**Auburn University Course Syllabus**

**Course Number:** CTSE 4923/7920/7926

**Course Title:** Clinical Residency (Science Education)

**Credit Hours:** CTSE 4923 11 Semester Hours; CTSE 7920/7926 (8 Semester Hours)

**Prerequisites:** Admission to Internship

**Co-requisite**: CTSE 5243/6240/6246 Clinical Residency Seminar (1 semester hour)

**Date syllabus prepared** August 2018

# Required texts or major resources: See below

**Required: College of Education Internship Handbook (2018)**

**Required**: **Investigating Safely: A Guide for High School Teachers [Purchase from NSTA – see website/ Amazon or AU Bookstore]**

**Required: The First Days of School: How to be an effective teacher. Harry Wong and Rosemary Wong (authors). Please use the 4th edition.**

**Required Materials: If there are any lessons that your university supervisor would like you to videotape 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 analyze 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.

**Instructors/University Supervisors:** Dr. Melody Russell (russeml@auburn.edu), Dr. Cathey Donald (cnd0006@auburn.edu), Ms. Misty Thomas (mst0016@auburn.edu), Mr. Mark Brenneman (mab0164@auburn.edu).

**Office Address:** 5004 Haley Center

**Office Hours:** By appointment

# Course Content and Schedule

**Written work**

**Assignments**

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. 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 20, 2018 and the last official day of class Friday December 7, 2018 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 16, 2018 from 8-3:00pm in the Beard Eaves Coliseum and this is 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 11-12, 2018 and Thanksgiving break November 19-23 interns are only to observe the breaks 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’slesson 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 may be a few mandatory workshops for professional development.

There may also be a guest speaker panel (TBA)

**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 on the Thursday during the week prior to the upcoming week (e.g. lesson plans for the week of Sept. 25-29 would be due to both the university supervisor and cooperating teacher Thursday, September 21 before the lesson is taught). All lesson plans are to be in the designated format (see-attached documentation) and turned into your university supervisor once the intern begins co-teaching or teaching. 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 (F) the internship. At midterm, all students will be evaluated and lesson planning is a significant portion of the evaluation.

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| **Date** | **Event** |
| **Monday, August 20, 2018****Monday, August 20, 2018** | College of Education Intern Orientation Meeting. 1:00pm-3:00pm Haley  Science Intern Orientation Meeting. 11:00am-12:50pm Haley Center.Mandatory meetings for interns |
| **Within 2 weeks of the beginning of the semester****Sept. 3** | Meet with interns and cooperating teachers for hello visit (scheduled by the end of the first two weeks of schoolLabor Day Holiday-No school |
|  **Midsemester/October 9th** | 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. |
| **Final COE intern evaluation meeting Monday December 10, 2018****Final Secondary Science Education evaluation debriefing time and date Date and Time TBA.** | Final COE intern meeting Monday December 10, 2018 3:00-5:00pmScience Education final intern meeting Thursday December 7, 2017 Time TBA |

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| Aug 27 - Sep 10 | Drop Course Penalty Days*- Dropping a course during these days will result in a $100 Drop Fee per course dropped.* |
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# Week 1 (Overview of the first week) 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 checkout time. Attend all departmental and school meetings when they do not conflict with the internship seminar course. 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.

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 (1) Educate Alabama and (2) Classroom observation instrument and any other key 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

Complete the *Intern Information Sheet* during the first week in the school. Return it to your university supervisor via Canvas no later than **Friday August 24, 2018**

# You are required to attend the school field placement site every day from Monday August 20- Friday December 7, 2018 NO EXCEPTIONS unless the school placement site has designated that there will be no school.

**Week 1 August 20-24**

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 27-August 31

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 (Please note this is optional but recommended) 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. (Please note this is optional)

# Week 3 Coteaching & Coplanning September 3-September 7 (Labor Day Holiday Observed on September 3-No school that day)

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 may be using 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 lesson. 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. Post your weekly log cover sheet each Thursday of the week prior to the upcoming week. You will also post lesson plans for the upcoming week, which are due with the weekly log no later than 5:00pm each Thursday. The first weekly log is due Thursday Sept. 6 along with your lesson plans due for the week of Sept. 10-14.

