Thursdays 2PM-4pm Zoom appointments are also available. Please schedule with me ahead of time since I also visit interns.

### Required texts or major resources:

College of Education Clinical Residency Handbook- provided on Canvas Equipment for recording lessons can be checked out from LRC

Canvas

EdTPA Handbook- will be distributed by College of Education

### Important Definitions:

**Teacher Candidate or “Candidate”**: The Auburn University student who is completing the last semester of the teacher preparation program and completing the internship, or clinical residency, in a public-school classroom **Clinical Residency**: The semester-long internship in a public-school classroom with the classroom teacher, or clinical educator assisting.

**Clinical Educator**: The cooperating teacher who hosts the teacher candidate

**University Supervisor**: The Auburn University person who reviews lesson plans, reflections, and makes observations

# Mandatory Clinical Residency Orientation for Candidates: August 19, 2024

**Mandatory Science Education program internship: August 19, 2024**

# Course Description:

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

This course combines learning with hands-on experiences in a public-school setting. Teacher candidates will complete a series of experiences outlined in this syllabus. They will observe and talk with teachers and other school professionals to gain insight into the workings of today's public schools. Candidates will develop and implement lesson plans with the aid of an experienced teacher. They will learn how to plan and conduct laboratory and hands- on experiences to coincide with lessons taught. Candidates will be observed by an Auburn University Supervisor at a minimum of four times. The EdTPA teaching portfolio will be created and submitted to demonstrate planning, implementation, assessment, and reflective thinking about teaching practice.

# Course Objectives:

Course objectives include a subset of key indicators from the Interstate Teacher Assessment and Support Consortium (InTASC), Alabama Core Teaching Standards (ACTS), Council for the Accreditation of Educator

Preparation (CAEP) and Continuous Improvement in Educator Preparation (CIEP) program-specific indicators. Indicators assigned to CTSE 4920/7920 are highlighted on the key assessments included in this syllabus.

All of the InTASC standards are here: https://files.eric.ed.gov/fulltext/ED558115.pdf

They are divided into 10 different categories on learner development, learner differences, learning environments, content knowledge, application of content, assessment, planning, instruction, professional learning, ethical practice, and leadership.

The ACTS standards embedded in the code 290-3-3-.03 can be found on pages 16-30 here: <http://www.alabamaadministrativecode.state.al.us/docs/ed/290-3-3.pdf>

The CIEP standards that apply to this course are:

AS 2.1

Plan multiple lessons using a variety of inquiry approaches that demonstrate their knowledge and understanding AS 2.3

Design instruction and assessment strategies that confront and address naïve concepts/preconceptions. AS 3.1

Use a variety of strategies that demonstrate the candidates’ knowledge and understanding of how to select the appropriate teaching and learning activities – including laboratory or field settings and applicable instruments and/or technology- to allow access so that all students learn. These strategies are inclusive and motivating for all students. AS 3.2

Develop lesson plans that include active inquiry lessons where students collect and interpret data using applicable science-specific technology in order to develop concepts, understand scientific processes, relationships and natural patterns from empirical experiences. These plans provide for equitable achievement of science literacy for all students.

AS 3.4

Plan a learning environment and learning experiences for all students that demonstrate chemical safety, safety procedures, and the ethical treatment of living organisms within their licensure/certification area.

AS 4.1

Design and demonstrate activities in a Grades 6-12 classroom that demonstrate an ability to implement emergency procedures and the maintenance of safety equipment, policies and procedures that comply with established state and/or national guidelines. Candidates ensure safe science activities appropriate for the abilities of all students.

AS 4.2

Design and demonstrate activities in a Grades 6-12 classroom that demonstrate ethical decision-making with respect to the treatment of all living organisms in and out of the classroom, emphasizing safe, humane, and ethical treatment of animals and complying with the legal restrictions on the collection, keeping, and use of living organisms.

AS 5.1

Collect, organize, analyze, and reflect on diagnostic, formative and summative evidence of a change in mental functioning demonstrating that scientific knowledge is gained and/or corrected.

AS 5.2

Provide data to show that Grades 6-12 students are able to distinguish science from non-science, understand the evolution and practice of science as a human endeavor, and critically analyze assertions made in the name of science.

AS 5.3

Engage students in developmentally appropriate inquiries that require them to develop concepts and relationships from their observations, data, and inferences in a scientific manner.

AS 6.1

Engage in professional development opportunities in their content field such as talks, symposiums, research opportunities, or projects within their community.

AS 6.2

Engage in professional development opportunities such as conferences, research opportunities, or projects within their community.

The CAEP standards that apply to this course can be found here: <http://caepnet.org/~/media/Files/caep/standards/caep-standards-one-pager-0219.pdf?la=en>

# Expectations

### Twenty Days

Candidates are required to teach all day for 20 days at some point during the semester, with 10 of those days being consecutive. Keep track of these days.

### Written work

Candidates will begin planning during their first few weeks in their school. They will be responsible for creating and submitting lesson plans and a couple other written documents. Typed written work is preferred, however, un-typed assignments will be accepted if they are in pdf format.

### Observation Protocol

Candidates will be visited a minimum of 4 times, but the maximum number will be determined by the university supervisor. Two observations need to occur prior to midterm. Candidates should be prepared for a possible observation at all times once they begin teaching.

Please note: The clinical residency runs from the first official day of class to the last official day of class at Auburn University. Please note that Alabama school systems may have a different start date. Fall candidates should begin attending when the school begins. Candidates are not to make any special arrangements to miss days and are required to attend every day for the duration of the clinical residency. COE interview day can be considered an excused absence and count towards the number of clinical residency days, but the candidate must attend the interview day.

In addition, please be mindful that candidates only observe school placement site holidays/breaks and will still be required to attend the clinical residency placement site unless it is an official school system holiday (not AU observed holiday). Although AU observes Thanksgiving break for a week, candidates are to observe the holidays that the school placement site observes.

The supervisor will make tentative arrangements with the clinical educator to make sure that the candidate will be teaching during observations (in the event of assemblies, testing, etc.) It is the prerogative of the supervisor to schedule all supervision visits at the convenience of both their schedule as well as the clinical educator’s schedule. Moreover, in the event that there is a change in a scheduled visit the university supervisor will contact the candidate and clinical educator via-email as soon as possible to leave a message. 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 clinical educator, the candidate is required to contact the university supervisor via e-mail or cell phone or call the Department of Curriculum and Teaching (844-4434) and leave a message for the supervisor ASAP.

### Evaluation Documents:

The Alabama State Board of Education requires all candidates completing teacher certification programs to be assessed. Key clinical residency assessments are (1) Holistic Assessment of Candidate Performance (midterm and final), (2) the Personal and Professional Dispositions Assessment (midterm and final), (3) the Classroom Observation Instrument- Science (four times), (4) Planning for Instruction Assessment, and (5) Pedagogical Content Knowledge Observation Instrument (four times). Weekly Progress Reports should be submitted by the Clinical Educator weekly to the University Supervisor. The following chart will help us all anticipate when and how to submit these documents.

|  |  |  |  |
| --- | --- | --- | --- |
| **Key Assessments** | **Who Submits This** | **Submitted in** | **Due Date(s)\*** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Key Assessments** | **Who Submits This** | **Submitted in** | **Due Date(s)\*** |
| Weekly Progress Report | Clinical Educator | Emailed to University Supervisor | Weekly (program- specific dates) |
| Pedagogical Content Knowledge Observation | Clinical Educator ANDUniversity Supervisor | Tk20**®** | 2 prior to Midterm2 prior to Final |
| Holistic Assessment of Candidate Performance | Clinical Educator University Supervisor | Tk20**®** | Midterm Final |
| Personal and Professional Dispositions Assessment (PPDA) | Clinical Educator University Supervisor | Tk20**®** | Midterm Final |
| Weekly Lesson Plans | Candidate | Canvas | Weekly on Thursday nights |
| Classroom Observation Instrument- Science | Clinical Educator University Supervisor | University Supervisor will collect hard copies | 2 prior to Midterm2 prior to Final |
| edTPA® tasks for official scoring by Pearson, Inc. ® | Candidate | Pearson, Inc. ®, online through Tk20**®**/college- provided access point | Final |
| edTPA® successful submission verification email from Pearson, Inc. ® | Candidate | Tk20**®** per instructions in step 8 of ***Steps to Success*** for edTPA**®** | Final |

# Format for University Supervisor Visitation

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

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

1. Hello Visit – By the end of your first two weeks in the school…
	* Clarify goals and objectives of clinical residency including meeting candidate proficiencies, completing lesson plans, and providing observational feedback.
	* Discuss supervisor visitations and procedure.
	* Let clinical educator and candidate know that the university supervisor is available for additional visits or private consultation at their individual or joint request.
	* Negotiate a schedule of teaching that closely meets the timeline in the syllabus in order to ensure time for quality planning and reflective practice.
	* Set the date for the first observational visit.
2. First Observational Visit – Approximately 3-4 weeks into the clinical residency…

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

* + Three-way conference sharing observations and reflections on candidate’s performance.
	+ Review of assessment documents and cooperating and supervising teachers’ joint evaluation of candidate performance.
	+ Consensus development for the creation of individually prescribed goals for teaching and professional growth during the remainder of the clinical residency.
	+ Set the date and time for the next observational visit.

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

1. Second Observational Visit – Approximately 6-7 weeks into the clinical residency…

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

* + Three-way conference sharing observations and reflections on candidate’s performance.
	+ Discussion of how candidate is meeting prescribed goals agreed upon from previous visit.
	+ Review of assessment documents if applicable, and review of candidate’s progress.
	+ Creation of a plan of action for improving any ratings below expectations
	+ Written notification for candidates in danger of failing clinical residency.
	+ Set the time and date for next observational visit.
1. Third Observational Visit – Approximately 9-10 weeks into the clinical residency…

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

* + Three-way conference sharing observations and reflections on candidate’s performance.
	+ Discussion of how candidate is meeting prescribed goals agreed upon from previous visit.
	+ Review of assessment documents if applicable, and review of candidate’s progress.
	+ Creation of a plan of action for improving any ratings below expectations
	+ Written notification for candidates in danger of failing clinical residency.
	+ Set the time and date for next observational visit.
1. Fourth Observational Visit – Approximately 12 weeks into the clinical residency…

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

* + Three-way conference sharing observations and reflections on candidate’s performance.
	+ Final discussion on whether candidate has met the prescribed goals.
	+ Final joint evaluation and signatures on all forms.
	+ Final signatures on all forms used (if not obtained earlier).
	+ Suggestions given for future teaching improvement.
	+ Reminder of final meetings on campus.

Additional observations can be made upon the request of the candidate, clinical educator, or university supervisor in order to provide additional feedback on teaching performance. Candidates are not to stop teaching until they have first verified the date they will stop with their University Supervisor. Please note that you may be requested to continue teaching past the last day of clinical residency (or the date you expected to complete teaching) if your supervisor determines that you will need additional observations to successfully complete the clinical residency.

# Lesson plans:

Teacher candidates will prepare lesson plans (see university supervisor for the required lesson plan format and sample lesson) for each lesson they teach or activity that they conduct. Lesson plans should be thorough and typed. A copy of each lesson plan should be provided to the Clinical Educator several days before the lesson is taught (speak to Clinical Educator about expectations). All lesson plans should be in the designated format (see attached documentation) and turned into your university supervisor each Thursday prior to the week that the lessons are to be taught (once the candidate begins co-teaching or teaching as designated in the timeline of experiences). Failure to follow these guidelines will result in not passing the clinical residency. At midterm all candidates will be evaluated, and lesson planning is a significant portion of the evaluation.

At the beginning of an observation, candidates should present the University Supervisor with a hard copy of the lesson plan to be taught. **It is suggested that each candidate keeps an organized binder with printed-out lesson plans in the classroom.** The candidate should take good notes during the debriefing with the supervisor after an observation and reflect in the weekly journal what he or she will do differently in future lessons. Daily reflections on practice should be written. These will be uploaded to CANVAS each weekend. See university supervisor for guidelines.

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

* + - Lessons utilize a 5E Learning Cycle approach, incorporating concrete and relevant experiences *before* and

*after* new information is taught, and with continuous assessment.

* + - Lessons meet needs of diverse learners
		- Lessons feature Science-Technology-Society emphases with connection to students’ lives and interests.
		- Laboratory lessons utilize a guided inquiry approach for teaching content, process, and safety.
		- Lessons utilize cooperative learning as the central strategy for student interaction and learning.
		- Lessons where students utilize computers or other technology as the primary tools for inquiry.
		- Formal assessments that include traditional and alternative assessment as well as frequent use of informal assessments (quizzes, journals, or other).

