**Auburn University**

**CTSE 4923 Course Syllabus**

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**Auburn University**

**Course Syllabus**

**Course Number:** CTSE 4923

**Course Title:**  Internship: Secondary Science Education

**Credit Hours:** 11 Semester Hours

**Prerequisites:** Admission to Internship

**Co-requisite**: CTSE 5240/5243

**Date syllabus prepared:** Fall 2006; updated January 2016

**Required texts or major resources:**

College of Education Internship Handbook

Equipment for recording lessons

Internet capability for Skype and Canvas

# Course Description:

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

This course combines learning with hands-on experiences in a public school setting. Interns will complete a series of experiences outlined in this syllabus. Interns will observe and talk with teachers and other school professionals to gain insight into the workings of today's public schools. Interns will develop and implement lesson plans with the aid of an experienced teacher. Interns will learn how to plan and conduct laboratory and hands-on experiences to coincide with lessons taught. Interns will be observed and videotaped by an Auburn University Supervisor and will critique their own teaching by viewing these tapes. A professional work sample will be created to demonstrate planning, implementation, and reflective thinking about teaching practice.

**Course Objectives:**

Course objectives include a subset of key indicators from the Alabama Quality Teaching Standards and program-specific indicators. Indicators assigned to CTSE 7920 are highlighted on the performance assessment templates included in the attachments.

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Contact Information: [get0002@tigermail.auburn.edu](mailto:get0002@tigermail.auburn.edu)

Office Hours: By appointment

# Expectations

**Twenty Days**

You are required to teach all day for 20 consecutive days.

**Written work**

Interns will complete early observational assignments, address issues of classroom management, and begin calendar planning during their first few weeks in their school. Interns will be responsible for creating daily lesson plans for effective “standards-based” teaching. Interns will also be responsible for developing a **laboratory safety plan**, emphasizing student safety. Interns will submit a weekly journal. Please note all written work is to be typed, double-spaced, 12 pt, (unless otherwise specified in the assignment) and no creative margins. Un-typed assignments will be accepted if they are in pdf format.

**Observation Protocol**

Students will be visited a minimum of 3 times but the maximum number will be determined by the university supervisor. Typically, students will be observed 3-5 times. Students should be prepared for a possible observation at all times once they begin teaching.

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

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

The supervisor will make tentative arrangements with the cooperating teacher to make sure that the intern will be teaching (in the event of assemblies, testing, etc.) It is the prerogative of the supervisor to schedule all intern visits at the convenience of both their schedule as well as the cooperating teacher’s lesson schedule. Moreover, in the event that there is a change in a scheduled visit the university supervisor will contact the student via-email and call the school as soon as possible to leave a message with the cooperating teacher and student. Please make sure to check your e-mails on a daily basis (especially prior to scheduled visits). If a visit needs to be re-scheduled due to a change in the plans of the cooperating teacher the student intern is required to contact the university supervisor via e-mail or call the Department of Curriculum and Teaching (844-4434) and leave a message for the supervisor ASAP.

**Lesson plans**:

Interns will prepare a lesson plan (see university supervisor for the required lesson plan format and sample lesson) for each lesson or activity that they conduct. Lesson plans should be thorough and typed. A copy of each lesson plan should be provided to the Cooperating Teacher several days before the lesson is taught (speak to CT about expectations). All lesson plans should be in the designated format (see attached documentation) and turned into your university supervisor each Friday prior to the week that the lessons are to be taught (once the intern begins co-teaching or teaching as designated in the timeline of experiences). At the very least, informal lesson sketches should be submitted. Failure to follow these guidelines will result in not passing the internship. At midterm all students will be evaluated and lesson planning is a significant portion of the evaluation.

At the beginning of an observation, interns should present the University Supervisor with a hard copy of the lesson plan to be taught. The intern should take good notes during the debriefing with their supervisor after an observation, and if requested by the university supervisor a reflection via-email attachment on the debriefing within two days that details what the interns will do differently in future lessons.

Daily reflections on practice should be kept. These will be uploaded to CANVAS each weekend. See university supervisor for guidelines.

