods courses about how students learn "best" in science? Cite references in your writing.

Goals for student learning in science

What are your goals for student learning in your science classroom? How do these goals tie to both effective educational research cited above and your personal approach: style, values, strengths, and interests?

Educational goals in practice

Describe a "typical" day in your science classroom that demonstrates how you put your goals for student learning into practice. Use descriptive examples of practice.

References Reference at least three sources for your rationale following a prescribed format. Listed references should also be cited in your paper: (last name, year)

Try to give specific examples of what you might do. Be sure to tie these responses back to your philosophy.

In the event that there are comments made and the document needs revision make sure to include the revised and original document in the final exit portfolio.

Specific Goals for Improvement:

Set approximately five specific goals for improvement of your teaching during the internship based on discussions with your cooperating teacher, the first observation by the university supervisor, and your reflections on the first video of your teaching. These goals will help you focus on areas needing improvement, practice, or experience. Discuss your proposed goals and your critique of your Video Lesson #1 with your cooperating teacher and your university supervisor for reaction. This should be double-spaced and 1-2 pages in length.

Reflection on Experience with Special Needs Student:

Locate a student who needs special academic help (at either end of the bell curve) and provide some special intervention (in consultation with your teacher and the special education teacher) to help with the special need. Initially document the need or problem, what you have done/are doing ongoing, and the outcome(s) in a 1-2 page single-spaced reflection paper to be included in your midterm and end-term portfolio. The reflection should be ongoing and address how the student was facilitated in their learning based on your interaction by midterm and the results at end-term. Please make sure that you are professional in all interactions with the student for this project and make sure that the cooperating teacher facilitates with any tutoring or ongoing help provided at all times.

Reflection and Multicultural/Equity-based Lesson:

Plan and execute a lesson that addresses diverse learning styles. This lesson should integrate strategies that are engaging, hands-on, and minds-on as well as address students' diverse backgrounds and learning styles. The reflection on this lesson and how this lesson addressed diverse learning styles should be a maximum 2 pages in length (double-spaced). The lesson plan should also be included in the final exit portfolio.

This lesson should address some aspect of multiculturalism, diversity, or equity. Please see Dr. Russell if you have questions regarding what constitutes a multicultural lesson plan. We will discuss and provide examples for this assignment during the midterm meeting.

Reflection and Technology-enhanced Lesson:

Plan and execute a lesson using technology, making sure that its objectives are in alignment with what you are teaching in that class. Write a maximum 2 page (double-spaced) reflection on the execution of the lesson. Include the detailed lesson plan in the final exit portfolio. We will discuss this assignment during the midterm meeting also.

Reflection on Student Evaluations:

Prepare and use a *Teacher Evaluation* instrument handout (see sample in attached documents) in one of the classes you have taught the longest. Distribute the instrument to students and collect them. Prepare a summary tabulation chart of the results with a written summary of implications for your teaching. The written summary should be 1-2 pages double-spaced. You will do this exercise again with the same class later in the semester.

Reflection on Progress of Achieving Specific Goals:

-Progress in Reaching Goals: Go back to your Goals for Improvement and prepare a progress report (1-2 pages, double-spaced). Include growth seen in videos and feedback from University supervisor and cooperating teacher.

Daily Reflective Journal Entries:

Your journal entries should begin on Wednesday August 18 and end on Thursday December 2, 2010. You will use your journal to complete specific assignments for your internship including:

- d) written observations, interview notes, and reflections of two other science teachers
- e) descriptions of the specific services school support personnel provide classroom teachers – for example, media specialist, technology specialist, special education teacher, guidance counselors, etc.
- f) ongoing documentation on your chosen special needs student: the problem, your ongoing (daily) intervention, and outcomes. (see special needs student assignment in syllabus)

In addition to these assignments, each evening of your internship you will write a reflective entry about your teaching experiences in school. These entries should be from **1-2 pages in length** and be informal in style. Entries should **include the day and date** like a diary and be more personal, thoughtful, and critical of your teaching and school-related experiences. Some possible areas for writing include critical observation of teaching, students, and schooling; dilemmas with no easy solution; personal difficulties and struggles; your developing and evolving philosophy of teaching and learning; inquiry in science education; your growth as a new teacher; and potential solutions to problems. Some possible questions or issues that may arise during your internship include:

The daily journal or notebook can be used to record notes on planning, implementation, and reflection on your experiences and daily teaching in your school. These journals are required of interns and can be requested by a university supervisor at any time to ensure that you are keeping a professional notebook. You should have working notes and/or reflections for each day in your school.

