

**Curriculum and Teaching II Science
Spring 2012 Course Syllabus and Timeline**



1. Course Number: CTSE 4100

Course Title: Science Methods II

Credit Hours: 4

Prerequisites: Admission to Teacher Education and Senior Standing

Corequisites: None

2. Date Syllabus Prepared: Spring 2006, Revised January , 2012

3. Text and major resources:

Required:

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

Recommended readings:

Kozol, J. (1992) Savage Inequalities: Children America's Schools

Delpit, L. (2006) Other Peoples Children: Cultural conflict in the classroom. The New Press.

Dreamkeepers:

Office Hours: By appointment

On Campus (lecture): Tuesdays 6:00pm-7:50pm. – HC 2462/4 Combined Lecture and Lab

On Campus (lab) Wednesday 11:00 am – 3:30 pm Haley Center 2462/4 Combined Lecture and Lab

Field Placement lab times may be flexed on the Weds. meeting date earlier in the day based on scheduling for lab placements. However, all students must meet on the Weds. Date only.

Goals and Objectives – In this methods course we will learn and practice methods of teaching aligned with “inquiry” from the National Science Education Standards and *applied within* a Learning Cycle Model for teaching as outlined in the Please note that this document is subject to minor amendments or revisions at the discretion of the course instructor

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

4. Course Description:

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

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

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

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

5. Course Objectives:

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

Upon Completion of this course students should:

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

Students will ...

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

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

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

Required Text –

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

Recommended Text: Kozol, J. (1992) Savage Inequalities: Children America's Schools

Delpit, L. (2006) Other Peoples Children: Cultural conflict in the classroom. The New Press.

Dreamkeepers: Successful teachers of African American students

Alabama Course of Study: Science (2005) Download and print all introductory pages and grades 6-8 science:

<http://www.alsde.edu/html/sections/documents.asp?section=54&sort=7&footer=sections>

Ancillary Text –

National Research Council (1996). National Science Education Standards. Download and preview as needed:

<http://books.nap.edu/books/0309053269/html/index.html>

See Content Standards – A, B, C, D, E, F, G – for lesson plans.

*Additional articles and readings will be disseminated or may be placed on reserve in the LRC or main library. You are responsible for reading all materials prior to the class meeting dates and should be prepared to facilitate and/or lead group discussions on articles assigned. Lack of preparation and failure to have read assignments may result in point deductions from your final course grades

Cultural Diversity
“I don’t care that you know. I want to know that you care”
Author Unknown

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

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

Participation

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

Expectations

In this course I expect you to:

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

6. Course Content and Schedule

Weekly Campus and Field Schedule¹

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

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

Tuesday January 10:	Introduction and review of syllabus
Wednesday January 11:	Lesson planning; Meet for class in 2462 HC
Tuesday January 17:	Lesson planning
Wednesday January 18:	Technology in Science Education (Presentations)
Tuesday January 24:	Instructional strategies (Cooperative learning)
Wednesday January 25:	Microteaching lesson presentations (5 points) Classroom management Equity in the Science Classroom
Tuesday January 31	Microteaching lesson presentation cont. Classroom management Equity in the Science Classroom
Wednesday February 1	Scheduled field placement/or Class time

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

Tuesday February 7	Assessment
Wednesday February 8	Scheduled field placement
Tuesday February 14	Assessment: Assessment tools in inquiry: Questioning, discussion, concept mapping, lab practical, journaling, and other forms of alternative assessment Classroom management
Wednesday February 15	Scheduled field time
Tuesday February 21	Lab safety Inquiry strategies and rationale paper due (10 points)
Wednesday February 22	Scheduled field time
Tuesday February 28	Midterm exam/1st exam (20 points)
Wednesday February 29	Scheduled field time
Tuesday March 6	LRC (Technology) STS (Science, Technology, and Society)
Wednesday March 7	Scheduled field time
Spring Break March 12-March 16	
Tuesday March 20	Equity in the Science Classroom Multicultural Science Education Reflective reading assignment due (5 points)
Wednesday March 21	Scheduled field placement time
Tuesday March 27	Technology based lesson plan due (5 points) LRC
Wednesday March 28	Scheduled field placement time
Tuesday April 3	Multicultural Science Education Instructional strategies
Wednesday April 4	Scheduled field time
Tuesday April 10	Multicultural lesson plan due (5 points)
Wednesday April 11	Scheduled field time
Tuesday April 17	Effective Science Teaching
Wednesday April 18	Scheduled field time/or class time (TBA)
Tuesday April 24	Effective Science Teaching Individual differences in the classroom/ Learning styles
Wednesday April 25	Last day of class-Meet in 2462/4 Haley Featured curriculum program discussion (more information will be provided) <i>Wrap up discussion on topics covered</i>
Classes end-April 25	
Reading day-TBA	
Final exam period-TBA	Final exam (15 points)