**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 cooperating teacher’s classes and classes of other members of the faculty
2. Help with grading; monitor small group and individual work; and assist in other classroom activities (other than full-class teaching)
3. Get to know the students in the classes you will be teaching; memorize students’ names asap.
4. Raise any questions you have concerning your teaching assignment with your university supervisor prior to the first meeting of your university supervisor, your cooperating teacher, and you. E-mail or call your university supervisor with any questions or concerns as they come up.
5. **Students are not allowed to work (this includes coaching sports teams) outside of the internship. Failure to comply with this guideline may result in your dismissal from the internship. This expectation is taken very very seriously.**

**Number of Courses:**

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

**Where is my Cooperating Teacher?**

Your CT 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 teacher is at all times and how to quickly contact him or her.

**Additional Syllabus Details**

Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

Honesty Code: The University Academic Honesty Code pertaining to Cheating in the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) at [www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies) will apply to this class.

Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate

professional behaviors as defined in the College’s conceptual framework. These professional commitments or

dispositions are listed below:

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

Contingency plan:

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

**Science Education Intern Code of Conduct:**

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

* **No jeans (only on spirit day)**
* **No flip-flops**
* **No baseball caps or hats**
* **No food or drinks in the classroom if you are teaching (i.e. do not carry a bottle of water of cup of coffee around the classroom).**
* **No low-cut blouses or shirts, shorts, or mini-skirts**
* **No tee-shirts (only on spirit day)**
* **Tattoos and body piercings should be concealed and discrete so as not to draw unnecessary attention.**
* **No gossiping or unproductive behaviors or discussions regarding university supervisors, instructors, or the College of Education.**
* **No exceptions regarding the dress code outside of spirit day**

**Failure to adhere to the policy on professionalism may result in your receiving an unsatisfactory for the internship.**

**In the event that your university supervisor arrives and you are not dressed according to the dress code you may be asked to make-up the day because it would be considered an unexcused absence.**

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

# Semester Summary

|  |  |
| --- | --- |
| **Summaries of the Internship Assignments and documents due for the semester**  **This timeline is merely provided as a courtesy to help you pace your assignments throughout the semester.** | **Due** |
| **Journaling** | Weekly |
| **Intern Information Sheet:** | Week 1 |
| **Weekly Lesson Plans** | Weekly |
| **Videotaped Lesson #1:** Record and watch the first videotape of your class and write a two-page critique of the lesson. Include at least three positive features of your teaching, and at least three things that you wish to improve. You may want to consider the questions included in the *Reflective Paper…* handout (see attached documentation Form E). Your university supervisor does not have to be present during the videotaped lesson; however, if they are present be sure to discuss your reflection via e-mail with them. | Week 6  The tape or digital file and critique are to be included. |
| **Goals for Improvement:** Set approximately five specific goals for improvement of your teaching during the internship based on discussions with your cooperating teacher, the first observation by the university supervisor, and your reflections on the first video of your teaching. These goals will help you focus on areas needing improvement, practice, or experience. Discuss your proposed goals and your critique of your Video Lesson #1 with your cooperating teacher and e-mail them to your university supervisor. | Week 6 |
| **Teacher Evaluation:** Prepare and use a *Teacher Evaluation* instrument handout (Form F) 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 your teaching. You will do this exercise again later in the semester. | Week 6-8 |
| **Videotaped Lesson #2:** Record and watch the second videotape of your class and write a two-page critique of the lesson. Include at least three positive features of your teaching, and at least three things that you wish to improve. You may want to consider the questions included in the *Reflective Paper…* handout (see Form E). Your university supervisor does not have to be present during the videotaped lesson; however, if they are present be sure to discuss your reflection via e-mail with them.  Are you improving in your areas of weakness from the first and second videotapes? | Week 9  The tape or digital file and critique are to be included. |
| **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 of your students? | Week 12 |
| **Progress in Reaching Goals:** Go back to your Goals for Improvement and prepare a progress report. Include growth seen in videos and feedback from University supervisor and cooperating teacher. | Week 14-15 |
| **Professional Work Sample (PWS): See College Guidelines** | Week 14 |
| **Thank You Letters:** Send thank you letters to your cooperating teacher and host school. | Week 15 |

# Proposed Timeline for Teaching

About the Timeline: This timeline assumes one path of experiences for interns who will teach two different courses (or preparations) in high school and another for interns who will teach the same course (only one preparation). Variations exist and may call for adjustment and agreement by cooperating teacher, university supervisor, and intern. **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 interns will begin their teaching experience by first observing, assisting, co-teaching, and co-planning with their supervising teacher before they plan and teach classes on their own. Interns will **first** begin lesson planning during the time that they are co-planning and co-teaching with their cooperating teacher.