Daily journals should be very useful to you and should document your daily experiences, including:

- (e) notes for assignment purposes and observations (such as CTSE 4200, CTSE 4920/7920)
- (f) notes for planning and teaching purposes (lesson plan notes prior to teaching and after teaching changes)
- (g) reflection on implementation of lessons (what worked, what didn't and ways to improve your approach "next time") and
- (h) professional progress in meeting your personal and professional goals (from supervisory meetings) as a successful intern

Some interns would like to use a journal for more than *technical planning, implementation, and reflection* on their teaching. For these interns some possible areas for writing include critical observation of teaching, students, and schooling; dilemmas with no easy solution; personal difficulties and struggles; developing and evolving philosophy of teaching and learning; issues of inquiry in science education; growth as a new teacher; and potential solutions to problems.

Some possible questions or issues that may arise during your internship include:

1. Where am I making novice mistakes and where am I learning from these mistakes?
2. What skills or strategies about teaching science or managing students have I learned today?
3. What great resource or experience have I encountered that will be extremely useful to me (and others) as a beginning science teacher?
4. What am I doing to better manage my workload and time, both in the classroom and at home?
5. What weaknesses are appearing in my beginning teaching? What am I doing to overcome these weaknesses? Who am I consulting for help?
6. What about schools (or students) seem different from what I expected or remember from my past? How do my ideals conflict with my current situation? How do I cope?
7. What about this school or teacher's classroom seems congruent with my own emerging philosophy of teaching science? What is not? Am I likely to believe that "all schools" are like this one? Why or why not?
8. Do I feel trapped in the routine of my classroom? Am I seeking assistance from other teachers in planning, teaching, and assessing my students?
9. What do I think about my teacher's or school's assessment and grading practices? What types of student work is assessed and how often? What are students "learning?" How does this compare with "best practices" according to National Standards, NSTA, assessment research, other?

10. Where is my initial attitude and approach to teaching beginning to change? Is this change best for students and their learning, as well as their motivation and interest in learning?
11. Why do many students in my classroom not want to participate or succeed? Am I teaching to diversity in learning styles, intelligences, and cultures? What about the nature of schooling is contributing to this aspect – instruction and discipline methods? Is what I am teaching important, relevant, and applicable to their lives?
12. What impact does my school's (or teacher's) philosophy have on my ability to implement the kind of teaching that I want to do? What will I do in my classroom if under similar constraints?

In a journal entry you might propose possible solutions to existing conundrums or problems. You could then begin implementing "plans of action" in your daily practice as well as discuss the results of action(s) taken. Reflective journaling combined with *action research* can lead to improvement in practice.

Reflections on Videotaped Lessons:

See Form E

Scientific inquiry project:

Midterm (approved coversheet only)

Please follow guidelines specified in the scientific inquiry project coversheet prided in the 2007 Science education internship syllabus.

Laboratory safety plan:

Please follow guidelines below as well as any additional guidelines specified by your university supervisor.

Why is laboratory learning important in science education? Also, how will you assess student's laboratory work and learning? Describe the types of assessments you will use and the percentage of your course grade that lab will make up. (maximum 350 words/double-spaced)

Safety in laboratory activity

What will you do to prepare your students to be safe in the laboratory? How will you teach and assess safety at the beginning of the school year and throughout your science course? (maximum 250 words/double-spaced) Attach a copy of your General laboratory safety test (and test key) that you will give your students.

Attach a copy of your student safety contract tailored for your particular course and grade level. The contract should begin with your general safety rules and consequences and end with a place for student and parent signatures. Cite sources used. (maximum two pages/double-spaced)

State how you will purchase (and from whom) professional liability insurance to protect you as a laboratory science teacher through providing legal representation. List the organization's name, address, and/or website.

Science Technology-Society lesson plan(e.g. BSCS , NASA). If you have not developed a unit in one of your previous courses you can devise a detailed lesson plan.

This should follow the guidelines outlined for the Science-Technology-Society lesson that will be provided to you during the internship meeting.

NSTA membership card (optional but highly recommended):

One requirement for all science education interns is that you join the National Science Teachers Association (NSTA). Please provide documentation (either a copy of the card) or some other appropriate documentation in your final exit internship portfolio.

Teacher reference form:

Please include a copy of the completed teacher reference form.

PEPE evaluations and responses -Midterm evaluations and reflection are due on Thursday October 7, 2010 in your midterm portfolio.

End term evaluations are due Friday December 3, 2010.