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

# Additional Information

### What to do right away:

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. Activities should include:

1. Observe clinical educator’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 ASAP.
4. Raise any questions you have concerning your teaching assignment with your university supervisor prior to the first triad meeting of your university supervisor, your clinical educator, and you. E-mail or call your university supervisor with any questions or concerns as they come up.

### Candidates are not allowed to work (this includes coaching sports teams) outside of the clinical residency. Failure to comply with this guideline may result in your dismissal from the clinical residency. This expectation is taken very, very seriously.

**Number of Courses:**

Candidates should not be asked to prepare lessons and teach more than two completely different science courses at one time.

### Where is my Clinical Educator?

Your classroom teacher may spend some time out of the room while you teach, but still be nearby in the hall or same school building. You should know where your classroom teacher is at all times and how to quickly contact him or

her. Exchanging cell phone numbers is a common practice.

**Accommodations:** AU 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](http://www.auburn.edu/studentpolicies) will apply to this class. Plagiarism is not tolerated. Always cite all sources for lesson plan ideas. Give credit where it is due. It is considered cheating to pass off someone else’s lesson plan as your own.

**Professionalism:** As faculty, staff, and candidates 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 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 Candidate Code of Conduct:

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

* + Follow the dress code for the students and teachers at your placement site. Additionally,
	+ 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 cup of coffee around the classroom).
	+ No low-cut blouses or shirts, shorts, or mini skirts
	+ No tee-shirts (only on spirit day)
	+ Tattoos and body piercings should be concealed and discrete so as not to draw unnecessary attention.
	+ No gossiping or unproductive behaviors or discussions regarding university supervisors, instructors, or the College of Education.
	+ No exceptions regarding the dress code outside of spirit day

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

### In the event that your university supervisor arrives, and you are not dressed according to the dress code you may be asked to go home to change, and make-up the missed time, because it would be considered an unexcused absence.

\*Candidates 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 clinical residency.

# Semester Summary

|  |  |
| --- | --- |
| **Clinical Residency assignments and documents due for the semester** | **Due** |
| **Read Syllabus and Clinical Residency Handbook Make sure you are a member of NSTA.****Emergency Contact Information Sheet- see Handbook Complete Form A in this syllabus**Complete the ***Holistic Assessment of Candidate Performance*** and the ***Personal and Professional Disposition Assessment*** as an initial self-assessment.Work with your clinical educator and/or university supervisor to identify target areas (based on your self-assessments) using the ***Semester Goals*** form.Complete at least one Professional Development Indexer and submit evidence via Canvas. https://learningcenter.nsta.org/tools/ | Week 1 |
| Become a member of the NSTA Learning Center (https://learningcenter.nsta.org ) and identify a forum (click on the Forums tab) in which you want to discuss issues withother teachers. Contribute to at least one topic. Submit evidence to Canvas. | Week 2 |
|  | Week 3 |
| **Weekly Lesson Plans** | Week 5 |
| **Personal and Professional Dispositions Form** (self-assessment) See Handbook**Midpoint Conference will take place** | Week 7 |
| **Teacher Evaluation:** Prepare and use a *Teacher Evaluation* instrument handout (See Form F in this syllabus) in one of the classes you have taught the longest. Distribute the instrument to students and collect them. Prepare a summary tabulation chart of the results with a written summary of implications for yourteaching. You will do this exercise again later in the semester. | Week 6-8 |
| **Follow-up Teacher Evaluation:** Again, use the *Teacher Evaluation* instrument (Form F) in the same class as before. Distribute the instrument to your students and collect them. Prepare a chart of the tabulated results and a written summary of findings for this second time. Add an additional summary about the changes noted from the first evaluation. How has your teaching improved in the eyes ofyour students? | Week 12 |
| **Progress in Reaching Goals:** Go back to your Goals for Improvement and prepare a progress report. Include feedback from University Supervisor and Clinical Educator.**Personal and Professional Dispositions Form** (self-assessment) See Handbook**Internship Diversity Questionnaire** (via TK-20)**Final Conference will take place** | Week 14-15 |
| **EdTPA Submission Verification** | Designated submission dates will be provided |
| **Clinical Residency Verification Form is due**- See Handbook**Evaluate Clinical Educator (classroom teacher)****Thank You Letters:** Send thank you letters to your clinical educator and principal of your host school. | Week 15 |

# Proposed Timeline for Teaching

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

Candidates under two preparations will develop their own daily lesson plans for five days in advance for the first course that they plan and teach themselves for six weeks. After teaching this first course for two weeks, they will develop daily lesson plans for five days in advance for the second course that they will teach for six weeks. This delay in planning and teaching the second course provides a four consecutive week overlap for the opportunity for the 20 days of all-day individual planning and teaching.

Candidates under one preparation will develop their own daily lesson plans for five days in advance of teaching the one course that they plan and teach themselves. Candidates with one course preparation will be required to teach by themselves all day for twenty days, with 10 of those days being consecutive.

**Timeline for Teaching Experiences (15 weeks)**

 15 weeks total

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Week 1 | Weeks 2-3 | Weeks 4-5 | Weeks 6-13 | Weeks 14-15 |
| Observe/Assist | Co-teach | 4-Co-plan/Co-teach 5-Co-plan/**Teach** | **PLAN/TEACH**13-Co-plan/Co-teach | Observations |

ß-------Submit Lesson Plans (4-13) à

First Prep weeks 4-9 – 6 weeks

**High Schools (if two preps):** ß à

*----4 week overlap of approximately 20 days---*

Second Prep weeks 6-11 – 6 weeks

ß à

One Prep weeks 4-11 – 8 weeks

Pick up classes…… teach all classes…. Drop classes…….. Observations

**Middle Schools (if one prep):** ß--------------------ß à à

### Week 1 August 19-23, 2024

Complete all forms required during the first week in the school. Return them to your university supervisor via Canvas.

Goals for this period include the following. Document attainment of these goals.

1. Get to know your clinical educator’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 clinical educator:
	* 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?

During the first 1-2 weeks you should become familiar with and assist your clinical educator 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, but feel free to if you want.]

Keep your daily diary (reflection) of your clinical residency experiences. We suggest that you record your thoughts in a paper journal as they happen, and then create a Word document for each week and type up an entry each day. See university supervisor for specifics on due dates and guidelines. It should contain an entry for each day of the week. This is an opportunity for you to be really reflective, and record things you might otherwise forget about your residency experience. You will look back months from now and marvel at what you were thinking and struggling with in the early days. Years from now you will look back at this experience and realize how far you’ve come.

### Week 2 Co-teaching, August 26-30, 2024

Begin to *co-teach* with your teacher 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 textbook 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 into your university supervisor.

### Week 3 Co-teaching & Co-planning Sept. 2, 2024-Sept. 6, 2024

**\*\*\*\*\*This is the week that daily lesson plans are due for week 4. Lesson plans will be due now each week for the upcoming week no later than Thursday at 5:00 pm 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 clinical residency grade.**

Continue to *co-teach* with the classroom 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 the classroom teacher during planning period to develop and co-plan your first weekly (five day) set of lesson plans for the course that you are currently co-teaching. Co-planning means that you use the classroom teacher’s original lesson plans but make agreed upon modifications to it. Attach copies of all notes and handouts (labs, activities, PPTs, homework, study guides, tests, etc.) that you need for your lessons.

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

### Week 4 Co-teaching from Co-planning September 9-September 13, 2024

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

The first observation by your University Supervisor will take place around this time. Have an updated and **detailed lesson plan** and **assessment piece** for your University Supervisor for the scheduled first observation.

### Use planning time each day to meet with the classroom teacher and complete your co-planning for next week’s lessons that you will teach (NOT co-teach) in the same course – five individual lesson plans (See university supervisor). Attach copies of all notes and handouts (labs, activities, homework, study guides, PPTs, tests, etc.) that you need for your lessons and turn these in your university supervisor via Canvas.

Obtain your clinical educator’s final approval on your daily co-plans for teaching. You must ALWAYS get the classroom teacher’s final approval of your lesson plans BEFORE you can begin teaching them.

### Lesson plans to be submitted this week for Week 5. Submit a copy of your final approved weekly lesson co- plans (5 of them) with attachments to your university supervisor.

**From here on out at the end of each week you should be submitting a complete set of lesson plans for the upcoming week no later than Thursday at 5:00 pm (unless otherwise specified by your university supervisor).**

**Week 5 Teaching from Co-planning – one prep/course *(Week 1 of your teaching) September 16-20, 2024*** You are no longer co-teaching in your first class at this time but **should be teaching on your own**. The classroom teacher should be observing and quietly assisting you, if needed, but more in the background. Co-teach with the classroom 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 co-planning. **Get the classroom teacher’s approval BEFORE turning your weekly plans (and all attachments) into your university supervisor.**

**Week 6 Planning and Teaching – one prep/course *(Week 2 of your teaching) September 23-27, 2024***

Begin teaching your own weekly lesson plans in one course with the classroom teacher observing (or continue teaching your same classes all day). Make modifications as needed. Take time to meet daily with the classroom teacher to discuss your teaching and make any necessary modifications of your plans. Co-teach with the classroom 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.

The second observation by your University Supervisor will take place around this time. Have an updated and

**detailed lesson plan** and **assessment piece** for your University Supervisor for the scheduled second observation.

(When scheduled) At a conference with your university supervisor and clinical educator, discuss your performance on your first observation. Review the Educate Alabama goals for improvement of your teaching during the clinical residency. These goals will help you focus on areas needing improvement, practice, or experience. Your university supervisor and clinical educator will determine if a further observation is needed immediately (before mid-term) to determine your ‘pass-fail’ status.

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

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. Candidates 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. Candidates should not be asked to prepare lessons and teach more than two completely different science courses at one time. **Get the classroom teacher’s approval before turning your daily plans (and all attachments) into your university supervisor before you teach them.**

**Week 7 Planning and Teaching – add second prep/courses (if applicable) *(Week 3 of your teaching) September 30-October 4, 2024***

Continue teaching your plans in all science courses – not more than two. The classroom 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 the classroom 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. Get the classroom teacher’s approval before turning your daily plans (and all attachments) into your university supervisor before you teach them.

Complete all midterm forms and submit them via Canvas.

**Week 8 Planning and Teaching – all preps/courses (if applicable) *(Week 4 of your teaching) Mid-semester***

**October 7-October 11, 2024**

**Midterm meeting will be this week (time and date TBA)**

Continue teaching your plans in all science courses – not more than two. The classroom 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.

### Complete next week’s lesson plans. Get the classroom teacher’s approval before turning your daily plans (and all attachments) into your university supervisor before you teach them.

**Week 9 Planning and Teaching – all preps/courses (if applicable) *(Week 5 of your teaching) October 14- October 18, 2024***

Continue teaching your lesson plans in all science classes. Continue to make daily modifications as needed. Take time to daily meet with the classroom 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. The second observation by your University Supervisor will take place around this time. Have an updated and detailed lesson plan for your University Supervisor for the second observation.

(When scheduled) At a conference with your university supervisor and clinical educator, discuss your performance on your second observation. Review the Educate Alabama goals for improvement of your teaching during the clinical residency after the first observational visit. Review your progress on the candidate proficiencies **(See Table**

**I)** with specific competency ratings on each indicator.

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

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

### Complete next week’s lesson plans. Get the classroom teacher’s approval before turning your daily plans (and all attachments) into your university supervisor before you teach them.

NOTE: Your **clinical educator** 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 the classroom teacher is at all times and how to quickly contact him or her.

**Week 10 Planning and Teaching – all preps/courses if applicable *(Week 6 of your teaching) October 21- October 25, 2024***

Continue teaching your lesson plans in all science classes. Continue to make daily modifications as needed. Take time to daily meet with the classroom 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.

Your University Supervisor will observe you around this time.

Complete next week’s lesson plans for the second course that you picked up – or all your classes if only one course preparation. Your clinical educator will take back over the first course that you began teaching; and you will co- teach with him/her in this course. **Complete next week’s lesson plans**. **Get the classroom teacher’s approval before turning your daily plans (and all attachments) into your university supervisor before you teach them**.

**Week 11 Planning and Teaching – all courses *(Week 7 of your teaching) October 28-November 1, 2024*** Continue teaching with your clinical educator 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. Complete next week’s lesson plans. Get the classroom teacher’s approval before turning your daily plans (and all attachments) into your university supervisor before you teach them.

**Week 12 Planning and Teaching – all courses *(Week 8 of your teaching)* November 4, 2024-November 8, 2024** 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 clinical educator. Renew co-teaching with your clinical educator 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.

Your University Supervisor will observe you around this time.

(When scheduled): Discuss your last observation and performance with your supervisor and clinical educator. 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 clinical residency? Have you improved in the areas needed (if applicable) on the Inventory for Candidate Proficiencies from mid-semester? All parties must sign the **Inventory for Candidate Proficiencies (Table I)** during the midterm and end-term meeting with the candidate’s rating of “satisfactory” or “unsatisfactory.” All parties must also sign the Clinical residency verification form at end-term.

