**Auburn University**

**CTSE 7920 Course Syllabus**

**TABLE of CONTENTS**

Course Description: 2

Expectations 2

Semester Summary 6

Proposed Timeline for Teaching 7

Week 1 8

Week 2 Co-teaching 9

Week 3 Co-teaching & Co-planning 9

Week 4 Co-teaching from Co-planning 10

Week 5 Teaching from Co-planning – one course *(Week 1 of your teaching)* 11

Week 6 Planning and Teaching – one course *(Week 2 of your teaching)* 11

Week 7 Planning and Teaching – two courses (if applicable) *(Week 3 of your teaching)* 12

Week 8 Planning and Teaching – two courses (if applicable) *(Week 4 of your teaching) Mid-semester* 12

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

Week 10 Planning and Teaching – two courses if applicable *(Week 6 of your teaching)* 13

Week 11 Planning and Teaching – second course *(Week 7 of your teaching)* 13

Week 12 Planning and Teaching – second course *(Week 8 of your teaching)* 14

Week 13 Planning and Teaching – second course *(Week 9 of your teaching)* 14

Week 14 Co-teaching from Co-planning 15

Week15 Observations and Other Professional Experiences 15

Evaluation Documents: 16

Internship Verification Form 17

Form A: Intern Information Sheet and Schedule 18

Form E: Reflective Paper on Videotaped Lessons 19

Form F: Student Evaluation 20

Format for University Supervisor Visitation 21

Lesson Plan Format 23

 **Auburn University**

**Course Syllabus**

**Course Number:** CTSE 4920/4926 or 7920/7926

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

**Credit Hours:** 11 Semester Hours

**Prerequisites:** Admission to Internship

**Co-requisite**: CTSE 5240/5243 or 6240/6246

**Date syllabus prepared:** Fall 2006; updated January 2017

**Required texts or major resources:**

College of Education Internship Handbook

Equipment for recording lessons

Internet capability for Skype and Canvas

Lesson Plan Notebook (LPN) with dividers (for each week and prep) for paper copies of all lesson plans

# 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, called the Cooperating Teacher (CT). Interns will be observed and critiqued by an Auburn University Supervisor (US). Interns will also critique their own teaching by viewing videos of their teaching. A professional work sample (PWS) will be created to demonstrate planning, implementation, assessment, and reflective thinking about teaching practice. This PWS will either be the Auburn University version, or the EdTPA version.

**Course Objectives:**

Course objectives include a subset of key indicators from the Alabama Quality Teaching Standards and program-specific indicators. Indicators assigned to CTSE 4920/7920 can be provided upon request.

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Office Hours: By appointment

# Expectations

**Twenty Days of Consecutive Teaching**

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

**Written work**

Interns will complete specific written assignments as outlined in this syllabus, and begin calendar planning during their first few weeks in their school. Interns will be responsible for creating daily lesson plans for effective ALCOS-based teaching. Interns will submit a weekly journal.

**Communication**

Interns are expected to reply in a timely manner to all emails and Canvas messages. Please turn Canvas notifications on so you are aware of announcements, comments, and other messages. Please respond to all emails we send you.

**Observation Protocol**

Students will be visited a minimum of 3 times but the maximum number will be determined by the US. Typically, students will be observed 3-5 times. Students should be prepared for a possible observation at all times once they begin full time teaching. At least one observation will be unannounced.

Please note: The internship runs from the first official day of AU classes (Wednesday, January 11th) to the last official day of classes at Auburn University (4/28/17). However, fall interns *should* begin attending when the school begins in August and spring interns *should* begin attending when the school starts back in early January. 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 the 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 be required to attend the internship placement site during the AU semester unless it is an official school system holiday (not AU observed holiday). For example, although AU observes Thanksgiving break for a week, you are to only to observe the holiday days that the school placement site observes. Same goes for spring break.

Prior to an observation, the university supervisor will make tentative arrangements with the CT 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 CT’s lesson schedule. Moreover, in the event that there is a change in a scheduled visit the US will contact the student via-email and call the school as soon as possible to leave a message with the CT 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 CT, the student intern is required to contact the US ASAP.