Interns 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 of all-day individual planning and teaching.

Interns 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 for eight weeks. Interns with one course preparation will be required to teach individually all day for eight weeks.

**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 **PLAN/TEACH** Observations

5-Co-plan/**Teach** 13-Co-plan/Co-teach 🡨-------Submit Lesson Plans (4-13)--------------------------🡪

First Prep weeks 4-9 – 6 weeks

**High Schools (if two preps):** 🡨--------------------------------🡪

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

Second Prep weeks 6-11 – 6 weeks

🡨----------------------------------🡪

One Prep weeks 4-11 – 8 weeks

**Middle Schools (if one prep):** 🡨----------------------------------------------------------------🡪

## Week 1

Complete the *Intern Information Sheet* **(Form A)** during the first week in the school. Return it to your university supervisor via Canvas.

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

1. Get to know your cooperating teacher’s:

* Expectations for you
* Expectations of the students
* Guidelines for classroom behavior
* Grading system, attendance policies, etc.
* Philosophy regarding pedagogy and teaching methods

1. 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

1. 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.

1. Discuss the classes you will be covering with your cooperating teacher:

* When you pick up each class?
* What units you will be teaching for each?
* What you are expected to do (such as grading, calling parents, etc.)?
* What extracurricular activities and other out-of-class duties will you have?
* What teacher manuals, resource books, and other materials are available?

During the first 1-2 weeks you should become familiar with and assist your cooperating teacher with classroom attendance, assisting and tutoring students, and materials preparation. Learn your teacher’s classroom routines and procedures. Learn to use the computer attendance and grade-book systems. Learn the names of the students and who they are as individuals. Expect your university supervisor to conduct a “hello” visit sometime during the first couple of weeks. [You should not be teaching during the first week, but feel free to if you want.]

Keep your daily diary (reflection) of your internship 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 intern 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

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 text book chapters or other *major curricular resources*. Some teachers may already have such a guide for your use. Turn a copy of this calendar or guide in to your university supervisor.

## Week 3 Co-teaching & Co-planning

**\*\*\*\*\*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 Friday 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 internship grade.**

Continue to *co-teach* with your teacher during two periods of the same course from his/her lesson plans. You should observe/assist your teacher in one class, and then take the lead in teaching the next class of the same subject, while your teacher observes and assists you. Or, take the lead in teaching a segment of your teacher’s lesson in any class. Observe and assist in other courses, if applicable.

Meet with your teacher during planning period to develop and 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 your 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 teacher may require you to also complete. However, you will still need to complete the format for lesson planning specified in this syllabus as a program requirement. You will co-teach these lessons with your teacher.

## Week 4 Co-teaching from Co-planning

Continue co-teaching with your 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 your teacher assists you. Make modifications as needed. Take time to daily meet with your teacher to discuss your teaching and make any necessary modifications of your co-plans. Co-teach with your teacher in the lead in other courses, if applicable.

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

**Use planning time each day to meet with your teacher and complete your 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 cooperating teacher’s final approval on your daily co-plans for teaching. You must ALWAYS get your 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 Friday at 5:00 pm (unless otherwise specified by your university supervisor).**

## Week 5 Teaching from Co-planning – one course *(Week 1 of your teaching)*

You are no longer co-teaching in your first class at this time, but **should be teaching on your own**. Your teacher should be observing and quietly assisting you, if needed, but more in the background. Co-teach with your teacher in the lead in remaining course(s), if applicable.

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

Complete next week’s lesson plans **as your own** for the same course with multiple periods – no longer co-planning. **Get your teacher’s approval BEFORE turning your weekly plans (and all attachments) in to your university supervisor.**

## Week 6 Planning and Teaching – one course *(Week 2 of your teaching)*

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

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

The first observation by your University Supervisor will take place around this time.

(When scheduled) **Videocamera and tape/recording medium needed**. Have an updated and **detailed lesson plan** and **assessment piece** for your supervising teacher for the scheduled first observation.

