Curriculum and Teaching I Science
Fall 2013 Course Syllabus and Timeline

AUBURN UNIVERSITY
SYLLABUS

1. Course Number: CTSE 4100
Course Title: Science Methods II
Credit Hours: 4
Prerequisites: Admission to Teacher Education and Senior Standing
Corequisites: None

2. Date Syllabus Prepared: Spring 2006, Revised August 2013

3. Text and major resources:

Required:
Kellough, R. & Kellough, N. 4th Edition. Secondary School Teaching: A guide to methods and resources. Merrill: Prentice Hall. New Jersey.
Recommended readings:
Kozol, J. (1992) Savage Inequalities: Children America's Schools
Delpit, L. (2006) Other Peoples Children: Cultural conflict in the classroom. The New Press.
Dreamkeepers: Successful teachers of African American Students Gloria Ladson Billings

Office Hours: By appointment
On Campus (lecture): Tuesday 6:00pm-7:50pm. – HC 2462/4Combined Lecture and Lab
On Campus (lab) Wednesday 11:00 am – 3:30 pm Haley Center 2462/4 Combined Lecture and Lab
Field Placement lab times may be flexed on the Weds. meeting date earlier in the day based on scheduling for lab placements. However, all students must meet on the Weds. Date only.

Goals and Objectives – In this methods course we will learn and practice methods of teaching aligned with "inquiry" from the Next Generation Standards and *applied within* a Learning Cycle Model for teaching as outlined in the Alabama

Course of Study: Science. While coteaching and learning new educational methods, you will begin to reflect on practice and make the necessary changes required of professional science educators to improve practice.

4. Course Description:

Planning, teaching strategies, evaluation techniques and classroom management procedures needed to be a successful science teacher.

The prospective Science teacher will become familiar with planning, teaching strategies, evaluation techniques and classroom management procedures needed to be a successful inquiry-based teacher. This course will combine hands-on experiences with learning theory. This course will address various issues relative to planning as well as effective teaching strategies, needed towards becoming a successful educator. We will also discuss modern ideas on cognition and learning for science students in the secondary school classroom. In addition, we will address various teaching strategies that address issues of equity and diversity in the science classroom. Students will select and demonstrate various teaching strategies and work in the field with experienced teachers in local schools to master these skills. The course emphasis on higher-order reasoning and process skills in grades 6-12 science will use both state and national standards as a guide.

This course combines hands-on experiences with learning theory. We will discuss modern ideas on cognition and learning for science students in grades six through twelve. We will derive a working definition of science literacy, and then discuss attributes of effective science teaching. I will model some teaching strategies which have been shown to be effective. We will discuss these, along with the objectives they were designed to accomplish. Then you will select your own objectives and use strategies to help students master them. By working with experienced teachers in local schools, you will learn how hands-on experiences are used to support meaningful learning in science. Our emphasis will be on learning higher-order reasoning and process skills in grades 6-12 science using state and national standards as guides.

All assignments are to be typed, double-spaced, and in APA style (6th ed).

5. Course Objectives:

The purpose of this course is to enhance your pedagogical skills and focus on teaching science. The science teacher should understand the nature of science, its content and related concepts, as well as implications of secondary science education, the lives of our students, our community and society. The focus of this course will be on exploring science teaching in a variety of ways. This course will also focus on equity in science teaching, learning, and the education of students. Particular emphasis is placed on connecting the science curriculum and science learning goals to the direct lifestyles and perceptions of secondary level students. In addition, this course explores learning and inquiry from the perspectives of the scientific methodology and through purposeful processes of discovery, conceptualization, and understanding.

Upon Completion of this course students should:

1. Prepare activities to enable youngsters to develop the science process skills. Also, techniques for decision making, problem solving and critical thinking (290-3-3.14(1)(a)4).
2. Distinguish between facts and concepts.
3. Prepare daily lesson plans, long-range plans and resource unit plans to operationalize stated objectives *[290-3-3-.14 (1) (b) 3,8]*.
4. Employ appropriate inquiry teaching strategies such as inductive demonstrations, laboratory experiments, cooperative learning, discussions, field trips, project-based instruction, and individualized instruction. (290-3-3.14(1)(a)5, (b) 4, 5)
5. Select and/or prepare appropriate media and technology for teaching science lessons (290-3-3.14(1)(a)3,7 (b)8).
6. Evaluate his/her teaching behaviors utilizing a combination of professional review, student feedback, and self assessment.
7. Evaluate the status of science education at the national, state and local level based the National Science Education Standards *[290-3-3-.14 (1) (b) 6,7]*.
8. Use various methods to assess and evaluate student achievement and performance in the affective, cognitive and psychomotor domains of learning.
9. Develop a discipline plan and employ a variety of strategies for classroom management and discipline.
10. Prepare science lessons for Exceptional students.
11. Address global and ethical issues in Science (290-3-3.14(1)(a)6, (b)2).