**Lesson plans**:

Interns will prepare a lesson plan in advance, for *each* lesson or activity that they teach. Lesson plans should be thorough and typed. Lesson plans should be shared with the CT, uploaded to Canvas the Thursday before the week, and printed and placed in the Lesson Plan Notebook (LPN). If the lesson plan is changed by the time an observation is scheduled, an updated copy of the lesson plan should be provided to US and CT. [All lesson plans should be in the designated format](#_Lesson_Plan_Format) (see attached rubric) and turned into your US each Thursday prior to the week that the lessons are to be taught. After you teach a lesson, use a pen or pencil to make notes on the LP in the Lesson Plan Notebook. What did you omit? Cross it out. What did you change? Note that. What was a disaster? Indicate that as well. Your US checks your LPN at each visit, so make sure it is up-to-date and available. Failure to follow these guidelines will result in not passing 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 US with the Lesson Plan Notebook, which will include all lesson plans to date with notations. The intern should take good notes during the debriefing with their US after an observation. The weekly journal entry following an observation should include a reflection on the lesson and the feedback provided.

Daily reflections on practice should be kept and compiled weekly. We suggest handwriting daily notes in a journal, or audio-recording them at the end of each day. Voice recognition software on your smartphone will help make this easy. Weekly reflections will be uploaded to CANVAS each weekend.

**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 CT’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 US prior to the first meeting of your US, your CT, and you (The Triad Meeting). E-mail or call your US with any questions or concerns as they come up.
5. Students are not allowed to work (this includes coaching sports teams) during internship. Failure to comply with this guideline may result in your dismissal from the internship. This expectation is taken very very seriously. If you are interning in your own classroom, that is an exception.

**Number of Courses:**

Interns should not be asked to prepare lessons and teach more than two completely different science courses at one time. *If your CT has 3+ preps, you will be “exempt” from turning in formal weekly lesson plans for the third prep but you still need to adequately plan to your CT’s satisfaction.* You need to teach general level courses, but should be exempt from teaching AP courses. This may be decided case-by-case.

**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 CT is at all times and how to quickly contact him or her. Exchanging cell phone numbers is essential.

**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 <http://www.auburn.edu/studentpolicies> will apply to this class. Never pass off another’s work as your own. It is FINE to build on others’ work. But…when you find lesson ideas elsewhere, always follow these rules of thumb: Put any words that are not your own in quotation marks and reference accordingly. Reference any *ideas* that are not your own.

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 flu outbreak or zombie attack), 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) and that includes colored jeans.
* No flip-flops or “beach shoes.” Dressy sandals are OK but Chacos and Birkenstocks are not dressy sandals.
* No baseball caps or hats
* No food or drinks in the classroom if you are teaching (water is ok).
* No low-cut or too-short blouses or shirts
* No 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.

Avoid gossiping about USs, instructors, students, peers, or the College of Education. This reflects very poorly on you and your university. If you hear gossip, just stay out of it.

*“Strong minds discuss ideas, average minds discuss events, weak minds discuss people.”* *~Socrates*