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

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

(When scheduled) View the first videotape of your class and write a critique of the lesson and your proposed professional development using the *Reflective Paper* handout **(Form E)**. Consider cooperating teacher, supervising teacher, and student feedback on this teaching as you observe your tape and write your 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. Interns with two preparations or two courses to teach (as in most high schools) will be turning in copies of two sets of lesson plans (5 days each) for the next four weeks before you teach them. Interns should not be asked to prepare lessons and teach more than two completely different science courses at one time. **Get your teacher’s approval before turning your daily plans (and all attachments) in to your university supervisor before you teach them.**

## Week 7 Planning and Teaching – two courses (if applicable) *(Week 3 of your teaching)*

Continue teaching your plans in all science courses – not more than two. Your teacher should observe and assist you for a few days in your new second course (if applicable). Continue to make daily modifications as needed. Take time to daily meet with your teacher to discuss your teaching and make any necessary modifications of your plans.

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

**Complete next week’s lesson plans**. **Get your teacher’s approval before turning your daily plans (and all attachments) in to your university supervisor before you teach them**.

## Week 8 Planning and Teaching – two courses (if applicable) *(Week 4 of your teaching) Mid-semester*

Continue teaching your plans in all science courses – not more than two. Your teacher should observe and assist you this week in your new second course (if applicable). Continue to make daily modifications as needed. Take time to daily meet with your teacher to discuss your teaching and make any necessary modifications of your plans.

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

**Complete next week’s lesson plans**. **Get your teacher’s approval before turning your daily plans (and all attachments) in to your university supervisor before you teach them**.

## Week 9 Planning and Teaching – two courses (if applicable) *(Week 5 of your teaching)*

Continue teaching your lesson plans in all science classes. Continue to make daily modifications as needed. Take time to daily meet with your teacher to discuss your teaching and make any necessary modifications of your plans.

Plan to grade all your students’ work and return it in a timely manner. Plan and prepare for all your needed materials in advance each day. Have an updated and detailed lesson plan for your supervising teacher for the second observation. Save this plan for possible later use in your portfolio for your Professional Work Sample.

(When scheduled) **Videocamera and tape needed**. Have an updated and **detailed lesson plan** and **assessment piece** for your supervising teacher for the scheduled second observation. Save this plan and assessment for possible use in your portfolio for your *Professional Work Sample* *(PWS)*. It’s time to seriously plan for the PWS.

The second observation by your University Supervisor will take place around this time.

(When scheduled) At a conference with your university supervisor and cooperating teacher, discuss your performance on your second observation. Review the Educate Alabama goals for improvement of your teaching during the internship after the first observational visit. 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.** Save this work for possible incorporation into reflection for your PWS.

(When scheduled) View the second videotape of your teaching from your university supervisor’s observation and write a reflective critique of the lesson using the *Reflective Paper* handout (Form E). Are you improving in your areas of weakness from the first videotape? What is your professional development plan now? Consider cooperating teacher, supervising teacher, and student feedback on this teaching as you observe your tape and write your paper. Save all student assessments related to this lesson (formative in the lesson and summative at end of unit) for possible later use in your PWS. **Turn this in to your supervisor by next week.**  Save this work for your PWS.

**Complete next week’s lesson plans**. **Get your teacher’s approval before turning your daily plans (and all attachments) in to your university supervisor before you teach them**.

NOTE: Your **cooperating teacher** should begin to spend more time out of the room while you teach, but still be nearby in the hall or same school building. You should know where your teacher is at all times and how to quickly contact him or her.

## Week 10 Planning and Teaching – two courses if applicable *(Week 6 of your teaching)*

Continue teaching your lesson plans in all science classes. Continue to make daily modifications as needed. Take time to daily meet with your teacher to discuss your teaching and make any necessary modifications of your plans.

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

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

## Week 11 Planning and Teaching – second course *(Week 7 of your teaching)*

Continue teaching with your cooperating teacher in your first course off of his/her lesson plans (if applicable because of two course preparations). Continue teaching your plans in your second course – or all classes if one course preparation. Continue to make daily modifications as needed. Take time to daily meet with your teacher to discuss your teaching and make any necessary modifications of your plans.

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

Complete next week’s lesson plans for the second course that you picked up – or all your classes if only one course preparation.  **Complete next week’s lesson plans**. **Get your teacher’s approval before turning your daily plans (and all attachments) in to your university supervisor before you teach them**.

## Week 12 Planning and Teaching – second course *(Week 8 of your teaching)*

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

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

Your University Supervisor will observe you around this time.