Include a brief response/reflection (maximum 2 page double-spaced) on your PEPE evaluation for both midterm and end term PEPE evaluations.

Documentation of outreach:

Students must provide some official documentation of an outreach project that you have participated in as a science education student.

Professional Work Sample:

Due date Friday December 3, 2010

Reflective Paper on Videotaped Lessons (See Form E)*Adapted from research on effective science teaching***Procedure:** Watch each videotaped teaching and make notes on each of the following 13 statements.

1. How well did I introduce the objectives, task(s), concept(s), or instructions to prepare my students for this new lesson, lab, project, or activity? What could I have done to better prepare them for doing and understanding it?
2. Did I adequately get the students' attention when I needed it? Did most all of the students seem to understand what I was teaching or asking them to do? If not, what could I have done differently to remedy this?
3. Did I periodically check to see that all students were on task and completing their assigned task? How did I handle those who were not?
4. Did I attempt to question all students equally and allow adequate wait time before seeking a response? How could I improve this?
5. Was I creating an atmosphere of trust, caring, and mutual respect? Did I plan and teach with an understanding of the diverse learning styles and cultures of all my students? What evidence do I observe that this is so?
6. Where in my lesson did I build on students' prior knowledge, understanding, or interests? Were segments of the Learning Cycle evident in the lesson beyond the "explain" phase?
7. Where in my lesson did I use some form of inquiry (or process skills)? What technology did I use to facilitate student inquiry? Did this technology help facilitate my teaching and student learning? Cite examples.
8. Did the students show that they clearly knew my academic AND behavioral expectations throughout the lesson? What evidence do I observe to support this? How might I improve this?
9. Where in my lesson did I "formatively" assess student understanding and learning of the lesson at hand? Is evidence from the videotape and student work (collected and assessed) strong enough to support the claim that most all of the students "learned" science today? How might I improve this?
10. Did I bring adequate closure to the lesson by reviewing what was learned through notes and questioning, extending the lesson through a supplemental worksheet, having students present information/results, explaining instructions for cleanup and what will ensue tomorrow, etc.? How could I improve my closure of this lesson?
11. How did I handle classroom disruptions or behavior problems (*if applicable*)? What could I have done differently?
12. How well did I prepare my students for their lab, project, or activity? What could I have done to better prepare them for it?
13. Where in my lesson did I incorporate a more student-centered teaching strategy over more teacher-centered ones? If not in this lesson, when will I do so in upcoming lessons?
Some examples of student-centered strategies include cooperative learning, think-pair-share, peer tutoring, partnered lab activities, inquiry activities or projects, student journaling, rotation stations, etc.

Final AnalysisWhat three things did I do well in my videotaped lesson and how can I share my strengths with my fellow interns?What three things do I most need to work on (goals) before my next videotape and what specifically will I do to better each?

See me regarding the videotape editing to CD for PWS. I will schedule for a session with LRC to review how to complete this portion of the PWS. Edit your chosen lesson's digital tape onto CD to last no more than 5-8 minutes. Divide your teaching into the appropriate number of *event changes* using a storyboard approach (e.g., opening, activity directions, activity, clean-up, learning from lesson, closing). Transfer to CD enough of each event for a viewer to know how it went and how it would continue. Have introductory text slides for your edited CD: Your name, school name, class, topic title, learning goal and objective(s). Have a single text slide before each event change describing what happens next (1-2 sentences). Have concluding slides marking the end of your edit (e.g., THE END) and what happened the next day to complete the lesson or continue the unit.

Lesson Plan Guidelines

Unless other directions are given by your university supervisor all lesson plans must be in the following format. Failure to follow this format and turn in all lesson plans with attachments in a timely manner will adversely impact your internship grade.

(A sample lesson plan is also attached)

Name:

Date:

Course:

Number of Students:

- A. Alabama course of study objectives (ALCOS)
- B. National Science Education Standards (NSES)
- C. Goals of the lessons
- D. Objectives of the lesson (3-5) must be behavioral objectives
- E. Materials and resources
- F. Safety accommodations
- G. Special needs accommodations
- H. Motivation/Engage @5-10 minutes (must be engaging and can not be bellwork, quizzes, lecture notes, etc.)
- I. Lesson Procedure (must be detailed and include all transitions from one activity to the next)
- J. Closure (can not be merely doing a homework assignment)
- K. Evaluation/Assessment (each lesson should include some type of evaluation)
- L. Extension (should not be assigning students to merely begin their homework assignment).

In addition, all lesson plans must include time limits and transitions which serve as guidelines for each activity.