Failure to adhere to the policy on professionalism may result in your receiving an unsatisfactory for the internship. In the event that your US 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 | Due |
| Journaling | Weekly |
| Intern Information Sheet: [**Form A**](#_Form_A:_Intern) | Week 1  |
| Weekly Lesson Plans | Weekly starting week 4 |
| **Videotaped Lesson Reflection #1:** Record and watch the first videotape of your teaching 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**](#_Form_E:_Reflective)).  | Week 6 |
| **Goals for Improvement:** Set approximately five specific goals for improving your teaching during the internship based on discussions with your CT, the first observation by the US, and your reflections on the first video of your teaching. These goals will help you focus on areas needing improvement, practice, or experience.  | Week 6 |
| **Teacher Evaluation:** Prepare and use a *Teacher Evaluation* instrument handout ([**Form F**](#_Form_F:_Student)) 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 Reflection #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**](#_Form_E:_Reflective_1)). Are you improving in your areas of weakness from the first video?  | Week 10 |
| **Follow-up Teacher Evaluation:** Again use the *Teacher Evaluation* instrument ([**Form F**](#_Form_F:_Student_1)) 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 US and CT. | Week 14-15 |
| **Professional Work Sample (PWS): See College Guidelines here** <http://www.education.auburn.edu/wp-content/uploads/2015/12/assess_CSIG_ALT_pws_generic.pdf> | Week 14  |
| **Thank You Letters:** Send thank you letters to your CT 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 CT, US, and intern. **The timeline should not be interpreted 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 CT before they plan and teach classes on their own. Interns will begin lesson planning during the time that they are co-planning and co-teaching with their CT. Get ahead with this!

Interns with two preps 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. The first prep can be dropped after 6 weeks. This delay in planning and teaching the second course provides a four consecutive week overlap of all-day individual planning and teaching.

Interns with one prep 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 four of the eight weeks, but encouraged to teach full time for more than four weeks.

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

**For ONE Prep**

--------------------------------------------15 weeks total------------------------------------------------------

Week 1 Weeks 2-3 Weeks 4-5 Weeks 6-13 Weeks 14-15

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

**For TWO Preps**

 1st Prep weeks 5-11 – 7 weeks

🡨--------------------------------🡪

 *4 week overlap of 20 days*

🡨--------Submit Lesson Plans (5-13)--------🡪

 2nd Prep weeks 8-13 – 6 weeks

 🡨--------------------------🡪

 Co-plan/Co-teach

 🡨--------------------🡪

## Week 1 Jan 11-13

**Meetings: Science Ed Meeting Tuesday, January 10 at 1:00 pm in Haley 2462**

**COE Meeting Tuesday, January 10 at 3:00 p.m. in 3195 Haley**

Complete the *Intern Information Sheet* **(**[**Form A**](#_Form_A:_Intern)**)** during the first week in the school. Return it to your US via Canvas.

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

1. Get to know your CT’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
* Find where MSDS sheets are kept, spill supplies, etc
1. Get to know the school, its personnel, and its policies:
* Meet relevant school personnel (principal, assistant principal, office staff, department head, librarian)
* 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
1. Discuss the classes you will be covering with your CT:
* 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 CT with classroom attendance, assisting and tutoring students, and materials preparation. Learn your CT’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 US to conduct a “hello” visit sometime during the first couple of weeks. You should not be teaching during the first week, but do not sit. Stand. Walk around. Memorize names. Help.

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. The journal 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. *Voice recognition software on your smart phone will make this process so much easier.*

## Week 2 Co-teaching Jan 16-20

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

Continue to plan and meet with your CT 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. Be planning for weeks 4-15.

Take time to study your CT’s upcoming curriculum and associated textbooks and materials. Meet with your CT to lay out a monthly calendar or pacing guide for the time that you will be teaching. Share this guide with your US on Canvas. If you teach two courses, then you will want to develop two pacing guides. This calendar or guide should list or enumerate the ALCOS to be taught each week along with associated textbook chapters or other major curricular resources. Some CTs may already have such a guide for your use.

## Week 3 Co-teaching & Co-planning Jan 23-27

**\*\*\*\*\*This is the week that daily lesson plans are due for week 4 . Lesson plans will be due now each week for the upcoming week no later than Thursday at midnight via Canvas unless you and the US 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 CT during two periods of the same course from his/her lesson plans. You should observe/assist your CT in one class, and then take the lead in teaching the next class of the same subject, while your CT observes and assists you. Or, take the lead in teaching a segment of your CT’s lesson in any class. Observe and assist in other courses, if applicable.

Meet with your CT 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 CT’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. Using GoogleDocs and embedding links into your LP works well, and is suggested, but is not required.