(When scheduled): Discuss your last observation and performance with your supervisor and cooperating teacher, utilizing the designated evaluation instrument (Educate Alabama). Review your end-of-term progress in meeting your goals and attaining competent levels on the candidate proficiencies. Have you met the specific goals set down for you from the beginning of the internship? Have you improved in the areas needed (if applicable) on the Inventory for Candidate Proficiencies from mid-semester? All parties must sign the **Inventory for Candidate Proficiencies (Table I)** during the midterm and end-term meeting with the intern’s rating of “satisfactory” or “unsatisfactory.” All parties must also sign the Internship 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 your teacher’s approval before turning your daily plans (and all attachments) in to your university supervisor before you teach them**.

## Week 13 Co-teaching from Co-planning

Make sure to inform your university supervisor of your last scheduled day of teaching for the upcoming weeks. If you have missed any days (in accordance with AU policy and approved by the cooperating teacher and university supervisor make arrangements to teach longer to make up days and continue teaching full-time load, if necessary.

Continue co-teaching with your cooperating teacher 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 your teacher to discuss your teaching and make any necessary modifications of your plans.

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

Help your teacher or science department organize their stockroom(s), order or prepare needed supplies, assess safety issues in biological/chemical/materials storage and laboratory setup, or revise/develop their safety management contracts or plans.

## Week 14 Co-teaching from Co-planning

Work on your PWS.

## Week15 Observations and Other Professional Experiences

Continue co-teaching or teaching.

Submit your PWS.

Spend a day observing at least two other classroom teachers, as scheduled by your cooperating teacher – both in and out of subject area. How is their style different from your cooperating teacher? What do you like that you can use as a beginning teacher? Document your findings and thoughts in your weekly journal and discuss with your teacher.

Your university supervisor will assess your PWS. It will be evaluated based on the given rubric, and your score will be sent to the COE.

Continue co-teaching with your cooperating teacher 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 your teacher to discuss your teaching and make any necessary modifications of your plans.

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

Help your teacher or science department organize their stockroom(s), order or prepare needed supplies, assess safety issues in biological/chemical/materials storage and laboratory setup, or revise/develop their safety management contracts or

**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 internship before this date. If makeup days are necessary discuss this with your cooperating teacher and university supervisor as soon as possible.**

Continue to assist your cooperating teacher and observe other teachers in the building. Ensure that all necessary forms are completed and signed by both you and your cooperating teacher, including the Verification of internship days form: Final evaluation, and Verification of university supervisor observation documentation.

Have your cooperating teacher verify the completed information on the **Intern Verification Form** and sign this form before leaving your school. **Return all signed forms to your university supervisor in your final portfolio notebook.**

Have your teacher complete a reference form on your performance for your job applications**.** This same reference form will be completed by your university supervisor for duplication and use in job applications, and given to you upon receiving your completed portfolio.

**Post-Internship/COE Final Internship Meeting**

**Science education post-internship meeting time and date TBA.**

Final intern checkout meetings are mandatory **(two required)** with the COE office and with university supervisors: (1) Verify internship form completion with signatures (2) Complete certification paperwork (3) Discuss beginning teaching and job related issues (4) Receive evaluated portfolios and university supervisor reference form (5) Send thank you letters to your cooperating teacher and host school.