7. Course requirements and evaluation

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

CORE COMPETENCY MARKS

The Final **PEPE Observation Evaluation** is a **core competency grade**. Mid-term scores of 2.0 or less must be addressed before end-term scoring occurs. **The instructor reserves the right to change a cooperating teacher's evaluation on any PEPE indicator. Low scores on PEPE evaluations will adversely impact your final grade.**

Late/remedial work policy

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

Grading Scale:

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

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

General grading rubric for assignments

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

Course Evaluation

Assignments

	<u>Points</u>
Inquiry strategies and Rationale paper	10 points
Multicultural lesson plan (students will present to class and guidelines will be provided)	5 points
Reflective reading assignment (guidelines will be provided)	5 points
1 st exam/ Midterm	20 points
1 Micro-teaching lessons at 5 points	5 points
2 unannounced quizzes at 5 points each	10 points
Technology-enhanced lesson plan (students will present to class) (guidelines will be provided)	5 points

Laboratory Field Placement

2 nd Exam/Final	24 points 15 points
Outreach experience	1 points (Must participate for minimum of 2 hours for full credit)

Laboratory Field Placement PEPE evaluation guidelines

4 total PEPE Evaluations

3 PEPEs for lessons taught and these 3 PEPEs will be averaged for a 4th final PEPE score on each parameter of the PEPE. Students that receive 2 or 1 scores on the final averaged PEPE will receive a 1 point deduction for each score of 2 or less.

Project Descriptions

1. Reflection paper (5 points).

Students will be provided two specific assigned readings where they will be required to write a 2 page minimum (3 page maximum) reflection. Guiding questions will be provided with each assigned reading. Questions for each assigned reading are as follows and each question is worth 1 point.

1. Which three items surprised you the most about the assigned reading?
2. What did the piece tell you that you already knew?
3. What did the piece tell you that you did not already know?
4. What implications does this article have for teaching students?
5. What was the most memorable part of this piece/ or what impacted you the most in this reading?

2. Microteaching/Inquiry-based demonstration "Teach-a-Lesson" (1 presentations at 5 points)

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

Students will have 10 minutes for the mini-lesson.

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Teach-a-lesson/Mini-Lesson

5 pts

Each category is worth 1 point.

Name_____

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

Total_____

3. Laboratory experience Required-24 points

Through a cooperative arrangement with local teachers, you will work in the preparation and implementation of interactive demonstrations on current science topics with students. Laboratory placements will be at Auburn High school, and Drake middle school. This class requires that you are on-site at an assigned school for the laboratory field experience. You will keep a log of your activities there for this practicum experience. You may work with partners from this class for your classroom teaching. Documentation to record your visits must be signed by your cooperating teacher. Attendance is mandatory and you will be expected to attend during each Wednesday during the 11:00-3:30 designated time for the laboratory experience. Your mentor teacher will complete a sign in sheet for you each visit. In the event that the mentor teacher does not have class during the assigned time from of 11-3:30 after consulting with both the teacher and Dr. Russell you may make arrangements for your schedule to be at a different time. However, you must still meet for the same amount of time (four hours and thirty minutes). Failure to report to the laboratory field placement will result in an incomplete for the course. **No absences will be allotted for the laboratory experience because attendance is paramount for your practical experience to be fulfilling.** Absences not in accordance with the official AU absence policy may result in 5 point deduction from the final grade for the course for each infraction (at the discretion of the instructor for the course). Sign-in sheets will be provided at the school site to document attendance. Excessive absences may result in withdrawal from this course. In addition, other lab days might be designated as in class days however students will be notified in ample time. Additional information regarding placements will be provided. More than one excused/unexcused absence may result in referral for withdrawal from the CTSE 4100 course and a 5 point deduction from the final grade for the course for each infraction (at the discretion of the instructor for the course).

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All excused or unexcused absences must be made up before the end of the semester.