# Week 4 Coteaching from Coplanning September 10-14

 (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)

# Lesson plans that you begin to design with feedback from your cooperating teacher will be due for the upcoming week for any classes and lessons you teach via Canvas on the Thursday for the upcoming week unless you and the university supervisor make other arrangements. Failure to turn in lesson plans in a timely manner may affect your final internship grade.

**I recommend that you begin planning lesson plans early in the week prior to the upcoming week. You should meet with your teacher the Tuesday or Wednesday of each week to beginning planning for the upcoming week.**

**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 17-21**

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** – 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 24-28**

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 meet daily 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 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.

(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 for your student’s handout **(See Canvas for the survey)** in the class of your supervisor’s observation. Do this at the beginning of class the next day you meet You can also do this at midterm and endterm. I recommend using the same class. 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?

Videotaping any of your lessons is optional unless your university supervisor request that you videotape a class. Before midterm you may want to videotape one of your classes and complete the videotape reflection (Please note if you decide to videotape a lesson for your university supervisor (if they request that you videotape a lesson) you can just debrief with your university supervisor and do not need to complete a written reflection) *If specified by the supervisor they may request that you videotape a lesson if they are unable to come out to observe a lesson that you would like them to see. You may also s*Share your lesson plan and videotape with a peer intern at your school, soliciting his/her feedback on your lesson. Also consider cooperating teacher, supervising teacher, student, AND peer feedback on this teaching as you observe your tape.

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 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.**

**Week 7 Planning and Teaching – two courses (if applicable)** *(Week 3 of your teaching)* **October 1-October 5**

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.**

For midsemester 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? **Due October 10 in Canvas**

**Week 8 Planning and Teaching – two courses (if applicable)** *(Week 4 of your teaching)* **October 8-12 *(Midsemester is October 9, 2018)***

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 8-12**

**Week 9 Planning and Teaching – two courses (if applicable)** *(Week 5 of your teaching)* **October 15-19**

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.

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 22-26**

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 29-November 2**

Continue teaching with your cooperating teacher in your first course from 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.**

**Week 12 Planning and Teaching – second course** *(Week 8 of your teaching)* **November 5-November 9**

Scientific Inquiry Project Due November 9th no later than 5:00pm CST in Canvas

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

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

(When scheduled): 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) since mid-semester?

(For the endterm) Prepare and use a *Lesson Evaluation* instrument handout **(provided in Canvas)** in the class of your supervisor’s observation or you may use another class. 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 on Canvas at the end of the semester (December 10)**

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 12-16

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 from 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. **Review MSDS information**

# Week- 14 (Observe field placement site holiday schedule only)

# Coteaching from Coplanning November 19-23

# Laboratory Safety Plan Due November 19 no later than 5:00pm EST in Canvas

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 from 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. **Review MSDS information.**

**Week 15 Observations and Other Professional Experiences November 26-November 30**

**All final internship forms and documents are due in Canvas**

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.

 Week 16 Dec. 3-Dec. 7

Complete your weekly log for what you propose to do for this particular week and turn in a copy to your supervisor.

# Your last day at the school site is Friday December 7, 2018 (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 day’s 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. **Review MSDS information.**  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** and sign this form before leaving your school.

# Return all signed forms to your university supervisor as scanned pdf forms in Canvas.

Have your teacher complete a reference form on your performance for your job applications This same reference form will be completed by your university supervisor.

# Post-Internship/COE Final Internship Meeting scheduled for Monday December 10, 2018 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 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 (the instructor for this course has provided an example) 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 to complete key internship assessments are (1) Educate Alabama. Assessment, (2) Science Education Classroom Observation Instrument, (3) Professional Dispositions Checklist., and (40) Internship verification form. Please note some students will also complete EdTPA with Dr. Kathy King and Dr. David Crowe. Please direct any questions about EdTPA to Drs. King and Crowe.

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

The university supervisor determines the final internship grade (S, U) 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 internship grade will be assigned based on end-of-term achievement of the Educate Alabama documentation and completion of other requirements on the **Internship 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)*

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](http://www.auburn.edu/student_info/student_policies/) at [www.auburn.edu/studentpolicies.](http://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 Head and Asst. Department Head 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 in service 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 handbook 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](http://www.auburn.edu/student_info/student_policies/) at [www.auburn.edu/studentpolicies](http://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 of cup of coffee around the classroom).**
* **No low-cut blouses or shirts, shorts, or mini-skirts**
* **No tee-shirts (only on spirit day)**
* **Tattoos and body piercings should be concealed and discrete so as not to draw unnecessary attention.**
* **No gossiping or unproductive behaviors or discussions regarding university supervisors, instructors, or the College of Education.**
* **No exceptions regarding the dress code outside of spirit day**
* **No excessive complaining about assignments, professors, courses, teachers or students to other colleagues, teachers, students etc. Any and all concerns must be directed to your university supervisor so that they can arrange a meeting to address your concerns.**