# Information for the Cooperating Teacher

|  |
| --- |
| **To the Cooperating teacher:** Thank you. You have consented to supervise the internship of a student who is enthusiastic about the opportunity to be a part of your classroom. During their college years, students who are now interns 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 interns, 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.  Internships 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 intern’s readiness to assume increasing responsibilities, make suggestions for writing and implementing plans, and conduct evaluations of your intern’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 an intern for a pleasant and productive teaching career.  The university supervisor assigned to your intern will soon make an appointment in order to review aspects of the internship 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 intern become familiar with your school. Below are some guidelines to facilitate the internship experience for both you and the student:  1) Your intern 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 student 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 intern, including:  Which classes the intern will pick up and when they will be picked up  What units the intern will be teaching for each class  What the intern 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 intern’s teaching as they pick up their first class.  5) Continue to closely supervise the intern, but occasionally leave the intern alone with the first class thy have picked up if you feel they are ready.  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 intern afterwards, to serve as a baseline. This could be the lesson that they videotape.  7) Continue to leave the intern 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) As time progresses you may continue to leave the intern alone for some class periods. They should be picking up primary responsibilities for the classes they are teaching.  9) Do a formal observation of one of the other classes they have picked up.  10) Minimize your presence in the first class that the student picked up, other than to monitor their progress, to give them the full feeling of being in control of the class.  11) Your presence should be minimal once students have picked up all classes.  12) Do a structured observation of the first class the intern picked up, in order to note their progress thus far.  13) When midterm approaches prepare the midterm evaluation and discuss your ratings with the student.  14) As students continue to teach a full load, continue to work on minimizing your presence in all the classes they are teaching, other than to monitor their progress.  15) Make sure you do structured observations for all of the classes they have picked up.  16) When students begin resuming co-teaching make sure to do a final observation of classes before they are returned to you.  17) At the end of the internship prepare a draft of your final intern evaluation and discuss this with the intern.  18) Final intern evaluations are due at the end of the semester (date TBA). |
| **Observations:**  Please note that there may be unannounced observations. Moreover, the students will be visited a minimum of 3 times but the maximum number will be determined by the university supervisor. Typically, students will be observed 3-5 times. Students should be prepared for a possible observation at all times once they begin teaching. The supervisor will make tentative arrangements with the cooperating teacher to make sure that the intern will be teaching (in the event of assemblies, testing, etc.) It is the prerogative of the supervisor to schedule all intern visits at the convenience of both their schedule as well as the cooperating teachers lesson schedule. Moreover, in the event that there is a change in a scheduled visit the university supervisor will contact the student via-email and call the school to contact the cooperating teacher, as soon as possible to leave a message with both the cooperating teacher and student. If a visit needs to be re-scheduled due to a change in the plans of the cooperating teacher the student intern is required to contact the university supervisor via e-mail or call the Department of Curriculum and Teaching ((434) 844-4434) and leave a message for the supervisor at their earliest convenience.  There will be a three-way conference scheduled at the end of each observation, if possible. In the event, that the supervisor or cooperating teacher are not able to meet directly after the observation a follow-up meeting will be scheduled for within 1 week of the observation. |

Standards-Based Planning and Teaching

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

* Lessons utilize a Learning Cycle approach, incorporating concrete and relevant experiences *before* and *after* new information is taught, and with continual assessment.
* Lessons meet needs of diverse learners and learning preferences.
* 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, teacher notes, worksheets, PowerPoints, lab or activity handouts, demonstration instructions, overhead slides, project

handout, 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.

# Evaluation Documents:

The Alabama State Board of Education requires all students completing teacher certification programs to be assessed using the EducateAlabama and program-specific standards. Key internship assessments are (1) the Professional Work Sample, (2) Educate Alabama and (3) the Professional Dispositions and (4) the Classroom Observation Instrument. Assessment resources include the following:

The final internship grade (S, U) is determined by the university supervisor and the cooperating teacher based on the key assessments which include a holistic evaluation of the student’s performance throughout the semester.

Classroom Observation Instrument: <http://www.education.auburn.edu/wp-content/uploads/2015/12/assess_CSIG_ALT_classobserv_science.pdf>

Educate Alabama: <http://www.education.auburn.edu/wp-content/uploads/2015/12/assess_CSIG_ALT_educateal_intern_assess_generic.pdf>

Professional Dispositions: <http://www.education.auburn.edu/wp-content/uploads/2015/12/assess_CSIG_ALT_prof_disp_generic.pdf>

Professional Work Sample: <http://www.education.auburn.edu/wp-content/uploads/2015/12/assess_CSIG_ALT_pws_generic.pdf>

Please download these and save them.

|  |
| --- |
| Internship Verification Form |

C&T university supervisors submit a hard copy of the completed form with signatures to Tracy Koerper, 5044 Haley Center and TK-20 will also be used for data collection. **The intern is responsible for ensuring that this form is completed and signed**.

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

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

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

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

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

Complete below for dual placement:

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

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

1. Attendance (Circle one)

* Requirements for school site satisfied (75 days) Yes No
* Requirements for Orientation and Evaluation Meetings satisfied

(documented by Professional Education Services)

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

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

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

supervisor) a minimum of three times with feedback

Dates of Visits and Observations by university supervisor/designee

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

1. Performance

* Satisfactorily completed the Professional Work SampleYes No
* Satisfactorily performed on the Educate Alabama-based Observation Instrument Yes No
* Satisfactorily completed all additional program-specific requirements Yes No
* Satisfactorily met or exceeded all proficiency expectations for teaching Yes No

professionals at the initial level of certification

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

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

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

First placement

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

Second placement if applicable

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

**Evaluations of the Professional Work Sample, the Educate Alabama-based Observation Instrument, and the final Inventory of Candidate Proficiencies have been submitted electronically.**

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

# Form A: Intern Information Sheet and Schedule

**Auburn University**

Name:

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

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

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

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

Please indicate 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

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

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

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

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

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

# Form E: Reflective Paper on Videotaped Lessons

*Adapted from research on effective science teaching*

**Procedure:** Watch each videotaped teaching and make notes on each of the following 13 statements.

The university supervisor does not have to be present for the videotaped lessons. In the event they are present, you may be requested to discuss your reflections with them via e-mail.