Use the [lesson plan format](#_Lesson_Plan_Format_1) your US requires for each daily plan. Your school may also have a simplified online lesson plan format that your CT may require you to also complete. However, you will still need to complete the format for lesson planning specified in this syllabus. You will co-teach these lessons with your CT.

**Your CT needs to be able to review in advance, and approve of all lessons you teach. While we do not require documentation of this approval, you are never to teach a lesson that your CT has not explicitly approved of.**

## Week 4 Co-teaching from Co-planning Jan 30 – Feb 3

Continue co-teaching with your CT in the same classes as last week, but from your *co-planned* lessons (lesson plans that you have made YOUR OWN). 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 CT assists you. Make modifications as needed. Take time to daily meet with your CT to discuss your teaching and make any necessary modifications of your co-plans. Co-teach with your CT 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 CT and complete your co-planning for next week’s lessons that you will teach– five individual lesson plans. 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 to your US via Canvas.**

Obtain your CT’s final approval on your daily co-plans for teaching. You must ALWAYS get your CT’s final approval of your lesson plans BEFORE you can begin teaching them. While documentation of this approval is not required, it is expected that your CT sees and approves of each lesson before you teach it.

**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 US.**

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

## Week 5 Teaching from Co-planning – one course *(Week 1 of your teaching)* Feb 6-10

You are no longer co-teaching in your first class at this time, but **should be teaching on your own**. Your CT should be observing and quietly assisting you, if needed, but more in the background. Co-teach with your CT as 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.

The first observation by your US will take place around this time. Have an updated and **detailed lesson plan** and **assessment piece** for your US for the scheduled first observation. This should be in your LPN. At a triad conference with your US and CT, 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 teaching will be evaluated using the Classroom Observation Instrument ([COI](http://www.education.auburn.edu/wp-content/uploads/2015/12/assess_CSIG_ALT_classobserv_science.pdf)).

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

## Week 6 Planning and Teaching – one course *(Week 2 of your teaching)* Feb 13-17

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

**Videocamera and tape/recording medium needed** for your reflection of your own teaching. For obvious reasons, you should not upload your video to YouTube, Vimeo, or any other potentially unsecure site. This video is only for *your* reflection. The video should be of YOU teaching. Make every effort to not include student faces in your video. Consult with your CT about this. If you need to borrow a video camera, check with the LRC in advance.

Prepare and use a *Lesson Evaluation* instrument handout **(**[**Form F**](#_Form_F:_Student_1)**)**. 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 CT and supervisor’s evaluation? How will you improve? **Turn in these charted results and summary paper on Canvas.**

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**](#_Form_E:_Reflective_1)**)**. Consider US, CT, and student feedback on your teaching as you observe your video 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 CT’s approval before turning your daily plans (and all attachments) in to your US, and definitely before you teach them.**

## Week 7 Planning and Teaching – two courses (if applicable) *(Week 3 of your teaching)* Feb 20-24

Continue teaching your plans in all science courses – not more than two. Your CT 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 CT 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 CT’s approval before turning your daily plans (and all attachments) in to your US and definitely before you teach them**.

## Week 8 Planning and Teaching – two courses (if applicable) *(Week 4 of your teaching) Mid-semester* Feb 27-Mar 3

Continue teaching your plans in all science courses – not more than two. Your CT 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 CT to discuss your teaching and make any necessary modifications of your plans.

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

The second observation by your US will take place around this time. It may be unannounced. Make sure your LPN is always updated so that if the US arrives unannounced, a lesson plan is waiting in the LPN for notes. At a triad conference with your US and CT, discuss your performance on your observation. Review the Educate Alabama goals for improvement of your teaching during the internship and edit them if necessary. These goals will help you focus on areas needing improvement, practice, or experience. Review your scores on the Classroom Observation Instrument ([COI](http://www.education.auburn.edu/wp-content/uploads/2015/12/assess_CSIG_ALT_classobserv_science.pdf)). Your US and CT will determine if a further observation is needed immediately (before mid-term) to determine your ‘pass-fail’ status. You may want to use this week’s lessons for your Professional Work Sample.