Each student is required to teach and plan a minimum of 3 lessons on their own for a full block or period. 3 PEPE evaluations will be completed and a 4th PEPE will be completed based on the average score of the 3 PEPE evaluations on each lesson taught solely by the student. There may be an event where both the professor for the course and mentor teacher observe a full lesson and complete a PEPE evaluation in which this case will result in an average PEPE for that particular observation based on both PEPEs they complete for that lesson.

4. 1st exam 20 points/ 2nd or final exam 15 points

To evaluate your understanding of the various concepts, and terminology discussed in the class. The format of the midterm will be short-answer/discussion midterm. 1st exam is scheduled for Tuesday February 29, 2012 and the 2nd exam is scheduled for Finals time period assigned for the course.

5. Two (2) Unannounced quizzes on additional readings designated class meetings. (10 points)

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

6. Outreach experience (1 point)

There is also an outreach experience component where you are required to work with Science Olympiad, BEST, GUTS, or any other science outreach activity. Please make sure that you complete a fingerprinting/background check with Professional Ed. Services. Once you have done this contact me with information regarding where you will do your Outreach experience. If you do not have a place in mind please let me know and I can make some arrangements for you. It is mandatory to tell me where you will be doing the outreach experience before you begin. You must make arrangements to participate before the end of the semester and you must provide documentation of outreach detailing what you did and the coordinator of the program must signature your participation.

Documentation of outreach experience is due April 17, 2012. Please note students are NOT to wait until the last minute to schedule their outreach or they will not receive credit for the experience.

7. Inquiry Strategies and Rationale paper (10 points)

Inquiry Strategies and Rationale

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

(2 points) Questions you should address in discussing your philosophy include:

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

(2 points) Questions you should address in discussing the strategies you will use include:

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

Student learning (2 points)

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

Science methods and student learning (2 point)

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

Goals for student learning in science (1 point)

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

Educational goals in practice (1 point)

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

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

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

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

8. Multicultural lesson plan and reflection paper (5 points)

Reflection and Multicultural/Equity-based Lesson:

Plan and execute a lesson that addresses diverse learning styles. This lesson should integrate strategies that are engaging, hands-on, and minds-on as well as address students’ diverse backgrounds and learning styles. The reflection on this lesson and how this lesson addressed diverse learning styles should be a maximum 2 pages in length (double-spaced). The lesson plan should also be included in the final exit portfolio. A rubric will be provided and more details as we will discuss Multicultural Education in class

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

9. Technology-enhanced lesson plan and reflection paper (5 points)

Reflection and Technology-enhanced Lesson:

Plan and execute a lesson using and integrating technology into a lesson plan, making sure that its objectives are in alignment with what you are teaching in that class. Write a maximum 2 page (double-spaced) reflection on the execution of the lesson. Include the detailed lesson plan in the final exit portfolio. This lesson must not consist of merely having students complete a power point or use the internet. You must research and integrate one of the technology based programs or equipment into a lesson. A rubric will be provided and we will also discuss in more detail as we address technology in the class.

Online discussion board

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

Featured Curriculum, Programs

Featured curriculum and/or programs assignments: students will be placed in groups of 2-3 and assigned to research a program or curriculum in science education and present and discuss with the class their program and how to best integrate it into the classroom. Some examples of program for discussion are below. Students can also discuss additional programs, however, they must receive approval of topic for discussion by instructor for course.

Great Explorations in Science and Math (GEMS) Curriculum – Grades 6-9 – Collection in LRC – <http://www.lawrencehallofscience.org/gems/GEMS.html>

Alabama Math, Science, and Technology Initiative (AMSTI)

Probe-Ware Laboratory Exercises – Grades 6-12 – Equipment and Texts in LRC – <http://www.vernier.com/>

Alabama (Auburn) Science in Motion Program – Grades 10-12 – (on-line): <http://www.auburn.edu/ausim/>

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Alabama Water Watch Program – Grades 6-12 – (on-line): <http://www.alabamawaterwatch.org>

Cornell Environmental Inquiry Program – Grades 9-12 – (on-line): <http://ei.cornell.edu> ;
college students “practice” on-line: <http://ei.ed.psu.edu/CPR/>

Population Connection – Grades 6-12 – <http://www.populationconnection.org/>

. Class Policy Statements:

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

Attendance/Absences: Attendance is required at each class meeting. If an exam is missed, a make-up exam will be given only for University-approved excuses as outlined in the Tiger Cub. Arrangement to take the make-up exam must be made in advance. Students who miss an exam because of illness need a doctor’s statement for verification of sickness and should clear the absence with the instructor the day they return to class. Other unavoidable absences from campus must be documented and cleared with the instructor **in advance**.