**Failure to adhere to the policy on professionalism may result in your receiving an unsatisfactory rating 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. Receiving this document and reviewing the document as part of the internship orientation for science education intern’s means that you comply with this document and will abide by the guidelines in the code of conduct listed.**

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

|  |
| --- |
| **Internship Verification Form (For Program use only)** **Due in Canvas Thursday Dec. 6** |

Intern Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Email \_\_\_\_\_\_\_\_

Major \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ SS# \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

University Supervisor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Email \_\_\_\_\_\_\_\_

Placement 1: School \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade \_\_\_\_\_\_\_\_\_

Cooperating Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Email \_\_\_\_\_\_\_\_

Complete below for dual placement:

Placement 2: School \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade \_\_\_\_\_\_\_\_\_

Cooperating Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Email \_\_\_\_\_\_\_\_\_

1. Attendance (Circle one)
* Requirements for school site satisfied (75 days) Yes No
* Requirements for Orientation and Evaluation Meetings satisfied

(documented by Professional Education Services)

1. Full-time Teaching - Taught 20 full days including 10 consecutive days Yes No

Dates of full-time teaching \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Observations - Was observed by university supervisor (or university-designated Yes No

supervisor) a minimum of three times with feedback

Dates of Visits and Observations by university supervisor/designee

\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

1. Performance
* Satisfactorily completed the EdTPA requirements Yes No
* Satisfactorily performed on the Educate Alabama-based Observation Instrument Yes No
* Satisfactorily completed all additional program-specific requirements Yes No
* Satisfactorily met or exceeded all proficiency expectations for teaching Yes No

 professionals at the initial level of certification as documented by COE requirements Yes No

(e.g. internship verification form, full time teaching, COI)

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

Intern \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_

Cooperating Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_

 Date

University Supervisor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_

**Evaluations of the Educate Alabama-based Observation Instrument, and final Classroom Observation Instrument**

University Supervisor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_

Cooperating Teacher

AUBURN UNIVERSITY

Department of Curriculum & Teaching

5040 Haley Center

Auburn University, AL 36849-5212

**Copy DUE December 6 in Canvas**

APPLICANT: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Cooperating Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Position: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|   | NotObserved  | Superior  | Above Average  | Average  | Below Average  | Unacceptable |
| **PERSONAL QUALITIES**  |  |  |  |  |  |  |
| Speech and voice quality  |  |  |  |  |  |  |
| Poise and self confidence |  |  |  |  |  |  |
| Initiative and enthusiasm |  |  |  |  |  |  |
| Acceptance of criticism |  |  |  |  |  |  |
| Attendance and punctuality |  |  |  |  |  |  |
| Dependability |  |  |  |  |  |  |
| **RELATIONSHIP WITH OTHERS** |  |  |  |  |  |  |
| Rapport with students |  |  |  |  |  |  |
| Rapport with colleagues |  |  |  |  |  |  |
| Ability to work with parents |  |  |  |  |  |  |
| Effectiveness in group work |  |  |  |  |  |  |
| **PROFESSIONAL COMPETENCIES** |  |  |  |  |  |  |
| Competency in academic field |  |  |  |  |  |  |
| Classroom management/discipline |  |  |  |  |  |  |
| Planning and organizing instruction |  |  |  |  |  |  |
| Understanding of children and learning |  |  |  |  |  |  |
| Instructional skills/techniques |  |  |  |  |  |  |
| Creativity |  |  |  |  |  |  |
| **PROFESSIONAL RELATIONSHIPS** |  |  |  |  |  |  |
| Observes professional ethics |  |  |  |  |  |  |
| Supports total school program |  |  |  |  |  |  |
| Use and care of equipment/facilities |  |  |  |  |  |  |
| Willingness to grow professionally |  |  |  |  |  |  |
| Accuracy in record keeping/reports |  |  |  |  |  |  |

Would you hire? \_\_\_\_\_\_\_\_

Additional Comments:

 (Signature of Cooperating Teacher) (Date)