Students will …

1. **master beginning science teaching skills** *while also* managing students through peripheral participation and coteaching with an experienced classroom science teacher. ***[See Classroom observation form or Educate Alabama].***
2. **demonstrate their knowledge and abilities** to use methods supporting inquiry including demonstration, laboratory, outreach projects, use of technology, questioning, discussion, and cooperative learning. ***[See weekly assignments].***
3. **properly plan and use standards-based practices** in the science classroom where they are most effective for student learning – i.e. use of a Learning Cycle Model. ***[See lesson plans].***
4. **self-assess their ongoing teaching abilities and dispositions** for professional growth in order to successfully meet the needs of diverse learners in the science classroom. ***[See Educate Alabama, Professional Checklist, and Classroom observation instrument].***
5. **request and give professional assistance** in teaching and managing students through reflection**.**
6. Demonstrate an increase in readiness to teach science to children in multicultural and diverse classroom settings.
7. Engage in problem solving relevant to science teaching through consideration of teaching cases as well as their own experiences.
8. Learn to formulate questions or challenges about teaching science.
9. Develop, practice, and critique methods and hands-on activities that demonstrate science principles in the curriculum and their roles in real life situations.
10. Develop and document strategies to demonstrate personal development as a teacher, and lifelong learner.
11. Prepare and teach science lessons that are rich in content, and culturally varied instructional strategies that maximize *all* students' opportunities and participation in science.
12. Organizing instruction to actively engage students in learning science.
13. Learn how to grow and improve your pedagogy.

Required AU Nametag – Wares Jewelers (approx. $12.00) to be ordered as a class through a student volunteer

Required Materials – High 8 mm digital videotape or CD. Please check with your school regarding guidelines on videotaping.

Required Text –

Kellough, R. & Kellough, N. 4th Edition Secondary School Teaching: A guide to methods and resources. Merrill: Prentice Hall. New Jersey.

Recommended Text: Kozol, J. (1992) Savage Inequalities: Children America's Schools
Delpit, L. (2006) Other Peoples Children: Cultural conflict in the classroom. The New Press.
Dreamkeepers: Successful teachers of African American students Gloria Ladson Billings

Alabama Course of Study: Science (2005) Download and print all introductory pages and grades 6-8 science: http://www.alsde.edu/html/sections/documents.asp?section=54&sort=7&footer=sections

Ancillary Text –

See New Science Education Conceptual Framework/Next generation standards (more information will be provided)
*Additional articles and readings will be disseminated or may be placed on reserve in the LRC or main library. You are responsible for reading all materials prior to the class meeting dates and should be prepared to facilitate and/or lead group discussions on articles assigned. Lack of preparation and failure to have read assignments may result in point deductions from your final course grades

Cultural Diversity

"I don't care that you know. I want to know that you care"
Author Unknown

This course reflects the College of Education's commitment to cultural diversity the goal of professional education programs at Auburn University is to prepare outstanding educators who are competent, capable, and caring in complex, diverse educational arenas. Such individuals are

- Effective in their roles as culturally responsive teachers, designing and implementing sound meaningful and balanced instruction with the full range of learners.
- Effective as they assist learners in their comprehension of issues surrounding diversity; and
- Effective in their contributions of thoughtful and informed discourse to their own educational communities as they work to build equitable and supportive environments learners.

Participation

This class is intended to be both interactive and collaborative. You are expected to come to class prepared to discuss assignments. We will also designate small groups during the initial class session, and you will spend some time doing group work. Learning is most effective when we fully participate in the process of constructing knowledge. In this course it is my expectation that everyone actively participate. Participation starts with preparation. It is my expectation that each class participant will be fully prepared for each day by having read the assigned materials and completed other work requested and required. In addition, please make sure to check your e-mail on a daily basis. Occasionally information regarding the course may be e-mailed and students are held responsible for any information sent via e-mail. If you are having problems with your account please make sure to get the issues taken care of as soon as possible.