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

Unannounced quizzes: There will be 2 unannounced quizzes.

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

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

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

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

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

9. Justification for Graduate Credit (for Graduate Credit Only)

Contingency Plan:

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

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of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.

Policies and Procedures

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

*Please note that lack of professionalism in this course will not be tolerated. This includes making any derogatory or negative comments with regards to the course and its course contents, students, or the instructor of the course which can be deemed as unprofessional and will be duly noted and reported to the appropriate administration.

OBSERVATION GUIDE ACTIVITY
Due February 14, 2012 as part of the Field Placement Component

Directions for Field Notes: Record briefly what you see the teacher doing and/or what you see the students doing in your journal or notebook. Record the subject, topic of the lesson, and date of observation (no names please). Use the following questions to inform and guide your observations:

1. What do students do when they first enter the room?
2. What procedure does the teacher follow in checking attendance?
3. What are the students doing while the teacher is taking attendance?
4. What do students bring with them to the classroom?
5. How many students do not bring needed materials to class and what does the teacher do about this?
6. What does the teacher do or say to begin the class during the first few minutes?
7. What procedures are followed in distributing or collecting materials from the students?
8. Do any of the students appear to have a physical handicap or special need that could affect their ability to do some activities/assignments? If so, state them. How does the teacher accommodate such students?
9. What does the teacher say or do when shifting students from one class activity to the next? How do the students respond?
10. What does the teacher do when unexpected situations occur? Explain.
11. How does the teacher respond to disruptive or inappropriate student behavior?
12. What do students do toward the end of the class period? How are they dismissed when the bell rings?
13. What is the racial/ethnic make-up of your classroom?

African American students____
White/Caucasian students____
Latino/a students____
Indigenous (American Indian) students____
Asian American students____
Pacific Islander students____

Follow up notes – Use a copy of your teacher's classroom management plan and/or interview your teacher after school (or during a break) about the following questions:

What standards are established by the teacher for pupil behavior when students are:

- a. Entering the classroom?
- b. Leaving the classroom? (especially bathroom policy)
- c. Leaving their seats?
- d. Wanting to respond to a teacher question?
- e. Tardy?
- f. Talking at inappropriate times to another student?
- g. Off-task but not being disruptive?

- h. Disrupting the lesson?
- i. Making up missed work or late work?
- j. Turning in homework?

Visiting School

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

Also, you need to **bring a current copy of your TB Test results to file with the school office.** This is a requirement for Alabama school teachers, staff, and lab/intern students. Due by January 24, 2012 to Dr. Russell.

Drake Middle School -Auburn City

Auburn High School -Auburn City

Auburn Junior High School-Auburn City

Opelika High School-Opelika City

Your mentor teacher and university supervisor will complete PEPE evaluations after they observe a lesson (if it is a complete lesson). If the supervisor is unable to stay for the full lesson than the PEPE will be completed by the mentor teacher and a feedback form will also be completed for the student. Each student will plan and teach a minimum of 3 lessons (each for a full block or period) and receive PEPE evaluations on each lesson. Students will then receive a final overall PEPE which will be an average of the 3 PEPE observations to determine their overall PEPE performance during the placement.

Please note that one point will be deducted for each score of “2” or less on the final overall PEPE form completed by your mentor teacher (in collaboration with your university supervisor). Moreover, if your mentor teacher documents that you have not met the expectations of the field placement based on the guidelines provided in the methods placement guide, lab placement rubric, and course syllabus then you may receive automatic 24 point deduction from the final grade lab placement portion for the course at the discretion of the instructor for the course. Please note that the mentor teacher, course instructor will provide feedback for midterm in collaboration with the instructor for the course. If it is determined at this point that the student is rated as “Unsatisfactory” based on PEPE evaluations that have been completed to date and midterm evaluation rubric assessment after consultation with the teacher, instructor, and a departmental representative the student may be recommended for withdrawal from the course. If by endterm the student receives an “Unsatisfactory” rating on feedback forms, low PEPE scores, and evaluation scores the student may not receive the 24 point credit assigned to the lab placement based on the rubric provided. An “Unsatisfactory” rating is characterized by the feedback given from mentor teacher and assessment forms included in syllabus and methods placement guide, feedback from course instructor, and evaluation forms provided for lab placement performance and this rating can be assigned at the discretion of the course instructor based on performance and feedback provided.