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 co-teach these plans with your teacher in this course.

### Complete next week’s lesson plans. Get the classroom teacher’s approval before turning your daily plans (and all attachments) into your university supervisor before you teach them.

**Week 13 Co-teaching from Co-planning November 11-November 15, 2024**

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 clinical educator and university supervisor, decide to teach longer to make up days and continue teaching a full-time load, if necessary.

Continue co-teaching with your clinical educator in your first course off of his/her lesson plans (if applicable). Renew co-teaching from your co-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 the classroom 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 the classroom 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.

### Week 14 Co-teaching from Co-planning November 18-November 22, 2024

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 clinical educator and university supervisor, plan to teach longer to make up days and continue teaching a full-time load, if necessary.

Continue co-teaching with your clinical educator in your first course off of his/her lesson plans (if applicable). Renew co-teaching from your co-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 the classroom 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 the classroom 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.

### November 25-29 Thanksgiving holiday observed by Auburn University. Interns will observe their field placement site holiday schedule.

**Week15 Observations and Other Professional Experiences December 2, 2024-December 6, 2024 (Dec. 6, 2024, is last day of classes)**

Continue co-teaching or teaching. Only if intern is still teaching.

Help the classroom 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.

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

**Your last day at the school site is AUs last day of class) You are not to complete the clinical residency before this date. If makeup days are necessary, discuss this with your clinical educator and university supervisor as soon as possible.**

Continue to assist your clinical educator and observe other teachers in the building. Ensure that all necessary forms are completed and signed by both you and your clinical educator, including the Clinical Residency Verification Form.

Have your clinical educator verify the completed information on the **Candidate Verification Form** and sign this form before you leave your school. **Return all end-of-semester forms to your university supervisor via Canvas.**

### Post-Clinical residency/COE Final Clinical residency Meeting TBA Science education post-clinical residency meeting TBA

Final candidate checkout meetings are mandatory **(two required)** with the COE office and with university supervisors: (1) Verify clinical residency form completion with signatures (2) Complete certification paperwork (3) Discuss beginning teaching and job-related issues (4) Be sure you have submitted your EdTPA portfolio, and (5) Send thank you letters to your clinical educator and principal of the host school.

# Information for the Clinical Educator

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

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

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

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

Help your candidate become familiar with your school. Below are some guidelines to facilitate the clinical residency experience for both you and the candidate:

1. Your candidate should not begin teaching lessons until Week 2, but they should become very involved with your classes, including: Help with grading; monitor small group and individual work; and assist in other classroom activities (other than full-class teaching)
2. You should maintain responsibility for planning the classes the candidate is co-teaching for the first few weeks (as necessary)
3. You should also begin to develop a plan for the semester in consultation with your candidate, including:
	* Which classes the candidate will pick up and when they will be picked up
	* Which units the candidate will be teaching for each class
	* What the candidate is expected to do (such as grading, calling parents, etc.)
	* Involvement in extra-curricular activities and other out-of-class duties
	* An “exit strategy” for returning classes to your control.
4. Closely supervise the candidate’s teaching as they pick up their first class.
5. Continue to closely supervise the candidate, but occasionally leave the candidate alone with the first class thy have picked up if you feel they are ready. Make sure the candidate knows how to immediately contact you. Stay close by.
6. Do a formal observation of one class period (or a segment, if block) of the first class that was picked up and debrief with the candidate afterwards, to serve as a baseline.
7. Continue to leave the candidate alone for some class periods. *Please make sure that you are in the vicinity and within the same building.* They should be picking up primary responsibility for the classes they are teaching.
8. Do a formal observation of one of the other classes they have picked up.
9. Minimize your presence in the first class that the candidate picked up, other than to monitor their progress, to give them the full feeling of being in control of the class.
10. Your presence should be minimal (in the background) once candidates have picked up all classes.
11. When midterm approaches, prepare the Holistic Assessment of Candidate Performance and Personal and Professional Dispositions evaluations, and discuss your ratings with the candidate.
12. Make sure you do structured observations for each of the classes that the candidate has picked up.
13. When candidates begin resuming co-teaching make sure to do a final observation of classes before they are returned to you.
14. At the end of the clinical residency prepare a draft of your final candidate evaluations and discuss these with the candidate. Final candidate evaluations are due at the end of the semester.

**Observations:**

Please note that there may be unannounced observations. Moreover, the candidates will be visited a minimum of 4 times, but the maximum number will be determined by the university supervisor. Candidates should be prepared for a possible observation at all times once they begin teaching. The supervisor will make tentative arrangements with the clinical educator to make sure that the candidate will be teaching (in the event of assemblies, testing, etc.) It is the prerogative of the supervisor to schedule all candidate visits at the convenience of both their schedule as well as the clinical educator’s schedule. Moreover, in the event that there is a change in a scheduled visit the university supervisor will contact you and the candidate via-email as soon as possible to leave a message. If a visit needs to be re-scheduled due to a change in the plans of the clinical educator, the teacher candidate is required to contact the university supervisor via e-mail or call the Department of Curriculum and Teaching ((434) 844-4434) and leave a message for the supervisor at the earliest convenience.

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

# Form A: Candidate Information Form

Your name:

Classroom Teacher name:

Please provide the following information.

|  |  |
| --- | --- |
| ***Principal’s Name*** |   |
| ***School System*** |   |
| ***Superintendent*** |   |
| ***System Address*** |   |
| ***City, State, Zip*** |   |
| ***Phone Number*** |   |
| ***Fax Number*** |   |

Please indicate your time zone (Central, Eastern, etc.)

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Period | Course Name | Grade | Time | Room # | # of Students | Additional Info. |
| 1 |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |
| 5 |  |  |  |  |  |  |
| 6 |  |  |  |  |  |  |
| 7 |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

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

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

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

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

# Form F: Student Evaluation of Lesson

LESSON EVALUATION INSTRUMENT TO BE USED BY STUDENTS

Today’s Date: Lesson Title:

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

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

1 = strongly disagree with the statement

2 = somewhat disagree with the statement 3 = neither agree nor disagree

4 = somewhat agree with the statement 5 = strongly agree with the statement

strongly disagree strongly agree

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

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

 one of the best below average

 above average one of the worst

 average

# Lesson Plan Rubric: Science

## Passing score: 38 out of 54

|  |
| --- |
| **Lesson Plan Rubric: Science** |
| **Introduction** | **Proficient (3)** | **Acceptable (2)** | **Unacceptable (1)** | **Omitted (0)** |
| **Alabama Course of Study Objectives****[CIEP AS1.3]** |  | The candidate includes |  | The candidate includes |  | The candidate vaguely |  |
| all the appropriate **state and/or national standards** defined by subject/grade level. That align with the lesson objectives. | some of the appropriate state and/or national standards defined by subject and grade level. There is some evidence of alignment with the lessonobjectives. | states the appropriate state and/or national standards or not stated at all. The standards do not align with the lesson objectives. |
| **Overview [CIEP AS2.3]** |  | The overview includes |  | The overview includes |  | The overview is limited in |  |
| **student preconceptions/ misconceptions about the lesson.** It describes where the lesson falls in the unit (what comes before andwhat comes after). | some student preconceptions or misconceptions about the lesson. | discussing student preconceptions or misconceptions about the lesson. It does not describe what comes before or whatcomes after the lesson. |
| **Context** |  | The context of the |  | The context is not fully |  | The context is not fully |  |
| lesson: (1) clearly describes and matches the lesson objectives and assessments and (2) howthe lesson relates to students’ lives. | described by omitting or not satisfactory describing one of the two requirements for the context of the lesson. | described by omitting or not satisfactory describing both the requirements for the context of the lesson. |
| **Objectives** |  | Each objective is stated |  | Each objective is stated |  | Objectives are not clearly |  |
| in clear and precise terms. The objectives contain (1) the condition, (2) the student behavior, and (3) the criteria, all of which are measurable. The objectives are appropriate for the chosen subject and grade level. | in clear and precise terms but is missing one of the following: (1) the condition, (2) the student behavior, and (3) the criteria, all of which are measurable. The objectives are appropriate for the chosen subject and gradelevel. | stated or is missing two of the following: (1) the condition, (2) the student behavior, and (3) the criteria and the objective is not measurable. Objectives do not relate to the chosen subject and grade level. |
| **Materials and Resources** |  | All materials necessary |  | Most of the materials |  | The materials section is |  |
| are included. It is clear the materials match the lesson and are appropriate for use with the chosen grade level. Materials necessary for both student andteacher use are included. | necessary for the lesson are included. They are grade-level appropriate. The items may appear vague in some areas. | incomplete. It does not include the student and teacher materials necessary to complete the lesson. The materials are not grade- level appropriate. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Introduction** | **Proficient (3)** | **Acceptable (2)** | **Unacceptable (1) Omitted (0)** |
| **Accommodations** | List, describe, and | List, describe, and | There is no variety of |
| **[CIEP AS3.1]** | provide a variety of | provide a variety of | activities/learning strategies |
|  | activities/learning | activities/learning | that are inclusive and |
|  | strategies that are | strategies that are | motivating for all students. |
|  | inclusive and | inclusive and motivating | No accommodations are |
|  | motivating for all | for all students. There is | mentioned for special |
|  | students. List any | minimal reference to | learners. |
|  | additional | accommodating special |  |
|  | accommodations for | learners. |  |
|  | students with |  |  |
|  | additional needs. |  |  |
| **Safety** | The lesson plan | The lesson plan includes | Safety is not addressed at |
| **[CIEP AS3.4, 4.1,** | includes (1) how to | but is missing one of the | all or is missing two or more |
| **4.2]** | show students proper | following: (1) how to show | of the following: (1) how to |
|  | **safety procedures** | students proper safety | show students proper safety |
|  | **(including chemical** | procedures, (2) identifies | procedures, (2) identifies |
|  | **safety)**, (2) identifies | possible safety | possible safety precautions, |
|  | possible safety | precautions, (3) ensures | (3) ensures that the activity |
|  | precautions, (3) | that the activity is safe for | is safe for all students, and |
|  | ensures that the | all students, and (4) shows | (4) shows proper |
|  | activity is safe for all | proper emergency | emergency procedures are |
|  | students, and (4) | procedures are in place in | in place in the event of an |
|  | shows proper | the event of an accident. If | accident. If the lesson |
|  | **emergency** | the lesson involves live | involves live organisms, it |
|  | **procedures (based on** | organisms, it shows the | does not show the proper |
|  | **state or national** | proper ethical, humane | ethical, humane treatment |
|  | **guidelines)** are in | treatment for those | for those organisms. |
|  | place in the event of | organisms. |  |
|  | an accident. If the |  |  |
|  | lesson involves **live** |  |  |
|  | **organisms, it shows** |  |  |
|  | **the proper ethical,** |  |  |
|  | **humane treatment for** |  |  |
|  | **those organisms.** |  |  |
| **Learners and** | The lesson plan | The lesson plan includes | The lesson plan includes |
| **Strategies** | includes multiple | a few strategies to engage | one strategy to engage |
|  | strategies to engage | learners in culturally | learners in culturally |
|  | learners in culturally | relevant science activities. | relevant science activities. |
|  | relevant science | A few strategies are | One strategy is used to |
|  | activities. | used to include all | include all learners. |
|  | The lesson relates | learners. | The lesson does not |
|  | to the lives of all | The lesson relates to | relate to the lives of any |
|  | students in an | the lives of some students. | students. |
|  | inclusive way. | The lesson gives | The lesson does not give |
|  | The lesson gives | opportunity to some | opportunity to any students |
|  | opportunity to all | students to give ideas of | to give ideas of how to |
|  | students to give ideas | how to connect the lesson | connect the lesson to their |
|  | of how to connect the | to their own lives. | own lives. |
|  | lesson to their own |  |  |
|  | lives. |  |  |

### Lesson Procedures

**Engage [CIEP AS 3.1]**

**Proficient (3)**

Bell work is described in detail.

The Engage Phase is interesting to students, motivates them to begin the learning process, and

### Acceptable (2)

Bell work is stated but not described.

The Engage Phase is included but poorly described or is not interesting to students to

### Unacceptable (1)

Bell work is absent.

The Engage phase is poorly developed.

The weekly plan uses poor strategies to engage learners. The engage

### Omitted (0)

**elicits naïve concepts or** motivate them to begin the

phase is didactic in nature

### Explore

**preconceptions**.

The weekly plan uses multiple teaching strategies to engage all learners and includes culturally relevant strategies.

An activity is described in detail to allow the

learning process.

The weekly plan uses one or two strategies to engage learners.

An activity is described to allow the learners to explore

and does not check for prior knowledge.