Expectations

In this course I expect you to:

- Reflect critically on all experiences and readings.
- Be prompt and in attendance at all course sessions.
- Demonstrate critical reflection through discussion, writing and course assignments.
- Complete assignments to the best of your ability.
- Communicate expectations and ideas.
- Recognize and validate the values of other class members.
- Participate fully in all class discussions

6. Course Content and Schedule

Weekly Campus and Field Schedule[1]

Please lab meeting at the field placement site dates may be changed at the discretion of the instructor. Check your e-mail frequently. In addition, topics may change based on the pacing of the course.

Reading assignments will be posted on Canvas and/or given at least 1 week before the next class meeting when they will be due

Wednesday August 21:	Introduction and review of syllabus
Tuesday August 27:	Review methods guide/Lesson planning
Wednesday August 28:	Meet for class in 2462 HC Lesson planning
Tuesday September 3:	The essential features of inquiry in the science classroom Tell me about yourself assignment see syllabus guidelines
Wednesday September 4:	Field placement/tentative
Tuesday September 10:	Meet for class in 2462/4 **Microteaching 1 due (no late assignments accepted)**
Wednesday September 11:	Field placement

[1] Details on weekly field assignments are given on the *Weekly Assignments and Attendance Form*.

Tuesday September 17:	Instructional strategies
Wednesday September18:	Field placement
Tuesday September 24	Instructional strategies **Microteaching 2 (no late assignments accepted)**
Wednesday September 25	Scheduled field time
Tuesday October 1:	Assessment Equity in science teaching
Wednesday October 2:	Scheduled field time
Tuesday October 8:	Midterm exam
Wednesday October 9:	Scheduled field time
Tuesday October 15:	Classroom management
Wednesday October 16:	TBA (Scheduled field time of ASIM/AMSTI visit)
Tuesday October 22:	Classroom Management Lab safety
Wednesday October 23:	Scheduled field time
Tuesday October 29:	Effective Science Teaching
Wednesday October 30:	Scheduled field time
Tuesday November 5:	Effective Science Teaching
Wednesday November 6:	Scheduled field time
Tuesday November 12:	Effective Science Teaching
Wednesday November 13:	Scheduled field time
Tuesday November 19:	Effective Science Teaching
Wednesday November 20:	Scheduled field time

November 25-29 Thanksgiving Holiday Break-No class or field placement assignment for this week~

Tuesday December 3	Effective Science Teaching
Wednesday December 4	Wrap up-Last day of class

Classes end December 6, 2013

Reading day-December 7-9

Final exam period-December 9-13

Final Exam for class TBA

7. Course requirements and evaluation

Grading. Because this is a professional program, you will be evaluated using multiple means of authentic assessment: Pedagogical knowledge, reflective writing, teaching performance, and self-assessment. You will SAVE ALL WORK from this course for possible use in your **methods studentship professional portfolio** that is designed to meet professional standards of practice (INTASC, NCATE, NSTA) for preservice science teachers.

CORE COMPETENCY MARKS
Educate Alabama
Professional Dispositions Checklist
Inventory for Candidate Proficiencies

Late/remedial work policy

An assignment will be penalized 1 point from the overall assignment grade for each day the assignment is not turned in. Any assignments more than 3 days late will not be accepted. **Please note that some assignments will not be accepted as late work.**

Grading Scale:

A	92%-100%
B	80%-91%
C	70%-79%
D	60%69%
F	<60% (less than 60 or 59 and below)

Grades of "D" are possible, but do not give credit for this course-failure (D or F) is not an option.
Students must retake the course if their final course grade is below a "C."