Instructions for teaching lessons:

Students are required to teach at least 3 full lessons (1 full period or block) on their own in consultation with the mentor teacher (unless other arrangements are made). Please note that this teaching lesson/episode must be videotaped. Students will be placed in groups of 2 or 3 for the lab placement and your partners will complete a PEPE evaluation form on your performance and provide feedback, as well.

Peer Ratings:

In addition, each student will complete a feedback form for their partner and if it is determined that a student receives low ratings on the feedback form from their peers 1 point may be deducted from the final grade of the student who received multiple poor ratings from their peers (at the discretion of the instructor for the course).

Teaching Communication Form

Due April 25, 2012 as part of the Field placement component

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

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

The final form is **due on April 25, 2012** during the last official class meeting. Please make sure you have this form completed properly so that you receive credit for the field experience

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

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

***NOTE:** After the first 2 weeks of observing the teacher (though students can start earlier) students will determine a schedule for co-teaching lessons over the course of a few weeks. Then students will determine a schedule for teaching full lessons individually during a block or period on a rotating basis so that each student has at least 3 opportunities to teach a full lesson on their own. This should be a lesson that the student has developed on their own (though it can be 1 consultation with the mentor teacher and peers). Students are responsible for meeting with their mentor teacher 1-2 days before you are scheduled to coteach together and 1-2 days prior to teaching lessons on their own in order to discuss his/her lesson for the day of coteaching. Also, meet with your teacher together to plan your own planned teachings on his/her objectives for that day. You must also meet individually with your teacher after your coteaching and teaching in order to discuss your performance and receive written feedback

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

Teacher Signature: _____

Date: _____

Student Signature: _____

Date: _____

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

[illegible]

Lesson Plans and Contract

Due Every Tuesday the week prior to the Wednesday lab placement teaching episode class meeting date for each lesson you teach individually. Students are also required to each turn in a lesson plan for lessons co-taught. Please be advised that all co-taught lessons must be developed collaboratively and points will be deducted from the final grade if it is determined that a student did not “share the load” so-to-speak.

Each student is required to teach a minimum of 3 lessons on their own and plan each lesson on their own (this is at the discretion of the course instructor and mentor teacher).

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

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

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

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

Lesson Topic: _____

Date and Time of Scheduled Teaching: _____

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

Checklist for lesson preparation

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

- ☐ Goals and Objectives for the lesson (both content and process) – from both ALCOS and NSES
- ☐ Primary instructional technique that will be used in the lesson
- ☐ Classroom setup when the preservice teacher arrives
- ☐ Provision for videotaping and observing teachers²
- ☐ Number of students in the target classroom
- ☐ How these students will be grouped during the lesson
- ☐ Use of instructional technology in the lesson
- ☐ Provision for maximum student involvement
- ☐ Proper behavioral and/or safety precautions, warnings, and consequences
- ☐ Measure of student learning from the lesson, such as written thinking, student work products, or quiz.
 - o You will collect one class set of products to assess how well your students learned from your teaching. You will describe the results (e.g., predominant thinking, averages, problem areas, quality, other) before discussing how well your students learned from your lesson, and what you would do in light of this data to further their learning (e.g., reteach, remediate some students, move on).

² Videotaping is for personal professional observation and reflection on teaching performance and should not be used for any public purpose. Edited videotape from the classroom can be used for a professional electronic portfolio on a password protected website. Auburn City Schools has consented their students/parents for such taping and use. Student teachers must submit original videotapes to the course instructor after use for their destruction. Please note that this document is subject to minor amendments or revisions at the discretion of the course instructor

Classroom teacher's signature and date: _____

AU preservice teacher's signature and date: _____

AU instructor's signature and date: _____

Professional Education Personnel Evaluation (PEPE short version)
Due April 25, 2012

Directions to Cooperating Teacher: Complete this form on each methods student while observing them teach their lesson. Discuss it with each one privately after their teaching.

