

Auburn University Course Syllabus
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Course Number: CTSE 4923/7920/7926
Course Title: Clinical Residency (Science Education)
Credit Hours: 11 Semester Hours
Prerequisites: Admission to Internship
Co-requisite: CTSE 5243/6246 Clinical Residency Seminar (1 semester hour)
Date syllabus prepared: August 2015

Required texts or major resources:

College of Education Internship Handbook (2015)

Investigating Safely: A Guide for High School Teachers [Purchase from NSTA – see website/ or AU Bookstore]**First Years of Teaching (Harry Wong) 4th edition**Required Materials: **Videotaping capacity (Do not use iPhones, Ipads, or cell phone devices to record videos). You may check out a camcorder in the LRC.****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 professional work sample (lesson) will be created to demonstrate 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 4923/7920/7926 are highlighted on the performance assessment templates included in the attachments.

Instructor: Dr. Melody Russell**Office Address:** 5004 Haley Center**Contact Information:** russeml@auburn.edu**Office Hours:** By appointment**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 creative margins. No un-typed assignments will be accepted.

Observation Protocol

Please note that there will be a minimum of 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 Monday August 17, 2015 and the last official day of class Friday December 4, 2015 at Auburn University. Please note that Alabama school systems begin class prior to the first day of class but students are still to report to the school site on the first day of school at their designated field placement site (if their teacher is available). Students are not to make any special arrangements to miss days and are required to attend every day for the duration of the internship. College of Education Interview Day is scheduled for Tuesday October 14, 2015 from 8-3:30 in the AU Hotel Dixon Conference center and this can be considered an excused absence but you must attend the interview day. Also be sure to notify your university supervisor and the cooperating teacher if you plan to attend this event.

In addition, please be mindful that interns only observe school placement site holidays/breaks and will still be required to attend the internship placement site unless it is an official school system holiday (not AU observed holiday). Although AU observes fall break October 15-16 and Thanksgiving break November 23-27 interns are only to observe the spring break assigned to your field placement.

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.

Internship workshop dates: (Dates to be announced). There will be a few mandatory workshops for professional development. The workshops will be scheduled between 5:00-7:30pm and the dates will be provided on Canvas no later than August 20.

Population Connection August 27 5:00-6:30pm

Project Wild/Learning Tree (May be on a Saturday) TBA

ELLs in the Science Classroom TBA (TBA/midterm)

Lab Safety (Midterm internship meeting)

Guest speaker panel (midterm and endterm internship meeting)

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 Monday of 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.

Date	Event
Friday, August 14, 2015 Friday, August 14, 2015	College of Education Intern Orientation Meeting. 3:00-5:00pm Haley Center. Science Intern Orientation Meeting. 11:00a.m., 2462/4 Haley Center. Mandatory meetings for interns
Within 2 weeks of the beginning of the semester	Meet with interns and cooperating teachers for hello visit (scheduled by the end of the first two weeks of school)
Week of October 5-9 Midsemester is October 6	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 your supervisor may request additional observations after the final date of class based on your performance review.
Friday November 20, 2015	Final Portfolios are due by 5:00pm CST deadline submitted via Canvas
Final COE intern evaluation meeting Monday December 7, 2015 Final Secondary Science Education evaluation debriefing time and date Date and Time TBA.	Final COE intern meeting Monday December 7, 2015 3:00-5:00pm Science Education final intern meeting Monday December 7, 2015 Time TBA

Week 1 Observation and Assistance**Tentative Schedule for Intern Meetings (Please note that all meeting times for Science Education are tentative)****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. Document attainment of these goals.

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 science 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 **via Canvas** no later than **Friday August 21, 2015****

You are required to attend the school field placement site every day from Monday August 17- Friday December 4, 2015 unless the school placement site has designated that there will be no school.

Week 1 August 17-21

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.]

Week 2 Coteaching August 24-27

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.

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.

Week 3 Coteaching & Coplanning August 31-September 4

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 **due Week 4** 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 in Canvas copies of all notes and handouts (labs, activities, homework, study guides, tests, etc.) that you need for your lessons.

Use the lesson plan format 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

Complete your weekly log for what you will teach next week. Attach your log as a cover sheet on Monday of the next week (Sept, 7) with your lesson plans no later than 5:00pm.

Week 4 Coteaching from Coplanning September 7-11

(Please note that Sept. 4 is the last day to drop a course with no grade assignment and last day to drop a course for potential tuition refund for dropped course)

This is the week that daily lesson plans are due for week 4 . Lesson plans will be due now each week for the week no later than Monday during the week you plan to teach the 5 days of lessons (e.g. Monday August 31 at 5:00 pm for lessons scheduled for August 31-Sep. 4), via Canvas unless you and the university supervisor make other arrangements. Failure to turn in lesson plans in a timely manner may impact your final internship grade.