1. How well did I introduce the objectives, task(s), concept(s), or instructions to prepare my students for this new lesson, lab, project, or activity? What could I have done to better prepare them for doing and understanding it?
2. Did I adequately get the students’ attention when I needed it? Did most all of the students seem to understand what I was teaching or asking them to do? If not, what could I have done differently to remedy this?
3. Did I periodically check to see that all students were on task and completing their assigned task? How did I handle those who were not?

1. Did I attempt to question all students equally and allow adequate wait time before seeking a response? How could I improve this?
2. Was I creating an atmosphere of trust, caring, and mutual respect? Did I plan and teach with an understanding of the diverse learning styles and cultures of all my students? What evidence do I observe that this is so?
3. Where in my lesson did I build on students’ prior knowledge, understanding, or interests? Were segments of the Learning Cycle evident in the lesson beyond the “explain” phase?
4. Where in my lesson did I use some form of inquiry (or process skills)? What technology did I use to facilitate student inquiry? Did this technology help facilitate my teaching and student learning? Cite examples.
5. Did the students show that they clearly knew my academic AND behavioral expectations throughout the lesson? What evidence do I observe to support this? How might I improve this?
6. Where in my lesson did I “formatively” assess student understanding and learning of the lesson at hand? Is evidence from the videotape and student work (collected and assessed) strong enough to support the claim that most all of the students “learned” science today? How might I improve this?
7. Did I bring adequate closure to the lesson by reviewing what was learned through notes and questioning, extending the lesson through a supplemental worksheet, having students present information/results, explaining instructions for cleanup and what will ensue tomorrow, etc.? How could I improve my closure of this lesson?
8. How did I handle classroom disruptions or behavior problems *(if applicable)*? What could I have done differently?
9. How well did I prepare my students for their lab, project, or activity? What could I have done to better prepare them for it?
10. Where in my lesson did I incorporate a more student-centered teaching strategy over more teacher-centered ones? If not in this lesson, when will I do so in upcoming lessons?

Some examples of student-centered strategies include cooperative learning, think-pair-share, peer tutoring, partnered lab activities, inquiry activities or projects, student journaling, rotation stations, etc.

# Form F: Student Evaluation

LESSON EVALUATION INSTRUMENT 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 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

**Please write on the back** any suggestions that you have for how this teacher can make lessons better.

# Format for University Supervisor Visitation

Secondary Science Education Internship

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 plan handouts. Failure to comply with these guidelines may result in an unsatisfactory rating for the internship. In the event that the university supervisor comes out to an observation and feels that the lesson is unsuitable or inappropriate they will leave and schedule another meeting. If this happens this may adversely impact your grade.

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 internship including meeting candidate proficiencies, completing lesson plans, and providing observational feedback through use of the Educate Alabama.

Discuss supervisor visitations and procedure.

Let cooperating teacher and intern 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.

1. First Observational Visit – Approximately 4-5 weeks into the internship…

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

* Three-way conference sharing observations and reflections on intern’s performance.
* Review of Educate Alabama and cooperating and supervising teachers’ joint evaluation of intern performance on candidate proficiencies listed on the Comprehensive Intern Evaluation Form.
* Consensus development for the creation of individually prescribed goals for teaching and professional growth during the remainder of the internship.
* Review of needed artifacts, feedback, and reflective thought for the Professional Work Sample (PWS).
* 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 8-9 weeks into the internship…

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

* Three-way conference sharing observations and reflections on intern’s performance.
* Discussion of how intern is meeting prescribed goals agreed upon from previous visit.
* Review of Educate Alabama, if applicable, and review of intern’s status on Candidate Proficiencies listed on Comprehensive Intern Evaluation.
* Creation of a plan of action for improving any ratings below a three.
* Written notification for interns in danger of failing internship.
* Review of needed artifacts, feedback, and reflective thought for the Professional Work Sample (PWS).
* Set the time and date for next observational visit.