Student Name: _____ Lesson Topic: _____

Progress Monitoring Scale

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

Exemplary

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

Rarely would an exemplary rating be used prior to the end of evaluations

Competent

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

Approaching Competence

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

Poor

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

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

At the end of internship or lab placement, a poor rating suggests that the candidate is not prepared for the internship and may be recommended for withdrawal from the course or program.

NA/Not applicable or not observed

PEPE-based Observation Instrument

Intern _____

School/System _____

Observer _____

Date of Observation _____

Circle role: cooperating teacher internship supervisor

PEPE Ratings Scale:

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

AU Progress Monitoring Scale:

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

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

Written Comments (for ratings below a 3):

PREPARING

1.3 Prepares Resources

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

ORIENTING

2.1 Orients Students to Lesson

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

DIRECTING

2.2 Gives Clear Directions

Gives concise directions

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

PRESENTING

2.3 Develops the Lesson

- Explains/Presents
- Present content to fit objectives
- Provides examples
- Provides illustrations from life experiences
- Presents in logical pattern/sequence
- Relates content to other subject areas
- Uses technology when appropriate

Please note that this document is subject to minor amendments or revisions at the discretion of the course instructor

Facilitates individual/collaborative use
Questions effectively
Provides smooth transitions

_____ **2.4 Provides Practice Summarization**

Provides guided practice
Provides independent practice
Provides review

_____ **2.5 Demonstrates Knowledge**

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

ASSESSING/MONITORING

_____ **3.1 Monitors Student Performance**

Checks for understanding
Solicits questions
Requests demonstration
Asks higher order questions

_____ **3.3 Provides Feedback**

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

_____ **3.4 Uses Assessment Results**

Clarifies/elaborates
Reteaches when necessary
Adjust pace when necessary
MANAGING

_____ **4.1 Manages Class Time**

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

_____ **4.2 Manages Student Behavior**

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

MAINTAINING CLIMATE

_____ **5.1 Involves Students**

Encourages participation
Ensures equitable participation
Establishes positive rapport
Elicits responses
Encourages student sharing
Uses student ideas/responses

Seeks elaboration
Refers to other students
Engages students in knowledge/hypotheses
Varies roles in instructional process

_____ **5.2 Communicates High Expectations**

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

_____ **5.3 Expresses Positive Affect**

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

_____ **5.4 Maintains Environment**

Arranges furniture/equipment
Accommodates variety of activities
Maintains attractive environment

COMMUNICATING

_____ **6.1 Speaks Clearly/Correctly**

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

_____ **6.2 Writes Clearly, Correctly & Coherently**

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

Mid-term _____ **End-term** _____ (*check one*)

Teacher Signature _____ **Student Signature** _____

This form will also be completed by the mentor teacher at midterm and endterm. If a student does poorly which would be multiple ratings of 2 or below in key assessment areas (at the instructors discretion) on this evaluation at midterm than the student may be recommended for withdrawal from the course. Moreover, poor performance on this rating at the end of the semester may result in 5 points being deducted from the final grade for lab placement (at the discretion of the course instructor and mentor teacher).

Inventory for Candidate Proficiencies

Lab placement student: _____

Evaluator & Position _____

Circle one: Midpoint

Final

Candidate Proficiencies		Rating
Competent Professionals		
1. Understand the central concepts, tools of inquiry, and structures of the content they teach or practice. <ul style="list-style-type: none"> • Demonstrate up-to-date knowledge and ever-evolving understandings • Understand and communicate relevant connections 		
2. Create learning experiences that make the content they teach or practice meaningful for individuals. <ul style="list-style-type: none"> • Demonstrate knowledge of pedagogy • Foster students' capacities to reason and engage in inquiry • Create learning experiences appropriate for scope and sequence including interdisciplinary learning experiences when appropriate • Consider students' prior knowledge, experiences, developmental stages, and common misconceptions • Provide multiple explanations and paths to learning as needed • Make appropriate decisions regarding resources and materials 		
3. Understand how individuals differ in their approaches to learning and create instruction or implement other professional practices adapted to this diversity. <ul style="list-style-type: none"> • Treat learners equitably, are sensitive to and considerate of differences • Accommodate different learning styles and performance modes • Consider wide-ranging modifications • Comply with major federal disabilities legislation and adhere to IEPs when applicable • Collaborate with other professionals to meet diverse needs of students 		
4. Use knowledge of how individuals learn and develop to provide educational opportunities that support intellectual, social, and personal development. <ul style="list-style-type: none"> • Provide challenging and supportive learning opportunities • Understand the role of language in learning • Make informed decisions about materials, strategies, and experiences • Encourage exploration through different modes of expression (art, music, drama, movement) 		
5. Understand and use a variety of instructional strategies in reasoned and flexible ways to encourage individual development of critical thinking, problem solving, and performance skills. <ul style="list-style-type: none"> • Select multiple, research-supported strategies to engage learners and to promote reasoning • Integrate use of varied communication skills across the curriculum • Motivate learners to independently read and write • Make decisions grounded in understandings of content and teaching/learning theory • Utilize varied roles (informing, modeling, probing, facilitating) to promote learning and facilitate learner independence 		
6. Use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. <ul style="list-style-type: none"> • Create smoothly functioning learning environments and effective behavior management plans • Use time, space, equipment, and materials efficiently and effectively • Create experiences that promote learner engagement, positive interaction, and collaboration • Communicate high expectations and encourage active learning in varied group settings • Adhere to policies (emergency response, law, and conflict resolution) 		
7. Use knowledge of effective verbal and non-verbal communication to foster active inquiry,		