An activity is identified but not described to

learners to explore the the topic independently or in allow the learners to

### Explain

topic independently or in groups before explaining.

The weekly plan uses multiple teaching strategies to allow learners to explore the topic.

Students will explore any cultural connections for the lesson based on content, so the lesson is inclusive.

The explain phase incorporates student explanation developed

groups before explaining.

The weekly plan uses one or two strategies to allow learners to explore the topic.

The explain phase incorporates more teacher explanation rather than

explore the topic independently or in groups before explaining.

The weekly plan uses the same strategy to allow learners to explore the topic.

The explain phase is entirely teacher directed rather than student

from the explore phase. student explanation from the driven.

The teacher guides the explain phase, identifying

explore phase.

The teacher identifies the

The teacher does not include the proper

appropriate vocabulary for proper vocabulary but does vocabulary.

### Elaborate

student explanation.

The explain phase is student-centered and student-student interaction is maximized.

The elaborate phase

not relate it to student explanation.

The elaborate phase

The elaborate phase is

**[CIEP AS 3.1, 3.2,** allows students to extend

allows students to practice

used as extra explain time

### 3.3, 5.1]

their knowledge related to their knowledge but not

by the teacher.

the lesson content and engage in **active inquiry through observations, data, and inferences**.

Students also make connections and provide relevant examples to content or material.

The weekly plan uses

extend it.

The weekly plan uses one or two strategies to allow students to extend their knowledge about the topic.

The lesson plan uses the same strategy to allow the learners to explore the topic.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | multiple strategies to allow learners to extend their knowledge about thetopic. |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Lesson Procedures** | **Proficient (3)** | **Acceptable (2)** | **Unacceptable (1)** | **Omitted (0)** |
| **Evaluate** | The teacher uses all | The teacher uses some | The teacher uses no |  |
| **[CIEP AS 2.3,** | open-ended questions to | open-ended questions to | open-ended questions to |  |
| **AS3.3, AS5.1]** | evaluate student | evaluate student | evaluate student |  |
|  | knowledge. | knowledge. | knowledge. |  |
|  | The students are | The students only | The students do not |  |
|  | encouraged to complete | complete teacher directed | complete evaluation |  |
|  | self-evaluation along with | evaluation. | before leaving. |  |
|  | teacher directed | The teacher uses | The teacher does not |  |
|  | evaluation. | evaluation data to guide | use evaluation data to |  |
|  | The teacher uses | instruction | guide instruction. |  |
|  | evaluation data to guide | The weekly plan uses one | The weekly plan uses |  |
|  | instruction | or two evaluation strategies | the same evaluation |  |
|  | The weekly plan uses | to assess student | strategy to assess |  |
|  | multiple **fair and** | knowledge about the | student knowledge |  |
|  | **equitable assessment** | lesson. | about the lesson. |  |
|  | **strategies** to assess |  |  |  |
|  | student learning about |  |  |  |
|  | the lesson. |  |  |  |
|  | -**Address** |  |  |  |
|  | **misconceptions and** |  |  |  |
|  | **design assessments** |  |  |  |

### Classroom Management Procedures

**[CIEP AS2.1, AS2.2, AS3.1, 3.2]**

The teacher assesses student understanding of the **Nature of Science**

At least 7 of the 8 components below are included.

**A variety of activities are used (laboratory, field, technology) that are engaging, interactive, and inclusive and motivating to all students**.

**Active inquiry activities are included, allowing students to collect and analyze data.**

Clear step-by-step instructions.

Timing is predicted for each section.

Questions are planned, and expected answers are

At least 5 of the 8 components are included.

A variety of activities are used (laboratory, field, technology) that are engaging, interactive, and inclusive and motivating to all students.

Active inquiry activities are included, allowing students to collect and analyze data.

Clear step-by-step instructions.

Timing is predicted for each section.

Questions are planned, and expected answers are described.

Transitions are smooth and stated.

The activities have a

4 or less of the components are included.

A variety of activities are used (laboratory, field, technology) that are engaging, interactive, and inclusive and motivating to all students.

Active inquiry activities are included, allowing students to collect and analyze data.

Clear step-by-step instructions.

Timing is predicted for each section.

Questions are planned, and expected answers are described.

Transitions are smooth

described. clearly stated beginning and and stated.

Transitions are smooth and stated.

end.

The activities, if

The activities have a clearly stated beginning

The activities have a performed correctly, should and end.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | clearly stated beginning and end.The activities, if | lead to student learning. |  | The activities, if |  |
| performed correctly, should lead to student |
| performed correctly,should lead to students gaining knowledge. |  | learning. |  |
| **Lesson Procedures** | **Proficient (3)** | **Acceptable (2)** | **Unacceptable (1)** | **Omitted (0)** |
| **Science Content** |  | All of the science |  | Some of the science |  | None of the science |  |
| content is accurate, current, and related tothe objectives of the lesson. | content is accurate, current, and related to the objectives of the lesson. | content is accurate, current and related tothe objectives of the lesson. |
| **Closure** |  | There is clear a |  | The closure activity is not |  | There is no closure or |  |
| closure/wrap up activity. An extension activity is planned if extra time is available. | described well enough. The extension activity is vaguely described. | extension activity described. |
| **Assessment Plan****[CIEP AS2.3, AS3.1, AS3.2, AS3.3, 5.1, 5.2]** |  | The assessment |  | The assessment activities |  | The assessment |  |
| activities are clearly described and tied to objectives. **The assessment is fair, equitable,** and grade- level/developmentally appropriate. The assessment data are **collected, organized, analyzed and reflected on to provide formative or summative evidence** of student learning **about science and the Nature****of Science**. | are not clearly described but are tied to objectives. The assessment is fair, equitable, and grade- level/developmentally appropriate. The assessment data are collected, organized, analyzed and reflected on to provide formative or summative evidence of student learning. | activities are not clearly described or tied to objectives. The assessment is not fair, equitable, or grade- level/developmentally appropriate. The assessment data are not collected, organized, analyzed and reflected on to provide formative or summative evidence of student learning. |
| **Resources** |  | A minimum of two |  | At least one resource is |  | No resources are |  |
| resources are used, **including technological resources**, to create or support the lesson. The resources are highly relevant to the lesson. | used to create or support the lesson. This resource is relevant to the objectives of the lesson. | stated, or the resources used do not relate to the objectives of the lesson. |

# Classroom Observation Instrument- Science

**Candidate Name: Date of Observation:**

**Observer Name: Observer Role:**

## Please complete the observation form based on the ratings below. Include comments and suggestions that will provide constructive feedback to the candidate.