General grading rubric for assignments

100%: beyond the call of duty; strikingly impressive; excellent in every way
92%: both complete and showing evidence of original, active, critical thought
80%: all specified aspects of assignments minimally completed
<75% one or more aspects of assignments missing or unacceptable

Course Evaluation

Assignments	Points
1st exam/ Midterm	30 points
2 Micro-teaching lessons at 10 points each presentation	20 points
4 unannounced quizzes at 5 points each	20 points
Laboratory Field Placement	Educate Alabama and all other assessment ratings must be satisfactory*(unsatisfactory performance may result in not passing the course)* ***See field placement guide for more information***
2nd Exam/Final	30 points

Project Descriptions

1. Microteaching/Inquiry-based demonstration"Teach-a-Lesson" (2 presentations at 10 points each) Total 20 points

You will perform an inquiry based demonstration which actually "teaches something" to the class. This mini-lesson is an opportunity for you to micro teach to your colleagues and receive constructive feedback. You are expected to be creative and the lesson must be interactive. The microteaching lesson may address any topic. Make sure that the portion presented is very hands-on and interactive. In essence, the lesson plan should be designed to effectively "teach something" to the class in no more than 10 minutes. Therefore you must plan appropriately and determine what knowledge/principle, etc. is critical for the learners involved and the most effective way to convey the primary goals of the lesson. ***The lesson will be timed and a sign-up sheet will be provided.*** *No exceptions or late presentations will be accepted). A* rubric will be provided.
Students will have 10 minutes for the mini-lesson.

CTSE 4100
Fall 2013
Teach-a-lesson/Mini-Lesson
10 pts- 2 points each
Each category is worth 1 point.
Name_____

1. **Exhibits confidence in subject matter._____**
2. **Focuses students immediately before performing demonstration, uses questions to stimulate inquiry._____**
3. **Demonstration works effectively in producing phenomenon desired._____**
4. **Explains to students by showing, alerts students to essential learning throughout lesson._____**
5. **Demonstrates the ability to interest student, shows enthusiasm, closes with a summary of essential learning._____**

Total_____

2. Laboratory experience Required- If student receives an unsatisfactory rating on final ICP evaluation or the Educate Alabama assessment from mentor teacher and university supervisor the student may be at risk of not passing the lab.

Also see lab placement guide for more details on how the lab experience will be evaluated.

Through a cooperative arrangement with local teachers, you will work in the preparation and implementation of interactive demonstrations on current science topics with students. Laboratory placements will be at Auburn High school, and Drake middle school. This class requires that you are on-site at an assigned school for the laboratory field experience. You will keep a log of your activities there for this practicum experience. You may work with partners from this class for your classroom teaching. Documentation to record your visits must be signed by your mentor teacher. Attendance is mandatory and you will be expected to attend during each Wednesday during the 11:00-3:30 designated time for the laboratory experience. Your mentor teacher will complete a sign in sheet for you each visit. In the event that the mentor teacher does not have class during the assigned time from of 11-3:30 after consulting with both the teacher and Dr. Russell you may make arrangements for your schedule to be at a different time. However, you must still meet for the same amount of time (four hours and thirty minutes). Failure to report to the laboratory field placement without a valid AU excused absence will result in 5 point deduction from final grade for course (for each infraction). **No absences will be allotted for the laboratory experience because attendance is paramount for your practical experience to be fulfilling**. Absences not in accordance with the official AU absence policy may result in 5 point deduction from the final grade for the course for each infraction (at the discretion of the instructor for the course).
Sign-in sheets will be provided at the school site to document attendance. Excessive absences may result in withdrawal from this course or incomplete for the methods course. In addition, other lab days might be designated as in class days however students will be notified in ample time. Additional information regarding placements will be provided. More than one excused/unexcused absence may result in referral for withdrawal from the CTSE 4100 course and a 5 point deduction from the final grade for the course for each infraction (at the discretion of the instructor for the course)
All excused or unexcused absences must be made up before the end of the semester.
We will also use the Educate Alabama assessment this semester as well and students may be required to complete reflections and other documents based on the Educate Alabama guidelines.

3). 1st exam 30 points October 8, 2013
2nd/ final exam 30 points TBA-See exam schedule

To evaluate your understanding of the various concepts, and terminology discussed in the class. The format of the midterm will be short-answer/discussion midterm. 1st exam is scheduled for and the 2nd exam is scheduled for

4) Four (4) Unannounced quizzes on additional readings designated class meetings. (20 points)

Students will be given a chapter or assigned reading at least one week prior to discussion on the reading. The readings for this course will supplement our discussions of science instructional strategies and help inform your practice relative to secondary science teaching. In order to facilitate our discussions students will be asked to present and give a synopsis of readings, as well as lead a discussion on the topics covered. Each student is expected to bring at least two questions or comments related to the topic covered for formal discussion in class and you are to turn in the following assignments for credit.