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

## Week 9 Planning and Teaching – two courses (if applicable) *(Week 5 of your teaching)* Mar 6-10

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

Consider this week’s plans for possible use for your *Professional Work Sample* *(PWS)*. It’s time to seriously plan for the PWS.

If used for your PWS, prepare and use a *Lesson Evaluation* instrument handout **(**[**Form F**](#_Form_F:_Student_1)**)**.

When you conduct your second Lesson Evaluation, 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 CT and supervisor’s evaluation? 3) How will you improve? **Turn these charted results and summary paper in.** Save this work for possible incorporation into reflection for your PWS.

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

NOTE: Your **CT** 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 CT 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)* Mar 20-24 (or 13-17 depending on when your spring break is)

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

**Videocamera and tape/recording medium needed** for your reflection of your own teaching. For obvious reasons, you should not upload your video to YouTube, Vimeo, or any other potentially unsecure site. This video is only for *your* reflection. The video should be of YOU teaching. Make every effort to not include student faces in your video. Consult with your CT about this. If you need to borrow a video camera, check with the LRC in advance.

View the second videotape of your class and write a critique of the lesson and your proposed professional development using the *Reflective Paper* handout **(**[**Form E**](#_Form_E:_Reflective_1)**)**. Consider US, CT, and student feedback on your teaching as you observe your video and write your paper. Are you improving in your areas of weakness from the first videotape? What is your professional development plan now? Consider US, CT, and student feedback on this teaching as you observe your video 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.

If approved by your CT and US, complete next week’s lesson plans for only the second course that you picked up – or all your classes if only one course preparation. If you are ready, your CT 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 CT’s approval before turning your daily plans (and all attachments) in to your US before you teach them**.

## Week 11 Planning and Teaching – second course *(Week 7 of your teaching)* Mar 27-31 (or the week before depending on your spring break)

If you are cleared to turn planning of your first course over to your CT, then continue teaching with your CT 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 CT 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 CT’s approval before turning your daily plans (and all attachments) in to your US before you teach them**.

## Week 12 Planning and Teaching – second course *(Week 8 of your teaching)* Apr 3-7

Make sure that you have completed the minimum requirement of 20 days teaching full-time before you resume co-teaching next week. Begin returning classes to your CT. Renew co-teaching with your CT 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 CT 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.

Prepare and use a *Lesson Evaluation* instrument handout **(**[**Form F**](#_Form_F:_Student_1)**)**. 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 CT and supervisor’s evaluation? How will you improve? **Turn in these charted results and summary paper on Canvas.**

Your US will observe you a third time around this time.

Discuss your observation and performance with your supervisor and CT, utilizing the designated evaluation instruments (EducateAlabama and COI). Have you met the specific goals set down for you from the beginning of the internship? Have you improved in the areas needed? All parties must sign the Internship verification form at end-term.

Co-plan again with your CT 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 CT in this course. **Complete next week’s lesson plans**. **Get your CT’s approval before turning your daily plans (and all attachments) in to your US before you teach them**.

## Week 13 Planning and Teaching – second course *(Week 9 of your teaching)* Apr 10-14

Make sure to inform your US 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 CT and US make arrangements to teach longer to make up days and continue teaching full-time load, if necessary.

Continue co-teaching with your CT 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 CT 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 CT 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 Apr 17-21

Work on your PWS. Weekly lesson plans not required.

## Week15 Observations and Other Professional Experiences Apr 24-28

Continue co-teaching or teaching. Weekly lesson plans not required.

Submit your PWS.

Spend a day observing at least two other classroom teachers, as scheduled by your CT – both in and out of subject area. How is their style different from your CT? 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 CT.

Your US will assess your PWS. It will be evaluated based on the given rubric, and your score will be uploaded to the College of Education via TK-20.