Please note that this document is subject to minor amendments or revisions at the discretion of the course instructor

collaboration, and supportive interaction in learning environments. <ul style="list-style-type: none"> • Speak and write in a clear, organized, coherent fashion that is consistent with standard English • Demonstrate appropriate listening strategies and effective nonverbal communication skills • Facilitate productive discussion • Provide learners opportunities to expand their communication skills 	
8. Plan instruction and other professional practices based upon knowledge of subject matter, individuals, the community, and identified goals. <ul style="list-style-type: none"> • Base instruction on research as well as state, local, and/or professional standards • Plan instruction considering data, individual differences as well as school, family, and community contexts • Develop short-term and long-term plans 	
9. Understand and use formal and informal assessment strategies to evaluate and ensure continuous progress toward identified goals. <ul style="list-style-type: none"> • Monitor learner progress and adjust instruction as needed • Consider validity, reliability, norms, bias, scoring concerns, and ethical uses of tests • Gather information from a variety of sources (state, district, colleagues, families, and learners) • Create useful and accurate records • Incorporate tools for self-assessment and identify learners who need reading instruction • Communicate learner progress to others when appropriate 	
10. Use technology in appropriate ways. <ul style="list-style-type: none"> • Use multiple resources to support learners, manage records, and communicate with others • Support, expand, and assess learner use of technologies • Ensure equitable access to available resources • Practice safe, responsible, legal, and ethical use of technology 	
Committed Professionals	
11. Engage in responsible and ethical professional practices. <ul style="list-style-type: none"> • Present a professional image, demonstrate integrity, and exhibit a strong work ethic • Adhere to attendance expectations and procedures • Accept responsibility for own actions • Comply with state/district/school operational policies, ethical codes, and legal statutes • Maintain and use confidential information in a professional manner 	
12. Contribute to collaborative learning communities. <ul style="list-style-type: none"> • Seek multiple perspectives and respect individual differences • Model and foster collaboration within the classroom • Utilize state and local resources and referral services • Contribute to strengthening school programs and supporting professional organizations • Work with others to examine and hone professional practices • Adjust actions and dispositions as needed to establish and strengthen collaborative efforts 	
13. Demonstrate a commitment to diversity. <ul style="list-style-type: none"> • Show respect for, strive to better understand, and seek to meet the learning needs of all • Display open-mindedness, confront own biases, and consider different perspectives • Create safe, inclusive learning environments for all • Communicate in ways that show a sensitivity to diversity 	
14. Model and nurture intellectual vitality. <ul style="list-style-type: none"> • Convey a passion for learning and motivate others through own actions • Stay abreast of current educational trends and issues • Show creativity and imagination • Participate in various professional development activities such as workshops, conferences, professional organizations, professional reading, and action research 	
Reflective Professionals	
15. Analyze past practices to stimulate ongoing improvement of future practices. <ul style="list-style-type: none"> • Examine and adjust their practice as they monitor its impact on learning • Refine philosophy of teaching and learning • Increase ability to deal with complexities within the profession 	

Midterm

Final

Evaluator

CTSE 4100

Laboratory Field Placement

(24 points total)

1 evaluation for midterm semester and 1 for endterm semester

*An evaluation will be completed for midterm and endterm and scores

*Both midterm and endterm evaluations will be averaged together for final score to be included in the final grade based on the grading scale.