5) Reflection and Technology-enhanced Lesson Due October 15
(This is to be taught during the lab placement)

6) Equity based lesson plan Due November 17
Plan and execute a lesson using and integrating technology into a lesson plan, 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. This lesson must not consist of merely having students complete a power point or use the internet. You must research and integrate a technology based programs or equipment into a lesson. Lesson will be evaluated using the ICP and classroom observation instrument (to be provided).

7) **TELL ME ABOUT YOURSELF –Due August 27-All students will present to the class.**

Directions: Answer each question completely and truthfully. This assignment is to be done as a powerpoint presentation. You are only allowed to have 10 slides in this presentation. The entire presentation must contain the following: 10 slides, 5 website links, 5 pictures. You must answer the following questions in the powerpoint presentation.

1. Tell me about your hometown (socio-economic status, location, town characteristics, student diversity, etc.)
2. Tell me about your high-school (socio-economic status, location, town characteristics, student diversity, etc.)
3. Why do you want to become a teacher or why did you become a teacher?
4. Tell me two interesting facts about yourself and how they shape you as a person?
5. Address a "good" science experience during any grade-level and how it impacted your perception of science.
6. Address a "bad" science experience during any grade level and how it impacted your perception of science.
7. What do you feel is the "purpose" of science in public/private school?
8. What do you think is the role of a science teacher?
9. What is an example of a technology-based lesson that you can integrate into your classroom based on your content area?
10. What types of technology will you use in your classroom and how will you explain to students the importance or relevance of technology?

8). Canvas online discussion board
There will be some class meetings that utilize Canvas and entail on-line discussions or live chat discussions. Students are required to log in and participate in all discussion. Failure to participate will be considered an unexcused class absence and result in a 5 point deduction from your final grade for each time that you fail to participate.

9) 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 AU guidelines online. 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**.

Students are expected to attend all scheduled classes on campus AND scheduled field hours. You should give prior notice whenever possible of any extenuating circumstances that cause you to miss class or field commitment – notification does not mean that you are excused from class. **Only documented excuses as listed in the estudent handbook are permissible without penalty**; **and documentation must be submitted within seven days of missing class.** Students will lose five points from their final course grade for each undocumented absence. Two tardies to class (more than 5 minutes late) will count as one unexcused absence and will result in a loss of five points from the final course grade. After three unexcused absences (or 4 tardies), students will be referred to the Office of Student Affairs to be withdrawn from the course.

Unannounced quizzes: There will be 4 unannounced quizzes.

Distance Learning Students: Unless specific instructions have been given for a designated course, students in distance education courses shall take all closed resource examinations under the supervision of an approved proctor. Examples of approved proctors include a school superintendent, a principal of a high school, or a dean or department head of a college. Proctors shall be verified and exams shall be sent directly to the proctor who will manage the examination in a secure manner, requiring students to present a picture ID.

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

10) Justification for Graduate Credit (for Graduate Credit Only)

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.

Policies and Procedures

Confidentiality is essential in this course. Any assignments, discussions, cases or episodes are not to be shared outside of this class.

*Please note that lack of professionalism in this course is unacceptable. This includes making any derogatory of negative comments with regards to the course and its course contents, students, or the instructor of the course which can be deemed as unprofessional and will be duly noted and reported to the appropriate administration.

The lesson plans you develop for class should also include the following unless otherwise instructed:
Name:
Date:
Course:
Number of Students:

A. Alabama course of study objectives (ALCOS)
B. Next Generation Science Standards
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 to facilitate the lesson and make sure that it runs as smoothly as possible.

Introduction to Coteaching

The model that you will be following in learning to teach this semester follows a situated-learning one where you will learn to teach "at the elbows" of another more experienced science teacher while also supporting and receiving support from your peer partner (if applicable). Coteaching is a strong component of this model. You learn to teach as you teach alongside another teacher. Some of you will better understand this concept as "team teaching" where one teacher is designated as the lead teacher in the lesson while the other teacher(s) in the room actively assists. Active assistance means interjecting where appropriate to help guide the lesson, gently correcting any faux pas or anticipated difficulties, managing students and student behavior, answering student questions, and working with groups or individual students.