|  |  |  |  |
| --- | --- | --- | --- |
| **Rating Scale NO** Not Observed | **AC** | Approaching Competence | **E** Exemplary |
| **NAC** Not Approaching Competence | **C** | Competent |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Organization and Management of Learning Environment** | **NO** | **NAC (1 pt)** | **AC (2 pts)** | **C (3 pts)** | **E (4 pts)** |
| **Prepares Lesson Resources** |   |  One resource used |  Two resources used |  Three resources |  Four or more |
| -Prepares a variety of |  |  Resources selected |  Resources selected | used | resources used |
| appropriate resources to meet |  | are not age appropriate | are age appropriate |  Resources selected |  Resources selected |
| state and national curriculum |  |  Instruction is not |  There is minimal | are age appropriate | are age appropriate |
| standards, organizes instruction |  | aligned to | alignment of the |  The alignment of |  The instruction is |
| to meet instructional goals |  | goals/objectives | instruction to | the instruction to the | completely aligned |
| [CIEP AS 1.3] |  |  | goals/objectives | goal/objectives is | with the |
|  |  |  |  | adequate | goals/objectives |
| **Prepares Classroom Resources** |   |  Classroom |  Classroom |  Classroom |  Classroom |
| -Organizes, manages, and |  | equipment is not | equipment is | equipment is | equipment is very neat |
| maintains classroom and |  | organized | minimally organized | adequately organized | and organized |
| laboratory equipment using |  |  Safety procedures |  Safety procedures |  Safety procedures |  Safety procedures |
| proper safety procedures |  | are ignored concerning | are minimally | are adequately | are strictly followed |
|  |  | laboratory equipment | followed concerning | followed concerning | concerning laboratory |
|  |  |  | laboratory equipment | laboratory equipment | equipment |
| **Engages Students to the** |   | The educator: | AND… | AND… | AND… |
| **Lesson** |  | Secures attention | Elicits previous | Relates the lesson to | States the objectives |
| -Secures attention (motivation, |  |  | knowledge, | other school subjects | for the lesson |
| engage activity, etc.) |  |  | misconceptions, | OR: | Uses interactive |
| -States the purpose and the |  |  | alternative conceptions | Relates the lesson to | strategies to engage |
| objectives |  |  |  | current events or | students |
| -Relates science material to |  |  |  | students’ lives |  |
| previous knowledge |  |  |  |  |  |
| -Relates science content to other |  |  |  |  |  |
| subject areas |  |  |  |  |  |
| -Relates science content to |  |  |  |  |  |
| student lives |  |  |  |  |  |
| -Uses interactive strategies |  |  |  |  |  |
| [CIEP AS 1.2, 2.3] |  |  |  |  |  |
| **Manages Class Time** |   | Three or more of these | Two of these lacks | One of these lacks | None of these lacks |
| -Science instruction begins |  | lacks enough evidence | enough evidence | enough evidence | enough evidence |
| promptly |  | (check below) | (check below) | (check below) |  Instruction begins |
| -Students are engaged in |  |  Instruction begins |  Instruction begins |  Instruction begins | promptly |
| meaningful tasks throughout the |  | promptly | promptly | promptly |  Students are |
| lesson. |  |  Students are |  Students are |  Students are | engaged to insure an |
| -Discourages/redirect |  | engaged to insure an | engaged to insure an | engaged to insure an | educational |
| digressions |  | educational | educational | educational | environment |
| -Minimizes students wait time |  | environment | environment | environment |  Discourages/redirect |
| -Uses time efficiently |  |  Discourages/redirect |  Discourages/redirect |  Discourages/redirect | digressions |
| -Handles interruptions well |  | digressions | digressions | digressions |  Minimizes students |
| -Transitions flow smoothly |  |  Minimizes students |  Minimizes students |  Minimizes students | wait time |
| throughout the lesson |  | wait time | wait time | wait time |  Uses time |
| -Transitions from whole group |  |  Uses time |  Uses time |  Uses time | efficiently |
| discussion to laboratory activity |  | efficiently | efficiently | efficiently |  Handles |
| flow smoothly |  |  Handles |  Handles |  Handles | interruptions well |
|  |  | interruptions well | interruptions well | interruptions well |  Transitions flow |
|  |  |  Transitions flow |  Transitions flow |  Transitions flow | smoothly throughout |
|  |  | smoothly throughout | smoothly throughout | smoothly throughout | the lesson |
|  |  | the lesson | the lesson | the lesson |  |
| **Manages Student Behavior** |   | Only two of these are | Three of these are | Four of these are | All of these are |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| -Emphasizes class |  | observed: | observed: | observed: | observed: |
| rules/procedures |  Emphasizes class |  Emphasizes class |  Emphasizes class |  Emphasizes class |
| -Monitors student behavior | rules/procedures | rules/procedures | rules/procedures | rules/procedures |
| -Uses reasonable consequences |  Monitors student |  Monitors student |  Monitors student |  Monitors student |
| -Recognizes appropriate | behavior | behavior | behavior | behavior |
| behavior |  Uses reasonable |  Uses reasonable |  Uses reasonable |  Uses reasonable |
| -Emphasizes proper laboratory | consequences | consequences | consequences | consequences |
| safety procedures |  Recognizes |  Recognizes |  Recognizes |  Recognizes |
|  | appropriate behavior | appropriate behavior | appropriate behavior | appropriate behavior |
|  |  Emphasizes lab |  Emphasizes lab |  Emphasizes lab |  Emphasizes lab |
|  | safety procedures | safety procedures | safety procedures | safety procedures |
| Comments |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Instructional Strategies to Engage Learners** | **NO** | **NAC (1 pt)** | **AC (2 pts)** | **C (3 pts)** | **E (4 pts)** |
| **Give Clear Directions** |   |  Directions are not |  Students are given |  Students are |  Students are given |
| -Gives concise directions |  | given to the students | directions, but | given clear | very clear directions |
| -Students know what is expected of |  |  | students appear | directions. | by providing written |
| them |  |  | confused and unclear | Instructions are | directions (paper, |
|  |  |  | on instructions | clear and any initial | PowerPoint). Students |
|  |  |  |  | confusion is quickly | are also allowed to |
|  |  |  |  | addressed | review instructions for |
|  |  |  |  |  | clarity. |
| **Develops the Lesson** |   |  Content is not |  Content is loosely |  Content is |  Content is related |
| -Presents science content related to |  | related to the | related to the | related to the | to the objectives |
| objectives |  | objectives | objectives | objectives | throughout the lesson |
| -Presentation is challenging, clear, |  |  Presentation is |  Presentation is |  Presentation is |  Presentation is |
| meaningful and compelling |  | very basic and | very basic but clear | slightly challenging, | challenging, clear and |
| -Uses real world context. Science |  | unclear | and meaningful | clear and | meaningful |
| content is relevant, and teacher draws |  |  The lesson is not |  The lesson is | meaningful |  The entire lesson is |
| on current news and information. |  | related to real world | loosely related to real |  The lesson is | related to real world |
| -Teaching techniques include |  | scenarios | world scenarios | related to real world | scenarios |
| evidence-based strategies to engage all |  |  Strategies are not |  Strategies are | scenarios |  Three or more |
| students equally in culturally relevant |  | evidence based | evidence based but |  \_-Some | strategies are used, |
| learning (ex. NGSS and NSTA |  |  Strategies do not | only one is used | strategies are used | and evidence based |
| resources used) |  | engage all students |  Strategies for | to differentiate and |  All students are |
| -Lesson uses multiple teaching |  | in culturally relevant | culturally relevant | engage students | included in the lesson |
| strategies and differentiation strategies |  | learning or | teaching and | from diverse | and the lesson is made |
| -Lesson uses a variety of inquiry |  | differentiate for | differentiation are | backgrounds in | culturally relevant. |
| approaches and technologies when |  | students | superficial, poorly | lessons that are | \_Lesson uses a variety |
| appropriate |  |  | designed and | culturally relevant | of inquiry approaches |
| [CIEP AS 2.1, 2.2] |  |  | implemented |  | and technologies when |
|  |  |  |  |  | appropriate |
| **Demonstrates Content Knowledge**-Uses accurate, up to date science material-Uses appropriate scientific vocabulary-Identifies possible scientific misconceptions-Responds accurately to all questions-Uses multiple representations and explanations-Demonstrates the ability to relate the content to students’ daily lives.-Embeds the Nature of Science |   | The educator-Uses appropriate scientific vocabulary and the vocabulary of the supporting fields (math and technology) | AND…-Uses accurate, up to date science material and accurate, up-to- date math and technology material | AND…-Responds accurately to all questions-Identifies possible scientific misconceptions and helps address them | AND…-Uses multiple representations and explanations-Relates the lesson to the Nature of Science as defined by the National Science Teachers Association |
| [CIEP AS 1.1, 1.2, 2.3] |  |  |  |  |  |
| **Involves Students** |   |  Does not |  Allows a few |  Allows one |  Every student is |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| -Encourages equitable, inclusive |  | encourage | students to not | student to not | participating in the |
| student participation | participation | participate | participate | lesson |
| -Establishes a positive rapport with all |  Has a negative |  Has a negative |  Has a negative |  Has a positive |
| students | rapport with students | rapport with a few | rapport with one | rapport with all |
| -Elicits responses from all students |  Focuses questions | students | student | students |
| -Uses student ideas and responses in | on one or two |  Frequently calls |  Calls on students |  Randomly calls on |
| the lesson | students | on one group of | equally (e.g. | students |
| -Has the students explained their or |  Rarely | students | race/ethnicity, |  Acknowledges |
| other students’ responses | acknowledges |  Acknowledges | gender) | student ideas and |
| [CIEP AS 3.1] | students’ ideas and | student ideas and |  Acknowledges | responses and includes |
|  | responses | responses but does | student ideas and | them in the lesson |
|  |  | not include them in | responses but |  Ask for student |
|  |  | the lesson | includes one or two | explanation, clarifies |
|  |  |  Looks for student | of them in the | science content when |
|  |  | explanation but does | lesson | necessary, and seeks |
|  |  | not provide enough |  Asks for student | out student |
|  |  | wait time | explanation but still | explanations |
|  |  | -Relies on too much | explains an |  |
|  |  | teacher talk. | adequate response |  |
| Comments |  |
| **Instructional Strategies Teacher Behaviors** | **NO** | **NAC (1 pt)** | **AC (2 pts)** | **C (3 pts)** | **E (4 pts)** |
| **Oral Communication** |   |  Very difficult to |  Difficult to |  Easy to |  Very easy to |
| -Uses standard speech |  | understand | understand during the | understand during a | understand during a |
| -Uses appropriate vocabulary |  |  Speaks to fast, | lesson | lesson | lesson |
| -Adjusts the rate of speaking |  | quiet, or in |  Has two moments |  Has one moment |  Speaks slowly and |
| -Uses correct pronunciation |  | monotone | where it is difficult to | where it is difficult | clearly, restates |
| -Adjusts the volume of speaking |  |  Vocabulary is | hear or understand | to hear | student questions |
| -Adjusts the pitch of speaking |  | inappropriate for the |  Vocabulary use is |  Vocabulary is |  Vocabulary is |
| -Speaks fluently |  | school setting | very basic | varied | exceptional but |
|  |  |  Mispronounces |  Mispronounces a |  Mispronounces a | explained when |
|  |  | several words | few words | word | unclear |
|  |  |  Uses several |  Uses some verbal |  Uses very few |  Pronounces |
|  |  | verbal tics in the | tics in the lesson | verbal tics in the | everything correctly |
|  |  | lesson |  | lesson |  Uses very few |
|  |  |  |  |  | verbal tics in the |
|  |  |  |  |  | lesson |
| **Written Communication** |   |  Misspells several |  Misspells two |  Misspells one |  Correct spelling |
| -Spells words correctly |  | words | words | word |  No grammar, |
| -Uses correct grammar, mechanics, |  |  Grammar, |  Two grammar, |  One grammar, | mechanics, or |
| and punctuation |  | mechanics and | mechanics, or | mechanics, or | punctuation rule |
| -Writes legibly |  | punctuation rules | punctuation rules | punctuation rule | broken |
| -Presentation slides are easy to read |  | ignored | broken | broken |  Handwriting is very |
| and organized |  |  Illegible |  Handwriting is |  Handwriting is | easy to read |
|  |  | handwriting | difficult to read | easy to read but |  Presentation slides |
|  |  |  Presentation |  Presentation slides | small | are well organized and |
|  |  | slides are difficult to | contain small fonts |  Presentation | readable |
|  |  | read and contain | and pictures | slides are organized |  |
|  |  | very technical |  | and readable |  |
|  |  | wording |  |  |  |
| **Communicates High Expectations** |   |  Students are not |  Students are told |  Students are told |  Students are told |
| **and Expresses Positive Affect** |  | told when items are | when items are due, | when items are due | when items are due |
| -Students are given an appropriate |  | due | but it is not an |  Standards are set | and constantly |
| timeline for task completion |  |  No standards are | appropriate time | but some are | reminded |
| -Establishes appropriate standards |  | set |  Standards are set | ignored |  Standards are set |
| -Holds students accountable |  |  Students are not | but ignored |  One or two | and upheld |
| -Encourages quality work from |  | held accountable |  Some students are | students are not held |  All students are |
| students |  |  Students are not | not held accountable | accountable | held accountable |
| -Displays confidence |  | encouraged to |  Only a few |  The majority of |  All students are |
| -Demonstrates respect to all students |  | produce quality | students are | students are | encouraged to produce |
| and cooperating teacher |  | work | encouraged to | encouraged to | quality work |
| -Commends students for their work |  |  Lacks confidence | produce quality work | produce quality |  Very confident |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| -Displays positive nonverbal cues |  | in front of students |  Shows a lack of | work | teaching and projects |
|  |  Disrespectful | confidence in front of |  Shows a lack of | good teacher presence. |
|  | towards students and | students | confidence in front |  Respectful towards |
|  | cooperating educator |  Disrespectful at | of students at | students and |
|  |  Constantly | times towards | specific times | cooperating educator |
|  | criticizes student | students and |  Respectful | showing appropriate |
|  | work | cooperating educator | towards students | praise |
|  |  Shows negative |  Criticizes student | and cooperating |  Displays |
|  | nonverbal cues | work unfairly | educator | constructive criticism |
|  |  |  Shows indifferent |  Displays | and appropriate praise |
|  |  | nonverbal cues | constructive | toward student work |
|  |  | constantly | criticism only |  Shows positive |
|  |  |  | toward student work | nonverbal cues |
|  |  |  |  Shows one or |  |
|  |  |  | two indifferent |  |
|  |  |  | nonverbal cues |  |
| **Learning Difficulties** |   |  Students with |  Students with |  Students with |  Students with |
| -Addresses student needs regarding |  | learning difficulties | learning difficulties | learning difficulties | learning difficulties |
| disabilities |  | are ignored | are initially | are considered | are frequently |
| -Addresses unmotivated or disengaged |  |  Unmotivated and | considered but | throughout the | monitored during the |
| students |  | disengaged students | ignored after a period | lesson | lesson |
| -Demonstrates equity to all students |  | are left alone |  Unmotivated and |  Unmotivated and |  Unmotivated and |
| and does not show favoritism |  |  Shows | disengaged students | disengaged students | disengaged students |
|  |  | favoritism to | are addressed once | are addressed a few | are addressed in a |
|  |  | students and extreme | but rarely are firm | times but allowed to | timely manner and |
|  |  | prejudice to others | consequences given | disengage again | quickly redirected to |
|  |  |  | or followed up on. |  Shows no | the task. |
|  |  |  |  Shows favoritism | favoritism |  Considers all |
|  |  |  | to students and |  | students and treats |
|  |  |  | indifference to others |  | them with equity and |
|  |  |  |  |  | respect, |
|  |  |  |  |  | acknowledging. |
| **Displays Expected Teacher** |   |  Remains at the |  Remains at the |  Circulates |  Constantly |
| **Behaviors** |  | front of the room | front of the room and | around but | circulates around the |
| -Moving around the room monitoring, |  | working on other | has students come up | immediately returns | room, rarely sitting |
| questioning and encouraging students |  | items while students | to them | to the front of the | down |
| during whole group and laboratory |  | are working |  Limits the ways | room |  Encourages student- |
| work |  |  Expects students | students can solve |  -Encourages | student interaction and |
| -Encourages critical thinking in |  | to solve problems | problems | some problem- | frequently poses |
| science and multiple ways to solve |  | their way |  Uses technology | solving skills | problems to encourage |
| problems relative to the science |  |  Does not have | but does not know | between students. | students to think |
| concept. |  | students using | how to use it |  Uses technology | critically and offer |
| -Guiding student technology use |  | technology or |  Students have | but only in basic | alterative |
| -Promoting student questioning, |  | ignores | minimal | and rudimentary | explanations. |
| creativity and collaboration in |  | inappropriate | opportunities to | ways (e.g. |  Frequently uses |
| scientific inquiry and interactive |  | technology use | collaborate with | PowerPoint) | current technology and |
| hands-on activities that are culturally |  |  Does not allow | peers. |  Students have | encourages use of |
| relevant to all students |  | students to work in |  Gives students | some opportunities | innovative technology- |
| -Facilitates discussion about the |  | groups | several hints to solve | to collaborate | based teaching tools |
| problem-solving process |  |  Immediately give | problems |  Gives students | and resources (outside |
| -Leading whole class discussions |  | answers in response |  Whole class | minimal hints to | of PowerPoint) and |
|  |  | to student struggles | discussion is | solve problems | guides students when |
|  |  |  Lectures and does | minimally used |  Whole class | necessary |
|  |  | not engage in |  | discussion is used |  For the majority of |
|  |  | discussion |  | but abandoned | the lesson, students |
|  |  |  |  | easily | work collaboratively |
|  |  |  |  |  | in small groups and |
|  |  |  |  |  | the teacher facilitates |
|  |  |  |  |  | group interactions. |
|  |  |  |  |  |  Gives students |
|  |  |  |  |  | encouragement in |
|  |  |  |  |  | solving problems |
|  |  |  |  |  |  Whole class |
|  |  |  |  |  | discussion is used and |
|  |  |  |  |  | is rich in content and |
|  |  |  |  |  | ideas. Displays an |
|  |  |  |  |  | even disposition while |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  | teaching and is not easily frustrated. |
| Comments |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Assessment of Learning** | **NO** | **NAC (1 pt)** | **AC (2 pts)** | **C (3 pts)** | **E (4 pts)** |
| **Monitors Student Performance** |   |  Does not check |  Checks for |  Checks for student |  Checks for student |
| -Checks for student understanding |  | for student | student | understanding at the | understanding throughout |
| of science concepts throughout the |  | understanding | understanding at | middle and end of the | the lesson. Frequently |
| lesson |  |  Does not | the end of the | lesson only | refers to different students |
| -Encourages questions |  | encourage student | lesson only |  Engages students | to elaborate and provide |
| -Asks higher order questions to |  | questions |  Asks “are there | to generate questions | depth to their responses. |
| promote critical thinking and |  |  Asks very basic, | any questions” |  Asks some basic, |  Engages and encourages |
| problem-solving skills |  | convergent questions | only | convergent questions | students to generate |
| -Summarizes the lesson and |  |  Does not |  Asks more | and some divergent | questions |
| provides closure to the lesson, |  | summarize the | basic, convergent | questions |  Asks more higher order |
| addressing the lesson objectives |  | lesson | questions and a |  Summarizes the | and divergent questions |
| and connects lesson to the future |  |  | few divergent | lesson, addressing |  Summarizes the lesson, |
| lessons and upcoming content. |  |  | questions | some of the | addressing all the |
|  |  |  |  Summarizes the | objectives. Makes | objectives. Frequently |
|  |  |  | lesson at a very | some reference to | references key points and |
|  |  |  | basic level (at the | how the lesson | connects them to prior |
|  |  |  | last minute of | material connects to | learning and future |
|  |  |  | class) | prior and future | lessons/content |
|  |  |  |  | content. |  |
| **Provides Feedback** |   |  Does not |  Acknowledges |  Acknowledges |  Acknowledges, |
| -Affirms correct responses |  | acknowledge correct | some correct | correct responses | encourages, and praises |
| -Provides timely formative |  | responses | responses |  Provides feedback | correct responses |
| assessment and feedback |  |  Does not provide |  Provides some | in a timely manner |  Provides feedback |
| -Provides timely summative |  | feedback | feedback but it is |  Makes | instantly to students |
| assessment and feedback |  |  Does not make | not timely | recommendations |  Makes many |
| -Makes recommendations |  | any |  Makes a few |  Reviews essential | recommendations |
| -Emphasizes essential science |  | recommendations | recommendations | science concepts for |  Connects essential |
| concepts learned |  |  Does not |  Mentions | the lesson | science concepts to student |
|  |  | emphasize essential | essential science |  | lives |
|  |  | science concepts | concepts for the |  |  |
|  |  | learned | lesson |  |  |
| **Uses Assessment Results** |   |  Does not clarify |  Clarifies and |  Clarifies and |  Clarifies and elaborate |
| -Clarifies/elaborates when |  | or elaborate | elaborate on | elaborates on science | on science misconceptions |
| necessary |  |  Does not re-teach | science | misconceptions only | throughout the lesson to |
| -Re-teaches when necessary |  | at all | misconceptions | during the latter part | ensure students do not |
| -Adjusts pace when necessary |  |  Does not adjust | minimally | of the lesson | leave the class with |
|  |  | the pace of the |  Re-teaches but |  Re-teaches using | misconceptions regarding |
|  |  | lesson | using the same | an alternative method | the content. |
|  |  |  | methods |  Adjust the pace by |  Re-teaches using many |
|  |  |  |  Adjusts the | only going slower | alternative methods |
|  |  |  | pace of a part of |  |  Adjusts the pace |
|  |  |  | the lesson |  | throughout the entire lesson |
|  |  |  |  |  | (slowing down, or speeding |
|  |  |  |  |  | up when necessary) |
| Comments |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Safe Learning Environment** | **NO** | **NAC (1 pt)** | **AC (2 pts)** | **C (3 pts)** | **E (4 pts)** |
| Design and demonstrate activities in a Grades 6-12 classroom that demonstrate an ability to implement emergency procedures and the maintenance of safety equipment, policies and procedures that comply with established state and/or nationalguidelines. Candidates ensure safe |   |  Does not consistently follow procedures of lab safety Lesson plans do not consistently reflect safety andprocedures for lab |  Follows procedures however lacks consistency for following safety procedures |  Consistently follows procedures for safe laboratory experiences |  Exceeds expectations for following safe laboratory procedures |