I recommend that you begin planning lesson plans before the weekend. You should meet with your teacher the Weds or Thursday of each week to beginning planning for the upcoming week. Then you have the weekend to pull together the lesson plans. Lesson plans should be sent to the teacher prior to the Monday so that they can approve the lesson plan before the week you will teach.

The lesson plans turned in for week 4 may still be primarily based upon what your lead teacher is covering but you should begin to transition at this stage so lesson plans by the first week of your full teaching are more of your "own" plans and no longer your cooperating teachers lesson plans.

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 lessons that you will teach (NOT coteach) in the same course – five individual lesson plans (See university supervisor). Attach 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 supervisor **via Canvas or in your supervisor's mailbox folder labeled with your name.**

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.

Week 5 Teaching from Coplanning – one course (Week 1 of your teaching) September 14-18

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.**

Week 6 Planning and Teaching – one course (Week 2 of your teaching) September 21-25

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 or other videotaping device is needed. However you must be sure that if you use an Ipad or similar device that downloading may not be possible to other devices. Subsequently I recommend that you use a standard videocamera and make sure that you have enough space on the SD card to record and permission from the teacher to record in the classroom. Students are required to check out videocameras and** This document is subject to minor amendments by the instructor

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 **COE Fall 2015 Internship guide**).

[NOTE: You will also need to save a copy and results for your PWS of any **end-of-topic assessment** that 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 Educate Alabama goals for improvement of your teaching during the internship (See **COE internship syllabus**) 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 (See **Canvas**) 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 and write a critique of the lesson. *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.**

Midterm Portfolio due Wednesday September 30, 2015 Prepare your portfolio with mid-semester program-specific requirements completed and turn them in no later than 5:00pm CST to your designated university supervisor.

Week 7 Planning and Teaching – two courses (if applicable) (Week 3 of your teaching) September 28-October 3

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.

Discuss your 'pass or fail' status based on all of the Science Classroom observation instrument and Educate Alabama documentation and sign this form.

Week 8 Planning and Teaching – two courses (if applicable) (Week 4 of your teaching) October 5-9 (Midsemester is October 6, 2015)

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.

Midterm science education internship meeting HC 2462:Time TBA Week of October 5-9

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Week 9 Planning and Teaching – two courses (if applicable) (Week 5 of your teaching) October 12-16

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** 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 Educate Alabama goals for improvement of your teaching during the internship after the first observational visit.

(When scheduled) Prepare and use a *Lesson Evaluation* instrument handout (**to be provided in Canvas**) 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.. 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.**

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) October 19-23

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.**

Week 11 Planning and Teaching – second course (Week 7 of your teaching) October 26-30

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. For example, you would turn in lesson plans for Week 12 on Monday November 2 no later than 5:00pm.**

Week 12 Planning and Teaching – second course (Week 8 of your teaching) November 2-6

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 document is subject to minor amendments by the instructor

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): Discuss your last observation and performance with your supervisor and cooperating teacher, utilizing the designated evaluation instrument (Educate Alabama). 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?

(When scheduled) Prepare and use a *Lesson Evaluation* instrument handout (**provided in Canvas**) 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.

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.**

Week 13 Coteaching from Coplanning – second course November 9-13

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**).

Week- 14 Coteaching from Coplanning November 15-20

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**).

Week-15 Coteaching from Coplanning November 23-27 (Only observe school placement site Thanksgiving holiday)

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**).

This document is subject to minor amendments by the instructor
Still complete your

weekly log for what you propose to do for that particular 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 November 30-December 4

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 and discuss with your teacher and university supervisor.

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 the due date given (April 21, 2015) at 5:00pm to your university supervisor.

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

Your last day at the school site is Friday December 4, 2015 (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. Ensure that all necessary forms are completed and signed by both you and your cooperating teacher, including the Verification of internship 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 in 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 7, 2015

Science education post-internship meeting time and date 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.

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) Educate Alabama and (3) the Inventory of Candidate Proficiencies. Assessment resources include the following:

- directions and rubrics for key assessments – Internship Handbook
- alignment of AQTS –Internship handbook
- alignment of Alabama program-specific indicators –See attachments provided by supervisor
 - alignment with the key assessments – Internship Handbook

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 (Educate Alabama).

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 Educate Alabama documentation and completion of other requirements on the **Internship** This document is subject to minor amendments by the instructor

Verification Form

(See Canvas) that include:

- Attendance requirement (70+ days)
 - Teaching requirement (20+ days)
 - Observations by university supervisor (3 or more)
 - Educate Alabama instrument (See COE internship syllabus) (used by supervisor and teacher)
 - Portfolio assessment (Course midterm and 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 Student Policy eHandbook at www.auburn.edu/studentpolicies. 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 official ehandbook online) 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 electronically submit their approved accommodations through AU Access and 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 alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

Honesty Code: The University Academic Honesty Code pertaining to Cheating in the Student Policy eHandbook at www.auburn.edu/studentpolicies 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

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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.**