Before you take a central lead in coteaching you will first observe and assist your mentor teacher as a "peripheral participant" in his/her classroom – about two weeks. You will soon take the lead in coteaching your teacher's lessons (after observing and assisting during the first period) during the second of teaching – with your mentor teacher (and partner if present) as the active participants in assisting you. You will have the opportunity to take the lead in coteaching at least once every other week (alternating with a partner if present). Remember that coteaching means "modeling" (not strictly mimicking) your teacher as you all teach together. You will need to develop your own style and personality as you begin to teach. Many of your teacher's lessons will be based in inquiry through use of *Science and Technology Concepts for Middle Schools* kits which includes student-centered activities for you to coteach.

IMPORTANT NOTE: In order for coteaching to work, you must gather needed materials (texts, handouts, etc.) for study and your teacher's lesson plans in advance of each week's lesson – typically the day before you leave each week. You can also find background material on lesson topics in texts shelved at the LRC. You, as the lead methods student, must also personally meet with your teacher 1-2 days before coteaching for any changes or final arrangements to his/her lesson plan. You are **REQUIRED to spend a minimum of 4.5 hours (as many as three science periods) in your school** on each assigned day. You are encouraged to go out additional hours if necessary to work with your teaching on planning.

Failure to come prepared to co-teach will result in a 5 point deduction from the field experience each time that it is documented that you are unprepared and may result in referral for withdrawal from the CTSE 4100 class (at the discretion of the instructor for the course). Please make sure that you are prepared and "carry your own weight". Do not expect your partner to do your work.

Visiting School

Lab students should be sure to dress and act professionally for each visit to their school. Wear your AU nametag. Also, be sure to check in and out in the main office upon each visit – sign in and sign out. **You are guests and ambassadors for our program.** Put your best foot forward in representing yourself, our program, and your future profession!

Also, you need to **bring a current copy of your TB Test results to file with the school office**. This is a requirement for Alabama school teachers, staff, and lab/methods student students. Due by August 31st to Dr. Russell you may post via Canvas.

Coteaching Communication Form

Due December 3, 2013 as part of the Field placement component

Directions: Complete this form by the end of the semester and make a copy for Dr. Russell, and your classroom teacher. It is mandatory that you sit down with your mentor teacher and partner to map out when you will teach and what lessons you will co-teach and lead (as well as specific dates) **Prior to co-teaching and get prior approval**. Make sure that you and your partner are clear on who will lead each week so you may need to make an extra copy for you and your partner with the specified dates for co-teaching/lead teaching.

Have your teacher initial in the appropriate boxes each week of coteaching. **Rotate** who lead teaches each week. **Turn in the completed form at the end of the term with your school weekly attendance form. Each student will turn in their own form and at the end of the semester your mentor teacher will initial that you actually followed the co-teaching scheduled and completed all of the listed dates.**

The final form is **due on December 3, 2013** during the last official class meeting. Please make sure you have this form completed properly so that you receive credit for the field experience

Member Names	Email	Phone No.
Teacher: Teacher school		
Partner:		
Partner:		

Site attendance or Co-teaching date	Student name	Teachers signature Approval prior to co-teaching	Teachers Signature at the end of the semester

***NOTE**: You are responsible as the lead coteaching student for that week for meeting your teacher no sooner than 1-2 days before you are scheduled to coteach in order to discuss his/her lesson for the day of coteaching. Also, meet with your teacher together to plan your own planned teachings on his/her objectives for that day. You must also meet individually with your teacher after your coteaching (and teaching) in order to discuss your performance and receive written feedback

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I certify that _____ met with me 1-2 days before first coteaching each lesson and stayed after coteaching in order to debrief and receive feedback from me both orally and in writing. In addition, the student also completed all of the required days for lab placement.

Teacher Signature: _____ Date: _____

Student Signature: _____ Date: _____

Coteaching Feedback Form
Due December 3, 2013 as part of the Field Placement component

Student's Name: _____ Teacher's Name: _____

Coteaching Date	One or Two Key Goals for Improvement	Suggestions for Attaining Key Goals
	(alternate rows completed if only two periods of science)	

Lesson Plans and Contract

A sample lesson plan format will be provided for you to follow.