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| science activities appropriate for the abilities of all students.[CIEP AS 4.1] |  | activities |  |  |  |
| Design and demonstrate activities in a Grades 6-12 classroom that demonstrate ethical decision- making with respect to the treatment of all living organisms in and out of the classroom, emphasizing safe, humane, and ethical treatment of animals and complying with the legal restrictions on the collection, keeping, and use of living organisms. |   |  Student is not knowledgeable about humane treatment of living organisms in and out of the classroom |  Student demonstrates some competency however lacks depth of knowledge about ethical treatment of animals |  Student demonstrates competency in working with living organisms |  Student exceeds expectations for following protocols for humane and ethical treatment of animals. |
| [CIEP AS 4.2] |  |  |  |  |  |
| Comments |  |

# Key Assessment: Holistic Assessment of Candidate Performance

The Holistic Assessment is an overall assessment of professional growth and practice used at midpoint and at the end of the semester. This assessment is developmental in design. Each point in the continuum includes the previous point(s). Candidates should demonstrate an overall ***Implementation of Professional Practice* by the end of clinical residency**. This assessment may also be used at mid-point as a formative assessment in order to identify strengths and target areas of professional growth.

Candidate’s Name:

r Self-Assessment r Mid-Point r Final

Candidate’s Signature: Date:

Evaluator’s Signature: Date:

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| **Indicators** | ***Awareness of Self and Others*** | ***Development of Principles of Practice*** | ***Implementation of Professional Practice*** | ***Analysis of Professional Practice*** |
| **Demonstration of knowledge of learners and their development***The candidate demonstrates an understanding of how all learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.*InTASC [1a, b, c,d, e, g, h, j; 2 a, e,g, h, i, j, k, l, o; 3a,i, k, l; 8 k, l; 10 o] *Cross-cutting themes of Diversity and Technology* | The educator candidate…* appreciates and identifies differences in approaches to learning and performance; 2 (g, i)
* recognizes that each learner brings assets based on his/her individual experiences, abilities, talents, prior learning, and cultural background; 2 (j)
* demonstrates knowledge of learning theory, human development, cultural diversity, and individual differences; 1 d
* acknowledges learner diversity can affect communication; 3 (l)
 | AND* designs instruction that uses each learner’s strength to promote growth;

1 (b)* incorporates learning opportunities that include peer and/or group interactions; 2 (l)
* demonstrates respect and values learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests; 1 (h), 2 (l, h)
 | AND* incorporates learners’ experiences, cultures, and/or community resources in differentiated instruction; 1 (g);

8 (l)* integrates

instructional strategies and resources that support language acquisition;2 (e, i, o)* takes responsibility for promoting learners’ growth and development; 1 (j)
* designs learning experiences that incorporate motivation and engagement to build learner self- direction and ownership of learning; 3 (i)
* collaborates with learners to establish and monitor elements of a safe and productive learning environment; 3 k
 | AND* values and

collaborates with family, communities, colleagues, and/or other professionals to promote individual learner growth and development;1 (c, e), 3 (a)* utilizes a range of evidence-based instructional strategies, resources, and technological tools and uses them to effectively plan and implement instruction that meets diverse learning needs and/or supports language acquisition; 1 (d), 2 (a); 8 (k)
* incorporates developmental cognitive processes (e.g. critical and creative thinking, problem framing and problem solving, invention, memorization and recall;

1 a, e |

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| **Indicators** | ***Awareness of Self******and Others*** | ***Development of******Principles of Practice*** | ***Implementation of******Professional Practice*** | ***Analysis of Professional******Practice*** |
| **Demonstration of content knowledge and its application** *The candidate demonstrates the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners.**ACTS 290-3-3-**.03(4)(o) ACTS 290-3-3-**.03(7)**InTASC [1 i;3 k, m;**4 a, e, f, g, k, l, n, o,**p, q, r; 5 a, b, c, e,**f, g, h, i, j; l, p, q, r; 7 g; 8 g, h, n, o, p] Cross-cutting themes of Diversity and Technology* | The educator candidate…* recognizes learners’ misconceptions in a discipline and how that may interfere with learning;

1 (i), 4 (e)* acknowledges the potential of bias in his/her representation of the discipline;

4 (q)* identifies digital and interactive technologies for efficiently and effectively achieving specific learning goals; 3 (m), 4 (g), 8 (g)
* knows how to use a variety of resources to engage students in learning; 8 (n)
* recognizes that content and/or skill development can be supported by media and technology and knows how to evaluate resources for quality, accuracy, and effectiveness; 8 (o)
* committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and/or adjusting instruction; 8 (p)
 | AND* knows and uses the academic language of the discipline and knows how to make it accessible to learners; 4 (l, h)
* demonstrates an understanding that content knowledge is complex, culturally situated, and ever evolving;

4 (o), 5 (l)* creates

experiences that build conceptual understandings that address learners’ misconceptions; 4 (k)* identifies major concepts, assumption, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teacher; 4 (j)
* incorporates multiple representations and explanations that capture key ideas in the discipline to promote each learner’s achievement of the content standards as aligned with the curriculum; 4 (a),

7 (g)* facilitates learners’ use of technologies and resources to maximize content learning in varied contexts; 3 (g)
 | AND* aligns short- and long-range instruction with the Alabama Course of Study and content standards; 4 (n); ACTS 290-3-3-

.03(7)* develops and implements supports for learner literacy development across content areas; 5 (h)
* incorporates multiple perspectives within the discipline and facilitates learners’ critical analysis of these perspectives; 4 (p)
* utilizes a variety of instructional strategies to support and expand learners’ communication in speaking, listening, reading, writing, and other modes that address varied audiences and purposes; 5 (e), 8 (h)
* engages learners in applying content knowledge to real world issues, questions, or problems through the lens of interdisciplinary themes; 5 (a, b)
* demonstrates a commitment to work toward each learner’s mastery of disciplinary content and skills; 4 (r)
* demonstrates a
 | * challenges learners to generate and evaluate new ideas and novel approaches to address complex issue(s) and/or question(s) 5 (a, f)
* challenges learners to invent solutions to problems; 5 (b, f)
* accesses resources to build global awareness and understanding and integrates them into the curriculum; 5(p)
* facilitates learners’ ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues; 5 (j)
* evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners;

4 (f); 8 (o, p)* seeks knowledge outside his/her own content area and how such knowledge enhances student learning; 5 (r)
* consistently explores ways to use disciplinary knowledge as a lens to address local and global issues; 5 (q)
* integrates Alabama- wide programs and initiatives into the curriculum and instructional processes; *ACTS 290-*
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|  |  |  | deep knowledge of current and emerging state initiatives and programs including, but not limited to, the Alabama Reading Initiative (ARI); The Alabama Math, Science, and Technology Initiative (AMSTI);Alabama Learning Exchange (ALEX); Alabama Connecting Classrooms, Educators, and Students Statewide (ACCESS); andRTI (Response to Instruction) and their relationship to student achievement; ACTS 290-3-3-.03(4)(o) | *3-3-.03(7)g* |
| **Indicators** | ***Awareness of Self and Others*** | ***Development of******Principles of Practice*** | ***Implementation of******Professional Practice*** | ***Analysis of******Professional Practice*** |
| **Demonstration of professional learning and ethical practice** *The candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.**ACTS 290-3-3-**.03(9)(o)**InTASC [3 f, m; 5**k; 9 a, b, c, d, e, f,**g, h, i, j, k, l, m, n, o;10 t]**Cross-cutting themes of Diversity* | The educator candidate…* engages in opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local, state, and/or national standards; 9 (a)
* models safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others and rules related to the use of social media; 9 (f)
* demonstrates self-
 | AND* reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences; 9 (e, m)
* respects the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and
 | AND* participates in professional learning opportunities that align with learners’ needs; 9 (b)
* demonstrates the knowledge of laws related to learners’ rights and teacher responsibilities; 9 (j)
* uses learner data to analyze practice and differentiate instruction accordingly; 9(h)
* communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives
 | AND* embraces the challenge of continuous improvement and change
* seeks resources within and outside the school as supports for analysis, reflection, and problem-solving; 9 (d)
* uses a variety of data to evaluate outcomes of teaching and learning; 9 (c)
* applies current education policy and research as sources of analysis and reflection to improve practice; 9 (l, n)
* uses a variety of self- assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations and/or
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| *and Technology* | reflection and problem-solving strategies to enhance personal and professional growth; 9 (g, n)□ understands and adheres to the professional expectations of the college and the profession, including codes of ethics, professional standards of practice, and relevant law and policies, including the Alabama Educator Code of Ethics, the NASDTEC Model Code of Ethics for Educators, (MCEE); 9 (o) and ACTS 290-3- 3-.03(9)(o) | its use; 5 (k)* models