1. Third Observational Visit – Approximately 12-13 weeks into the internship…

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

* Final conference sharing observations and reflections on intern’s performance.
* Final discussion on whether intern has met the prescribed goals.
* Final joint evaluation and signatures on candidate proficiencies on Comprehensive Intern Evaluation form.
* Final signatures on all Educate Alabama forms used (if not obtained earlier).
* Suggestions given for future teaching improvement.
* Discussion of completion of final Internship Verification Form, Professional Work Sample form – all requiring signatures.
* Reminder of final meetings on campus.

Additional observations can be made upon the request of the intern, cooperating teacher, or university supervisor in order to provide additional feedback on teaching performance. Students are not to stop teaching until they have first verified the date they will stop with Dr. Russell or Dr. Schnittka. Please note that you may be requested to continue teaching past the last day of internship (or the date you expected to complete teaching) if your supervisor determines that you will need additional observations to successfully complete the internship.

# Lesson Plan Format

**All lesson plans must be in the following format or the format designated by your university supervisor. Failure to follow the format designated from your university supervisor will adversely impact your internship grade. All lesson plans should be attached to Canvas by the deadline listed in the syllabus**

Name:

Date:

Course:

Number of Students:

|  |  |  |  |
| --- | --- | --- | --- |
| Lesson Plan Rubric | | | |
|  | **Target** | **Acceptable** | **Unacceptable** |
| **Alabama Course of Study Objectives** | The state standards are stated clearly and defined by subject and grade level. The standards align with the instructional objectives of the lesson. | The standards are stated and there is some evidence of alignment with the lesson objectives. | The standards are stated in a vague manner or not stated at all. The standards do not align with the lesson objectives. are stated in a. |
| **Goal** | The overall goal is stated and it sums up the lesson perfectly, aligned with the objectives and the procedures. | The overall goal is stated but it does not perfectly align with the objectives and procedures. | The overall goal is not stated. |
| **Context** | The context is clearly described and matches the lesson objectives and assessments. The context describes where the lesson falls in the unit (what comes before and what comes after) and how the lesson relates to students’ lives. | The context is not fully described. Either one of the two requirements is left off or not satisfactory. | The context was omitted. |
| **Objectives** | Each objective is stated in clear and precise terms. The objectives contain the condition, the student behavior, and the criteria, which are measurable. The objectives are appropriate for the chosen subject and grade level. | Objectives are clear, based upon student behavior and but may be missing required components. | Objectives are not clearly stated or not based upon student behavior. Objectives do not relate to the chosen subject and grade level. |
| **Materials** | All materials necessary 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 and teacher use are included. | Most of the materials necessary for the lesson are included. They are grade-level appropriate. The items may appear vague in some areas. | The materials section is incomplete. It does not include the student and teacher materials necessary to complete the lesson. The materials may not be appropriate for the chosen grade level. |
| **Safety** | All safety precautions are described and mitigated. | Some, but not all, safety precautions are described. | Safety is not addressed, but should be. |
| **Procedure** | At least 11 of the 13 components below are included.  -The activities are engaging, interactive, and will likely motivate students.  -Bell work is described.  -An engaging/motivating opening is described.  -Step by step instructions are clear and detailed.  -Timing is predicted for different sections.  -Students are assessed for pre-conceptions.  -Questions are planned, and expected answers are described.  -Transitions are smooth and stated.  -The activities have a clearly stated beginning and end.  -The activities, if performed correctly, should lead to student learning.  -The science content is correct. | At least 7 of the 13 components are included. | Fewer than 7 of the components are included |
| **Closure** | -There is clear closure/wrap up.  -An extension is planned in case you have extra time available. | The closure is not planned well enough. Extra provisions are not described | There is no closure described. |  |
| **Assessment Plan** | Assessment activities are clearly described and tied to objectives. Assessments will provide clear evidence that students have accomplished the objectives of the lesson. The assessment is grade-level/developmentally appropriate. | The assessment activity is not directly tied to the lesson's learning objectives. | The assessment is not relevant to the lesson's learning objectives, is not clearly stated or is not appropriate to the chosen grade or developmental level. |  |
| **Resources** | A minimum of two resources are used to create or support the lesson. The resources are highly relevant to the lesson. | At least one resource is used to create or support the lesson. This resource is relevant to the objectives of the lesson. | No resources are stated or the resources used do not relate to the objectives of the lesson. the lesson. |  |