The purpose of this contract is to ensure that the Auburn University preservice teacher and classroom teacher have reached agreement on the topic, logistics, and details of the lesson to be taught by the preservice teacher. The signature of the classroom teacher is his or her approval of the lesson to be taught by the preservice teacher on the date and time specified. The signature of the preservice teacher is his or her promise to abide by the lesson plan as approved by the classroom teacher. The signature of the university instructor is to ensure that this process has taken place.

Auburn University teaching experiences must take place in the context of the curriculum, pacing, and plans of the school site's classroom teacher. Preservice teachers' lesson plans must honor this statement. Therefore, preservice teachers must be flexible in adjusting their lesson plans at the request of the classroom teacher. Such adjustments will be minor, if at all, if the approval process occurs 1 week before the scheduled teaching date. Preservice teachers must request final approval of their lessons not less than 48 hours before the scheduled teaching time. Classroom teachers' requests for adjustment should come at least one day before the scheduled teaching time – baring circumstances beyond the classroom teacher's control. Flexibility is the key, and all parties are asked to be flexible as much as possible.

Preservice teachers will strive to plan a lesson that will be interactive, inquiry-based, and contains a hands-on component. This lesson will meet both the needs of the classroom teacher's curriculum and schedule, as well as the needs of practice teaching. A Lesson can be taught for more than two periods IF the classroom teacher and preservice teacher mutually agree to do so.

Lesson Topic: _____

Date and Time of Scheduled Teaching: _____

[Attach a copy of the lesson plan and all supporting print materials including teacher notes, worksheets, activity used, or other student handouts.]

Checklist for lesson preparation

Check each box to show that agreement and preparation for the following features exists:

- ❑ Goals and Objectives for the lesson (both content and process) – from both ALCOS and Next Generation Standards
- ❑ Primary instructional technique that will be used in the lesson
- ❑ Classroom setup when the preservice teacher arrives
- ❑ Provision for videotaping and observing teachers[2]
- ❑ Types and number of students in the target classroom
- ❑ How these students will be grouped during the lesson
- ❑ Use of instructional technology in the lesson
- ❑ Provision for maximum student involvement
- ❑ Proper behavioral and/or safety precautions, warnings, and consequences
- ❑ Measure of student learning from the lesson, such as written thinking, student work products, or quiz.
    - o You will collect one class set of products to assess how well your students learned from your teaching. You will describe the results (e.g., predominant thinking, averages, problem areas, quality, other) before discussing how well your students learned from your lesson, and what you would do in light of this data to further their learning (e.g., reteach, remediate some students, move on).

Classroom teacher's signature and date: _____

AU preservice teacher's signature and date: _____
AU instructor's signature and date: _____

[2] Videotaping is for personal professional observation and reflection on teaching performance and should not be used for any public purpose. Edited videotape from the classroom can be used for a professional electronic portfolio on a password protected website. Auburn City Schools has consented their students/parents for such taping and use. Student teachers must submit original videotapes to the course instructor after use for their destruction.

Inventory of Candidate Proficiencies (ICP)

Methods student _____ Major _____

Mentor 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 methods student on each of the College's 15 candidate proficiencies using the College's progress monitoring scale (see below). Take into account the methods student'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 mentor teacher, (2) a self assessment by the methods student, and (3) a three-way discussion of the evaluation—university supervisor, mentor teacher, and methods student.

Ratings
Consider how the methods student'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 student is provided with a completed hard copy of the ICP with signatures. The university supervisor also keeps a copy.

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

If the methods student 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 methods student's progress with the department head and/or program coordinator.

Final Comprehensive Evaluation
At the end of the semester, the student 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 methods student 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 Mentor/Mentor Teacher _____ Date_____

The information on this evaluation has been shared with me.
Methods student _____ Date_____

Methods student: _____ 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	

Methods student: _____ 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 methods studentship. At the end of methods studentship, it would be highly unlikely that any methods student 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 methods studentship. The rating should be used sparingly prior to the end of methods studentship.

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 methods studentship, 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 methods studentship, 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 methods a poor rating suggests that the candidate is not prepared for the internship and may be recommended to repeat the course or take a practicum before interning.

We will also implement the new classroom observation instrument more information to be provided.