appropriate, safe, and effective use of technologies in and outside the classroom; 3 (m)* takes responsibility for student learning and uses reflection to improve planning and practice; 9 (l)
 | learners bring to the learning environment; 3 (f) | adjustments; 9 (g)□ builds and implements a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, and data on learner performance; 9 (k) |
| **Indicators** | ***Awareness of Self and Others*** | ***Development of******Principles of Practice*** | ***Implementation of******Professional Practice*** | ***Analysis of Professional Practice*** |
| **Demonstration of leadership and collaboration***The candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. InTASC [3, l; 10 a, b, c, d,**e, f, g, h, i, j, k, l, m,**n, o, p, q, r, s, t]**ACTS 290-3-3-**.03(7)h* | The educator candidate…* communicates effectively and professionally; 3 (l)
* works collaboratively to advance professional knowledge of self and others
* demonstrates appropriate and respectful interactions in both face-to-face and/or virtual contexts; 10 (n)
 | AND* embraces the challenge of continuous improvement and change; 10 (t)
* takes an active role on the instructional team, giving and receiving feedback on practice
* actively

participates in professional organizations (e.g., Alabama Learning Exchange, joins professional organizations, attends professional conferences, subscribes to a professional | AND* takes initiative to grow and develop with colleagues through interactions that enhance professional practice and support student learning; 10 (b, r)
* seeks appropriate opportunities to model effective practice for colleagues; 10 (i)
* collaborates with others to analyze learner outcomes and shares responsibility and accountability for each student’s learning; 10 (a, d)
* actively seeks professional, community, and
 | AND* contributes and advances the profession; 10 (f, s)
* assumes leadership roles at the school, district, state, and/or national level; 10 i, k
* leads professional development workshops
* uses and generates meaningful research on education issues and policies; 10 (h)
* collaborates with school professionals to better meet the needs of diverse learners through a shared vision and common goals; 10 (c, e, p)
* demonstrates respect for learners’ families’ beliefs, norms, and expectations and seeks

to work collaboratively |

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|  |  | journal, etc)□ contributes to the common culture that supports high expectations for student learning; 10 (o) | technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving; 10 (g) | with learners and families in setting and meeting challenging goals 10 (m, q)□ communicates with students, parents, and the public about Alabama’s assessment system and major Alabama educational improvement initiatives; *ACTS 290- 3-3-.03(7)h* |
| Planning for teacher, learner, and animal safety/care.Candidate ensures safe science activities appropriate for the abilities of all students. Candidate uses ethical decision-making with respect to the treatment of all living organisms in and out of the classroom | The educator candidate…- plans a lesson that is safe for students, animals, and others in the room | AND…-identifies proper safety procedures for students, animals, and others in the room | AND…-identifies emergency procedures in case of an accident that could harm students, animals, or others in the room | AND…-consults the SDS (safety data sheets) for proper disposal and handling of chemicals-consults National Standards for safe and ethical treatment of live animals |

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| **Overall Performance Descriptor** |
| * Awareness of Self and Others
* Development of Principles of Practice
* Implementation of Professional Practice
* Analysis of Professional Practice
 |
| **Comments** |

Candidate’s Signature: Date:

Evaluator’s Signature: Date:

# Personal and Professional Dispositions Assessment (PPDA)

The Assessment of Personal and Professional Dispositions is designed based on a developmental continuum. Each level in the continuum builds upon the previous levels.

Our college has identified four performance level descriptors that reflect a developmental sequence for evaluating a candidate’s personal and professional growth from the time they enter the program through completion of the program.

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| **Indicator** | **Examples** |
| Awareness of self and others | Candidate articulates biases of self and others through written and verbal communication |
| Development of principles of practice | Candidate uses knowledge of P -12 learners to design culturally and developmentally appropriate learning engagement |
| Implementation of professional practice | Candidate incorporates P-12 learners’ strengths and weakness in delivering differentiated standards-based instruction |
| Analysis of professional practice | Candidate adapts instructional design and delivery based on formative and/or summative assessment of student learning |

### Candidates should achieve an overall level of “Implementation of Professional Practice” indicator level in order to earning a “Satisfactory” in clinical residency.

Candidate’s Name:

r Self-Assessment r Mid-Term r Final

Candidate’s Signature: Date:

Evaluator’s Signature: Date:

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| **Indicators** | **Awareness of Self and Others** | **Development of Principles of Practice** | **Implementation of Professional Practice** | **Analysis of Professional Practice** |
| Respects P-12 learners’ diversity including strengths and needs, student interests, languages, and dialects to engage in learning InTASC Standard(s):[1, 2, 9, 10]InTASC Performance Level Descriptors: (1h, 2l, 2o, 9e, 9j, 9m, 10l, 10m 10q)CAEP Standards: 1.1,3.3, 3.4, 3.6,CC Theme – Diversity (e.g., Diversity is an inclusive concept that spans, but is not limited to race, ethnicity, socioeconomic factors,cultures, etc.) | The educator candidate…q articulates that all learners have strengths, interests, and needsq acknowledges and reflects on personal biasesq respects individual strengths, needs, and backgrounds | ANDq commits to a deepening awareness and understanding of the strengths and needs of diverse learners when planning instructionq focuses on strengths of learners rather than a deficit perspectiveq identifies the varied contributions that students bring to the classroomq creates a positive classroom environment | ANDq values instruction that takes into account individual learners’ strength, interests, and needsq integrates diverse languages and dialects (cultures) into instructional practiceq articulates the strengths and needs of students | ANDq advocates to meet the needs of learnersq strengthens the learning environment to enact system changeq analyzes plans to demonstrate justifications for a clear connection of students’ strengths and needs founded on research-based practices |

### Personal and Professional Dispositions Assessment (continued)

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| **Indicators** | **Awareness of Self and Others** | **Development of Principles of Practice** | **Implementation of Professional Practice** | **Analysis of Professional Practice** |

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| --- | --- | --- | --- | --- |
| Collaboration within the professional learning community, including stakeholders (i.e., families, colleagues, peers, other professionals) in a professional manner to enhance a positive and supportive learning environment InTASC Standard(s) [1, 3, 7]InTASC Performance Level Descriptors: [1c,1k, 3a, 3l, ,3n, 3q, 3r, 7e, 7o]CAEP Standards: 1.1,3.3, 3.4, 3.6, CC Theme– Diversity | The educator candidate… q engages incollaborative professional learning in the university settingq values the input and contributions of othersq demonstrates respectful and professional collaborations with others | ANDq seeks opportunities to work with other professionals to facilitate learning with P–12 learnersq collaborates among members in the clinical settingq recognizes the value of stakeholders who contribute to a positive and supportive learning environment | ANDq initiates communication for further development in a professional and respectful manner (e.g., solicits and incorporates feedback)q seeks opportunities to develop professional school relationships with others including teachers, staff, and administration | ANDq demonstrates a commitment to working with learners, colleagues, families, and communities to establish positive and supportive learning environments |

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| **Indicators** | **Awareness of Self and Others** | **Development of Principles of Practice** | **Implementation of Professional Practice** | **Analysis of Professional Practice** |
| Supports the variety of ways people communicate and encourage learners to develop and use multiple forms of communication InTASC Standard [8]InTASC Performance Level Descriptors: [8q]CAEP Standards: 1.1,3.3, 3.4, 3.6,CC Theme – Technology | The educator candidate…q identifies the variety of ways individuals communicateq recognizes and values multiple forms of communicationq responds professionally to communication from professionals and/or stakeholders (peers, mentors, teachers, etc.) | ANDq communicates in a professional, non- judgmental, respectful fashion including email, etc.q identifies resources, including technology, as tools to communicate in a variety of ways. | ANDq selects and incorporates varied resources, including technology, as tools to communicate in a variety of waysq consistently communicates verbally and non- verbally within the professional learning community and/or with stakeholders in a professional manner | ANDq proactively and consistently communicates with key stakeholders (e.g., uses school resources and personnel to enhance engagement of each learner)q adapts tools and prepares for communication through multiple forms including the incorporation oftechnological tools |

**Personal and Professional Dispositions Assessment (continued)**

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| **Indicators** | **Awareness of Self and Others** | **Development of Principles of Practice** | **Implementation of Professional Practice** | **Analysis of Professional Practice** |
| Professionalism and responsibility commensurate with expectations of the profession, code of ethics, and relevant laws and policy.InTASC Standard(s) [5, 9, 10]InTASC Performance Level Descriptors:[5k, 9f, 9o,10k,10p, 10s]CAEP Standards: 1.1,3.3, 3.4, 3.6,CC Theme – Technology | The educator candidate…q demonstrates knowledge of code of ethics for teachersq demonstrates high standards of honesty, integrity and confidentialityq aware of legal and ethical professional parametersq meetsprofessional expectations (in- class and in clinical settings) | ANDq models the attitude and appearance of a professionalq maintains professional relationships with othersq incorporates appropriate use of technology (e.g., fair use policy) | ANDq applies professional standards of practiceq challenges negative thoughts and/or actionsq reports any legal or ethical dilemmas | ANDq advocates for P-12 learners in the school and community setting as appropriateq contributes to the profession (e.g., Alabama Learning Exchange (ALEX), peer leader, professional meetings, etc.)q demonstrates initiative to grow and develop with colleagues through interactions that enhance personal and professional growth for the advancement of theprofession |
| **Indicators** | **Awareness of Self and Others** | **Development of Principles of Practice** | **Implementation of Professional Practice** | **Analysis of Professional Practice** |
| Professional Growth and life-long learning relevant to instructional practice and effect on student learning.InTASC Standard(s) [6,9, 10]InTASC Performance Level Descriptors: [6v, 9k, 9l, 9o, 10j, 10k, 10p, 10r, 10s]CAEP Standards: 1.1,3.3, 3.4, 3.6,CC Theme – Technology | The educator candidate… q engages inprofessional learningq reflects on his/her personal and professional growth | ANDq engages in meaningful and appropriate professional learning experiences in the university classroom and clinical settings | ANDq demonstrates the use of a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations and/or adjustmentq reflects and responds to the challenge of continuous improvement and constructive feedback in a professional manner | ANDq designs, adapts, and delivers instruction to address each student’s diverse learning strengths and needsq creates opportunities for P- 12 learners to demonstrate learning in different waysq takes on leadership roles |

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| **Indicators**Engage in professional development opportunities in their content field such as talks, symposiums, conferences, research opportunities, or projects within their community.CIEP AS 6.1, 6.2 | **Awareness of Self and Others**The educator candidate…q Is a member of their professional organization (NSTA). | **Development of Principles of Practice** ANDq Is a member of the NSTA Learning Center and contributes to online discussions | **Implementation of Professional Practice** ANDq Has participated in an online workshop, a virtual conference, or other collaborative online activity. | **Analysis of Professional Practice** ANDq Has attended a regional or national conference, talk, symposium, or other collaborative opportunity in science education. |

**Comments:**

 **Analysis of Professional Practice**

 **Implementation of Professional Practice**

 **Development of Principles of Practice**

 **Awareness of Self and Others**

**Overall (check)**

Candidate’s Signature: Date:

Evaluator’s Signature: Date:

# Key Assessment: Planning for Instruction Assessment

The ***Planning for Instruction Assessment*** was designed to be used to assess a variety of planning activities for varied modes of instruction whether it be for one student, small group, or whole class instruction and how that planning impacts student learning outcomes. Instructional plans may be constructed in the form of case-studies, mini/micro-lesson plans, a single lesson, or a sequence of lessons. Therefore, programs have the flexibility to use a wide variety of lesson planning structures and/or accompanying narratives. The assessment should be completed in conjunction with each of the four formal observations.