*Please note that mentor teacher and the professor for the course will collaborate in scoring on this assessment. Both may complete an evaluation for midterm and endterm and average these scores together as well.

Criteria and Question	Rubric Score
1. Understand the central concepts, tools of inquiry, and structures of the content they teach or practice. <ul style="list-style-type: none"> • Demonstrate up-to-date knowledge and ever-evolving understandings • Understand and communicate relevant connections 	<input type="radio"/> 4 – Excellent- Consistently exceeds expectations <input type="radio"/> 3 – Competent- Consistently meets and sometimes exceeds expectations <input type="radio"/> 2- Marginal- Rarely meets expectations <input type="radio"/> 1 – Poor –Does not meet expectations Comments:
2 Understand and use a variety of instructional strategies in reasoned and flexible ways to encourage individual development of critical thinking, problem solving, and performance skills. <ul style="list-style-type: none"> • Select multiple, research-supported strategies to engage learners and to promote reasoning • Integrate use of varied communication skills across the curriculum • Motivate learners to independently read and write • Make decisions grounded in understandings of content and teaching/learning theory • Utilize varied roles (informing, modeling, probing, facilitating) to promote learning and facilitate learner independence 	<input type="radio"/> 4 – Excellent Consistently exceeds expectations <input type="radio"/> 3 – Competent- Consistently meets and sometimes exceeds expectations <input type="radio"/> 2- Marginal- Rarely meets expectations <input type="radio"/> 1 – Poor –Does not meet expectations Comments:
3 PREPARING- Student is well prepared for each lesson Prepares Resources Prepares Resources Resources related to objectives Resources clarify Resources appropriate Sequences materials Equipment working Variety of materials	<input type="radio"/> 4 – Excellent Consistently exceeds expectations <input type="radio"/> 3 – Competent- Consistently meets and sometimes exceeds expectations <input type="radio"/> 2- Marginal- Rarely meets expectations <input type="radio"/> 1 – Poor –Does not meet expectations Comments:
4. Consistently Communicates High Expectations –Timelines for completion –Establishes standards	<input type="radio"/> 4 – Excellent Consistently exceeds expectations <input type="radio"/> 3 – Competent- Consistently meets and sometimes exceeds expectations <input type="radio"/> 2- Marginal- Rarely meets expectations

<p>-Holds students accountable</p> <p>-Encourages quality</p> <p>-Indicates confidence</p>	<p><input type="radio"/> 1 – Poor –Does not meet expectations</p> <p>Comments:</p>
<p>5. Understand how individuals differ in their approaches to learning and create instruction or implement other professional practices adapted to this diversity.</p> <ul style="list-style-type: none"> • Treat learners equitably, are sensitive to and considerate of differences • Accommodate different learning styles and performance modes • Consider wide-ranging modifications • Comply with major federal disabilities legislation and adhere to IEPs when applicable • Collaborate with other professionals to meet diverse needs of students 	<p><input type="radio"/> 4 – Very positive attitude towards collaboration and social interaction</p> <p><input type="radio"/> 3 – Somewhat positive attitude towards collaboration and social interaction</p> <p><input type="radio"/> 2 – Somewhat negative attitude towards collaboration and social interaction</p> <p><input type="radio"/> 1 – Very negative attitude towards collaboration and social interact.</p> <p>Comments:</p>
<p>6. Plan instruction and other professional practices based upon knowledge of subject matter, individuals, the community, and identified goals.</p> <ul style="list-style-type: none"> • Base instruction on research as well as state, local, and/or professional standards • Plan instruction considering data, individual differences as well as school, family, and community contexts • Develop short-term and long-term plans 	<p><input type="radio"/> 4 – Excellent understanding of the work of teachers, reasons for teaching, and commitment required of exceptional teachers</p> <p><input type="radio"/> 3 – Good understanding of the work of teachers, reasons for teaching, and the commitment required of good teachers</p> <p><input type="radio"/> 2 – Fair understanding of the work of teachers, reasons for teaching, and the basic commitment required of teachers</p> <p><input type="radio"/> 1 – Poor understanding of the work of teachers, reasons for teaching, and the basic commitment required of teachers</p> <p>Comments:</p>

Student Name: Score (out of 24): _____