**Auburn University**

**Intern Information Sheet and Schedule**

**Due Tuesday, August 21, 2018**

**Turn into your University Supervisor in CANVAS**

Name:

Cooperating Teacher name: **Teacher’s Email:**

---------------------------------------------------------------------------------------------------------------------

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

|  |  |  |  |
| --- | --- | --- | --- |
|  | ***Home*** |  | ***School*** |
| ***Student Name*** |  |  |  |
| ***Address*** |  |  |  |
| ***City, State, Zip*** |  |  |  |
| ***AU Email Address only*** |  |  |  |
| ***Phone Number***  |  |  |  |
| ***Fax Number*** |  |  |  |
|  |  |  |  |
| ***Principal’s Name*** |  |
| ***School System*** |  |
| ***Superintendent*** |  |
| ***System Address*** |  |
| ***City, State, Zip*** |  |
| ***Phone Number*** |  |
| ***Fax Number*** |  |

Please indicate if you are on CST or EST.

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

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

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

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

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

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

PROPOSED WEEKLY LOG

**Due every Thursday starting on September** 6 scanned and uploaded to Canvas no later than 5:00pm CST to your designated university supervisor. Please do not use cameras to take pictures and upload.

Intern \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Cooperating Teacher(s) name (Print) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Cooperating Teacher’s Initials \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date approved \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

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

**Laboratory safety plan guidelines**

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

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

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

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

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

Scientific Inquiry Project Due November 9 at 5:00pm CST in Canvas

Please note that if your cooperating teachers uses AMSTI or ASIM please let your university supervisor know since this assignment may need to be modified to accommodate for AMSTI (or ASIM).

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

Intern’s Name:

Title of Project:

Reference for Project (Citation):

Scientific Question (or Problem) Investigated:

Materials Required –

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

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

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

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

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

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

Additional Important Information

A. See below for items due Thursday December 6 in Canvas at the end of the internship to your university supervisor. All forms must be approved and signed by the cooperating teacher, intern, and university supervisor

1. Internship verification form
2. All copies of Classroom observation instruments (There should be one for each visit and one for final overall performance). Classroom observation instruments will be completed after each observation. The cooperating teacher, university supervisor, and intern will meet for a conference to discuss the observation. If scheduling permits the meeting may be the same day as the observation. If not the meeting will occur within 2 days of the observation. Please be aware that university supervisors have multiple interns and on some occasions come from other visits that may cause a delay in arrival. Typically, this does not happen but in the event that it does, they will usually stay for an additional lesson (or for the beginning of the next lesson). In addition, since they may have other observations or meetings they may have to leave immediately following the observation and they will schedule a follow up meeting to debrief no within 2 days of the observation.
3. Professional Disposition Checklist (midterm and end term)
4. All copies of Educate Alabama Evaluations (there should be one from each midterm, end term, and 1 for overall performance)

B. There will be a minimum three observations for the internship. In the event that a student is at risk of not passing the internship at midterm the university supervisor, cooperating teacher, and intern will meet and develop an action plan for the remainder of the semester. The student is required to demonstrate improvement based on the action plan within 2 weeks of midterm or the student may fail the internship.

There may be some cases where if a student is at risk of failing additional observations may be conducted (more than 3) and in some cases, another university supervisor may conduct an observation to provide additional feedback on the intern’s performance. If a student is at risk failing the internship at midterm they will made aware of this prior to the midterm and if they are at risk of failing by end term, they will be made aware of this prior to the end of internship. Any concerns regarding the internship grade, internship performance, university supervisors, cooperating teachers, etc. will be directed to the university supervisor first and then the university supervisor will contact the lead university supervisor (Dr. Melody Russell) and Department Head.

Please do not contact your faculty advisor without first notifying the university supervisor and lead university supervisor regarding any concerns relative to internship status, grade, etc.

C. Lesson plans are due weekly (the Thursday prior to the upcoming week that you will be teaching unless otherwise instructed). The cooperating teacher must review all lesson plans and university supervisors will verify this to be sure they are aware of what you will be teaching. Once lesson plans are graded if they are marked as incomplete or unsatisfactory you will have up to 1 week (five business days) to make all changes and resubmit. Failure to do this may result in an unsatisfactory grade for the final internship grade. All lesson plans MUST be marked as completed by Dec. 6 in Canvas or the intern may be at risk of failing the internship.