Candidate’s Name:

Candidate’s Signature: Date:

Evaluator’s Signature: Date:

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| **Indicators** | **Awareness of Self and Others** | **Developing Professional Planning** | **Implementation of Professional Planning** | **Analysis of Professional Planning** |
| **Planning for deep content knowledge and application**Planning for learners’ mastery and application of content knowledge should address ways of knowing within a discipline and how it relates to other disciplinary themes.InTASC Standard(s): [2, 4, 5, 6, 7, 8]InTASC Performance Level Descriptors: (2c, 4b, 4h, 4l, 4m, 4n,5h, 5j, 5m, 5o, 5s, 6b, 7c,7d, 7f, 7g, 7h, 7p, 8g) CAEP Standards: 1.1 | The educator candidate…* incorporates P-12 learners’ prerequisite knowledge and/or misconceptions prior to introducing new content 2 (c); 4(m); 7(d)
* includes objectives that align with appropriate content standards 6(b); 7(f)
* incorporates academic language of the discipline 4(l);
 | AND…* allows for opportunities for P- 12 learners to learn, practice, and master academic language in their content 4(h)
* supports learner literacy development across content areas 5(h)
 | AND…* includes sequencing of learning experiences that address content standards within the curriculum 4(n); 7(c), 7(g), 7(p)
* promotes P-12 learners to develop high level questioning skills to promote critical thinking processes 4 (b); 5(m)
* provides P-12 learners opportunities to explore, discover, and expression learning across content areas 5 (o); 5(s)
 | AND…* integrates interdisciplinary themes (e.g. civic literacy, health literacy, global awareness) into meaningful learning experiences 5(j)
* engages learners purposefully in applying content knowledge to real world problems 7(h)
* challenges all learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply content knowledge 8(g)
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| **Indicators** | **Awareness of Self and Others** | **Developing Professional Planning** | **Implementation of Professional Planning** | **Analysis of Professional Planning** |
| **Planning for learner development and their diverse needs***The candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards when planning instruction.*InTASC Standard(s): [1, 2, 7] | The task…* identifies learning goals that are appropriate for individual learners 7(c)
* incorporates P-12 learners’ readiness for learning 1(f)
* reflects learning theory, human development, cultural diversity, and individual differences 7(i)
 | AND…* meets learners’ diverse strengths, needs, and assets for learning 2(j); 7(j,n)
* allows for appropriate pacing for individual students with particular learning differences or needs 2(b)
 | AND…* differentiates instruction for individuals and groups of learners 7(b)
* incorporates short- and long-range goals that meet learners’ needs 7(f)
* addresses the role of language and culture in learning and reflects modifications to instruction 1(g);2(e)
 | AND…* systematically adapts to meet each student’s learning needs to enhance learning 1 (b); 2(a); 7(f,l)
* includes multiple perspectives to the discussion of content, including attention to learners’ personal, family, and community experiences and cultural norms 2(d)
 |
| InTASC Performance Level Descriptors:(1b, 1f, 1g, 2a, 2b, 2d, 2e,2j, 7b, 7c, 7f, 7i, 7j, 7l, 7n) |  |
| CAEP Standards: 1.1 |  |
| **Indicators** | **Awareness of Self and Others** | **Development of Principles of Practice** | **Implementation of Professional Practice** | **Analysis of Professional Practice** |
| **Planning for assessment of learner outcomes (impact on student learning)***The candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress when planning instruction.*InTASC Standard(s): [1, 6, 7, 8]InTASC Performance Level Descriptors:(1b, 6a, 6t, 6b, 6d, 6e, 6i,6j, 6k, 6l, 6n, 6o, 6q, 6p,6u, 7d, 7i, 8e,) CAEP Standards: 1.1 | The task…* differentiates between formative and summative assessment 6(j)
* uses appropriate assessment(s) to address learning outcomes and individual differences 6(k)
* includes ways for descriptive feedback to learners 6 (d); 6 (l); 6 (n)
* include assessment(s) designed to match learning objectives and minimizes sources of bias that can distort assessment results 6(b)
 | AND…* includes assessments that evaluate and report P-12 learners’ progress against standards

6 (o)* engages learners to review and communicates their own progress and learning 6(q)
* includes accommodations in assessment and testing conditions, especially for learners with disabilities and language learning needs 6(p); 6(u)
 | AND…* includes formative and summative assessment as appropriate to support, verify, and document learning 6(a); 6(t); 7(d)
* allow learners to demonstrate their knowledge through a variety of products and performances 1(b); 6 (e); 8(e)
* employs technology to support assessment practice 6(i)
 | AND…* reflects adjustment based on assessment information and learner responses 7(l)
* incorporates candidate designed assessments that are authentic, with real- world application as appropriate
* allow students to be actively involved in collecting information from formative assessment and provide input
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| **Indicators** | Awareness of Self and Others | Development of Professional Planning | Implementation of Professional Planning | Analysis of Professional Planning |
| **Planning for instruction based on research-based pedagogy and varied resources**InTASC Standard(s): [1, 2, 3, 4, 6, 7, 8]InTASC Performance Level Descriptors: (1d, 2f, 2g, 2h, 2k, 3b,3g, 3j, 3h, 4g, 6k, 6u,7a, 7b, 7c, 73, 7g, 7k,7m, 7o, 7p, 8b, 8c, 8e, 8f, 8i, 8h) | task…* includes learning experiences that align with curriculum goals and content standards 1(d); 7(a); 7(g)
* identifies appropriate resources and materials to meet the needs of diverse learners 2 (f);

2 (k); 7(a); 7(b) | AND* includes appropriate strategies and accommodations, resources, and materials to differentiate instruction 2 (h); 7(b); 8(e)
* incorporates higher order questioning to promote application of content including Webb’s Depth of Knowledge 8(f); 8(i)
* aligns research-based instructional strategies with curriculum goals and content standards 7(a); 7(g)
 | AND* includes strategies to support and expand learners’ communication through speaking, listening, reading, writing, and other modes 8(h)
* incorporates a range of resources, and technological tools to meeting diverse learning needs 2 (g); 2 (h); 4 (g); 7(k); CCT (Technology)
* plans for sequencing of learning experiences to address specific learning objectives and individual differences 6(k); 6(u); 7(a); 7(c); 7(p); 8(b)
 | AND* adapts appropriate sequencing of learning experiences to address specific learning goals and individual differences 6(k); 7(a); 7(c); 7(p); 8(b)
* provide opportunities to engage learners through collaborative and self-directed learning that extend learner interaction with ideas and people locally and globally 3(b),3(g) ,3

(j), 3(h); 8(c)* reflects collaborations with other professionals to support student learning 7(e, o, m)
 |
| CAEP Standards: 1.1 |  |

**Comments:**

 **Analysis of Professional Practice**

 **Implementation of Professional Practice**

 **Development of Principles of Practice**

 **Awareness of Self and Others**

**Overall (check)**

Candidate’s Signature: Date:

Evaluator’s Signature: Date:

# Key Assessment: Pedagogical Content Knowledge Observation Instrument

The ***Pedagogical Content Knowledge Observation Instrument*** was designed to be used to assess the delivery of content knowledge through instruction whether it be for one student, small group, or whole class instruction and how that planning impacts student learning outcomes. Observations may include case-studies, mini/micro-lesson plans, a single lesson, or a sequence of lessons. The assessment should be completed in conjunction with the ***Planning for Instruction Assessment***.

Candidate’s Name:

Candidate’s Signature: Date:

Evaluator’s Signature: Date:

|  |  |
| --- | --- |
| **Indicator** | **Performance Level Descriptors** |
|  | **Awareness of****Professional Practice** | **Development of****Professional Practice** | **Implementation of****Professional Practice** | **Analysis of****Professional Practice** |
| The educator candidate incorporates effective use of verbal and non-verbal communicationInTASC Standard(s): 1(g), 2(d), 2(e), 2(i), 3(f),5(d), 8(i), 8(m)CAEP Standard(s): 1 | The educator candidate…q demonstrates understanding of the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging; 1(g)q understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning; 5(n)q understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self- expression, and build relationships; 8(m) | ANDq incorporates tools of language development into planning, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency; 2(e)q incorporates instructional strategies and resources to support language acquisition (i.e., either first or second); 2(i)q is committed to providing timely and effective descriptive feedback to learners on their progress; 6(s)q demonstrates effective use of verbal and nonverbal communication; 3(f) | ANDq brings multiple perspectives to the discussion of content, including attention to learners’ personal, family, and community experiences and cultural norms. 2(d)q incorporates tools of language development into instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency. 2(e)q asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners toquestion); 8(i) | ANDq demonstrates responsiveness to the cultural backgrounds and differing perspectives learners bring to the environment through interactions in the classroom; 3(f)q engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts. 5(d) |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
| The educator candidate engages learners in an active learning environmentInTASC Standard(s): 1(f), 3(j), 3(p), 4(b), 4(c),4(d), 5(a), 5(b), 5(h),8(b), 8(d), 8(f), 8(g),8(h),CAEP Standard(s): 1 | The educator candidate…q demonstrates awareness of readiness for learning; 1 (f)q awareness of how development in any one area may affect performance in others; 1(f)q knows how to help learners work productively and cooperatively with each other to achieve learning goals. 3(j) | ANDq stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners’ experiences; 4(d)q develops and implements supports for learner literacy development across content areas; 5(h)q engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information; 8(g)q uses a variety of instructional strategies to support and expand learners’ communication through speaking, listening, reading, writing, and other modes; 8(h)q demonstrates understanding of learners’ readiness to interact with the content; 1 (f) | ANDq promotes learners’ decision-making, engages learners in exploration and invention, works collaboratively and independently, and engages in purposeful learning; 3(p)q engages learners in experiences in the discipline(s) that facilitates understanding, questioning, and analyzing ideas from diverse perspectives so that they master the content; 4(b)q engages learners in applying methods of inquiry and standards of evidence used in the discipline; 4(c)q varies his/her role in the instructional process in relation to the content and purposes of instruction and the needs of learners; 8(d)q engages all learners in developing higher order questioning skills and metacognitive processes; 8(f) | ANDq guides learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications); 5(a)q engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy); 5(b)q continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs; 8(b) |
| The educator candidate organizes and manages the learning environment to meet the individual needs of all studentsInTASC Standard(s): 2(a), 2(h), 3(d), 4(h),6(n), 8(s)CAEP Standard(s): 1 | The educator candidate…q demonstrates an awareness of learners with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs; 2(h)q awareness of the positive impact of effective descriptive feedback forlearners and knows | ANDq creates opportunities for learners to learn, practice, and master academic language in their content; 4(h)q creates a learning environment that can engage learners by organizing and coordinating resources of space and other necessities. | ANDq delivers instruction to address each learner’s diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways 2(a)q manages the learning environment to actively and equitably engagelearners by organizing, | ANDq adapts instruction to address each learner’s diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways; 2(a)q demonstrates flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses,ideas, and needs.; |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | a variety of |  | allocating, and | 8(s) |
| strategies for | coordinating the |  |
| communicating this | resources of time, |  |
| feedback; 6(n) | space, and learners’ |  |
|  | attention. 3(d) |  |

**Comments:**

 **Analysis of Professional Practice**

 **Implementation of Professional Practice**

 **Development of Principles of Practice**

 **Awareness of Self and Others**

**Overall (check)**

## Candidate’s Signature: Date:

Evaluator’s Signature: Date:

# Progress Monitoring Form: Weekly Progress Report

This form was designed to help clinical educators and university supervisors provide specific feedback regarding a candidate’s performance. After checking items in each area, please provide specific information about any area needing improvement.

*Some programs may choose to develop an electronic format for submitting the weekly report.* **Candidate: Program: Placement Site: University Supervisor:** **Clinical Educator: Week of:**

**Check Areas of Concern or No Problem Observed for Each Area Below**

### Attendance

q Late to school

q Leaves early

q Does not participate in school events

q No problem observed

### Dress

q Does not adhere to school’s dress code

q Unprofessional appearance

q Footwear inappropriate

q No problem observed

**Inappropriate Remarks** q To or about students q To or about parents

q To or about cooperating teacher

q To or about colleagues q Gossips about others q No problem observed

### Failure to Communicate

q Does not respond to emails

q Does not return phone calls

q Fails to provide routine check-ins

q No problem observed

### Lack of Reflection

q On instructional performance

q Defensive when feedback is provided

q Fails to identify ways to improve instruction

q No problem observed

### Timeliness/lack of preparation

q Lesson plans not turned in on time

q Lesson plans not prepared

q Weekly logs and/or reflections not completed on time

q No problem observed

### Lack of Routines

q Not established

q Does not enter grades in timely fashion

q Fails to record attendance

q Fails to gather materials for instruction

q No problem observed

### Technology

q Uses cellphone, smart watch, or other device at inappropriate times

q Inappropriate use of computer q Failure to use technology when appropriate for instruction

q No problem observed

### Student Teacher Relationships

q Hesitant to interact with children

q Remains seated during arrival, transitions, and/or dismissal

q Hesitant to take advantage of opportunities to create and sustain intentional interactions with students during independent work time

q No problem observed

### Classroom Management

q Management system not apparent

q Classroom is not safe

q Positive learning environment not established

q No problem observed

### Grammar

q Does not use standard English when speaking q Does not use standard English when writing q No problem observed

### Other Observations:

**Additional Information**

**GoReact Virtual Observations:** Students may be observed using the GoReact platform. Students may also have intern feedback conferences via Zoom or another online videoconferencing platform. We will also have a review of using GoReact to familiarize students. Students may also be observed using Zoom or another virtual platform.

**COVID-19 Related Policies and additional illnesses** - Please do the following in the event of an illness or COVID-related absence:

1. Notify me in advance of your absence, if possible
2. Provide me with medical documentation, if possible
3. Keep up with coursework as much as possible
4. Participate in class activities and submit assignments remotely as much as possible
5. Notify me if you require a modification to the deadline of an assignment or exam
6. Finally, if remaining in a class and fulfilling the necessary requirements becomes impossible due to illness or other COVID- related issues, please let me know as soon as possible so we can discuss your options.
7. If the instructor is unable to teach, then another instructor will be appointed.