**Your last day at the school site is AUs last day of class, 4/28/17. You are not to complete the internship before this date. If makeup days are necessary discuss this with your CT and US as soon as possible.**

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

Have your CT verify the completed information on the **Intern Verification Form** and sign this form before leaving your school. **Return all signed forms to your US.**

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

**Science education post-internship meeting time and date: Monday May 2nd.**

**Science Ed meeting: 1:00 – 3:00**

**COE meeting: 3:00 – 5:00**

Final intern checkout meetings are mandatory **(two required)** with the COE office and with US: (1) Verify internship form completion with signatures (2) Complete certification paperwork (3) Discuss beginning teaching and job related issues (4) Send thank you letters to your CT and host school.

# 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 CT 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 \_\_\_\_\_\_\_\_

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

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: Cooperating Teacher’s Email:

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

Please provide the following information. Personal information is for emergency contact information only. If interning in own classroom, also provide a second Form A with CT’s info.

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

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

Please give us your class schedule. Include any homeroom period, planning period, and lunch.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Semester | Period | Course | Grade | Time | Room # | # of Students | Additional Info. |
| Spring | 1 |  |  |  |  |  |  |
|  | 2 |  |  |  |  |  |  |
|  | 3 |  |  |  |  |  |  |
|  | 4 |  |  |  |  |  |  |
|  | 5 |  |  |  |  |  |  |
|  | 6 |  |  |  |  |  |  |
|  | 7 |  |  |  |  |  |  |
|  | 8 |  |  |  |  |  |  |

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 or write directions to your school, to your classroom, including where to park.)

# Form E: Reflective Paper on Videotaped Lessons

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

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? How well did I relate the lesson to my students’ lives? 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?
4. Did I attempt to question all students equally and allow adequate wait time before seeking a response? As you watch your video, note this. How could I improve this?
5. Did I *use* student comments, include student responses, and resist the tendency to just repeat everything the student said? Remember to dialogue! Parroting is not dialogue.
6. 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?
7. Where in my lesson did I build on students’ prior knowledge, understanding, or interests? Were segments of the 5E Learning Cycle evident in the lesson beyond the “explain” phase?

Did I have transitions between segments of my lesson that kept students involved and informed of the purpose of each part of the lesson?

1. Where in my lesson did I use some form of inquiry? What technology did I use to facilitate student inquiry? Did this technology help facilitate my teaching and student learning? Cite examples.
2. 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?
3. 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?
4. 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?
5. How did I handle classroom disruptions or behavior problems *(if applicable)*? What could I have done differently?
6. How well did I prepare my students for their lab, project, or activity? What could I have done to better prepare them for it?
7. 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 planned 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 a scheduled or unscheduled observation and feels that the lesson is unsuitable or inappropriate they will leave and schedule another meeting, or show up again unannounced.

Please be prepared for *at least one* unannounced visit. Two of your three formal observations will be planned in advance. Make sure that you work hard to ensure that your lessons are consistently engaging so that unannounced visits are not disasters.

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 Observation Visit – Approximately 4-5 weeks into the internship…

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

* Triad conference sharing observations and reflections on intern’s performance.
* Review of EducateAlabama, COI, and CT and US’s joint evaluation of intern performance.
* 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 observation.

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 Observation (may be unannounced)– Approximately 8-9 weeks into the internship… before mid-semester.

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

* Triad conference sharing observations and reflections on intern’s performance.
* Discussion of how intern is meeting prescribed goals agreed upon from previous visit.
* Review of EducateAlabama, COI, and if applicable, review intern’s status.
* Creation of a plan of action for improving any low ratings.
* 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 observation.
1. Third Observation– Approximately 12-13 weeks into the internship…

[Interns have a **detailed lesson plan** with attachments for the US 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 all forms.
* 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, CT, or US 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. Donald 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 US. Failure to follow the format designated from your US will adversely impact your internship grade. All lesson plans should be uploaded to Canvas by the deadline listed in the syllabus

Name:

Date:

Course:

Number of Students:

Title of Lesson:

|  |
| --- |
| 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.t. |
| **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 le |
| **Special Needs** | All modifications for special needs students are described. | Some, but not all modifications are described. | Modifications for students with special needs are not described. |
| **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. |  |