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**Auburn University**

**CTSE 4920/7920 Course Syllabus**

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**Auburn University**

**Course Syllabus**

**Course Number:** CTSE 4920/7920

**Course Title:**  Clinical Residency: Secondary Science Education

**Credit Hours:** 8 Semester Hours/ 11 Semester Hours

**Prerequisites:** Admission to Clinical Residency

**Co-requisite**: CTSE 5240/6240 Seminar 1 Semester Hour

**Date syllabus prepared:** Fall 2006; updated January 2019

**Required texts or major resources:**

College of Education [Clinical Residency Handbook](https://tk20.auburn.edu/campustoolshighered/k12_evaluationsAction.do?action=evalframe1_tab1&title=artifactinstance;330d200a66a951de16559d8855a25df;330d200a3a3004f916559d88c6228dd&directArtifact=true)

Equipment for recording lessons can be checked out from LRC

Canvas

EdTPA Handbook- will be distributed by College of Education

**Important Definitions:**

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

**Clinical Residency**: The semester-long internship in a public-school classroom with the classroom teacher, or clinical educator assisting.

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

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

# Course Description:

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

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

**Course Objectives:**

Course objectives include a subset of key indicators from the Alabama Quality Teaching Standards and program-specific indicators. Indicators assigned to CTSE 4920/7920 are highlighted on the performance assessment templates included in the attachments.

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Office Hours: By appointment

# Expectations

**Twenty Days**

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

**Written work**

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

**Observation Protocol**

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

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

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

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

# Evaluation Documents:

The Alabama State Board of Education requires all candidates completing teacher certification programs to be assessed using the EDUCATEAlabama and program-specific standards. Key clinical residency assessments are (1) EDUCATEAlabama and (2) the Personal and Professional Dispositions Assessment and (3) the Classroom Observation Instrument. See the Handbook for copies of (1) and (2).

# Format for University Supervisor Visitation

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

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

1. Hello Visit – By the end of your first two weeks in the school…

Clarify goals and objectives of clinical residency including meeting candidate proficiencies, completing lesson plans, and providing observational feedback through use of the Educate Alabama.

Discuss supervisor visitations and procedure.

Let clinical educator and candidate know that the university supervisor is available for additional visits or private consultation at their individual or joint request.

Negotiate a schedule of teaching that closely meets the timeline in the syllabus in order to ensure time for quality planning and reflective practice.

Set the date for the first observational visit.

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

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

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

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

1. Second Observational Visit – Approximately 8-9 weeks into the clinical residency…

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

* Three-way conference sharing observations and reflections on candidate’s performance.
* Discussion of how candidate is meeting prescribed goals agreed upon from previous visit.
* Review of EDUCATEAlabama, if applicable, and review of candidate’s progress the Personal and Professional Dispositions rubric.
* Creation of a plan of action for improving any ratings below expectations
* Written notification for candidates in danger of failing clinical residency.
* Set the time and date for next observational visit.

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

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

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

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

**Lesson plans**:

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

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

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

* Lessons utilize a Learning Cycle approach, incorporating concrete and relevant experiences *before* and *after* new information is taught, and with continuous assessment.
* Lessons meet needs of diverse learners 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, worksheets, PowerPoints, lab or activity handouts, demonstration instructions, project handouts, etc. (See university supervisor for lesson plan format). The university supervisor may require more detail or scripted portions of the procedure section of the lesson plan. School-based, electronic formats cannot be substituted.

**Additional Information**

**What to do right away:**

Report to your school at the regular faculty check-in time and stay until the regular faculty check-out time. Attend all departmental and school meetings. Activities should include:

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

**Number of Courses:**

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

**Where is my Clinical Educator?**

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

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

Honesty Code: The University Academic Honesty Code pertaining to Cheating in the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) at [www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies) will apply to this class. Plagiarism is not tolerated. Always cite all sources for lesson plan ideas. Give credit where it is due. It is considered cheating to pass off someone else’s lesson plan as your own.

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

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

dispositions are listed below:

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

Contingency plan:

If normal class and/or lab activities are disrupted due to a high number of students experiencing illness or an emergency or crisis  
situation (such as a widespread 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 Candidate Code of Conduct:**

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

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

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

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

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

# Semester Summary

|  |  |
| --- | --- |
| **Clinical Residency assignments and documents due for the semester** | **Due** |
| **Journaling** | Weekly |
| **Read Syllabus and Clinical Residency Handbook**  **Candidate Information Sheet- See Form A in this syllabus**  **AU EDUCATEAlabama Assessment Form** (self-assessment)- See Handbook  **Personal and Professional Dispositions Form** (self-assessment) See Handbook  **Semester Goals Form**- See Handbook  **Emergency Contact Form-** See Handbook | Week 1 |
| **Weekly Lesson Plans** | Weekly |
| **Personal and Professional Dispositions Form** (self-assessment) See Handbook  **Midpoint Conference will take place** | Week 7 |
| **Teacher Evaluation:** Prepare and use a *Teacher Evaluation* instrument handout (See Form F in this syllabus) in one of the classes you have taught the longest. Distribute the instrument to students and collect them. Prepare a summary tabulation chart of the results with a written summary of implications for your teaching. You will do this exercise again later in the semester. | Week 6-8 |
| **Follow-up Teacher Evaluation:** Again, use the *Teacher Evaluation* instrument (Form F) in the same class as before. Distribute the instrument to your students and collect them. Prepare a chart of the tabulated results and a written summary of findings for this second time. Add an additional summary about the changes noted from the first evaluation. How has your teaching improved in the eyes of your students? | Week 12 |
| **Progress in Reaching Goals:** Go back to your Goals for Improvement and prepare a progress report. Include feedback from University Supervisor and Clinical Educator.  **Personal and Professional Dispositions Form** (self-assessment) See Handbook  **EducateAlabama self evaluation**  **Internship Diversity Questionnaire** (via TK-20)  **Final Conference will take place** | Week 14-15 |
| **EdTPA Submission Verification** | Designated submission dates will be provided |
| **Clinical Residency Verification Form is due**- See Handbook  **Evaluate Clinical Educator (classroom teacher)**  **Thank You Letters:** Send thank you letters to your clinical educator and principal of your host school. | Week 15 |

# Proposed Timeline for Teaching

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

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

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

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

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

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

Observe/Assist Co-teach 4-Co-plan/Co-teach **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 approximately 20 days---*

Second Prep weeks 6-11 – 6 weeks

🡨----------------------------------🡪

One Prep weeks 4-11 – 8 weeks

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

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

## Week 1

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

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

1. Get to know your clinical educator’s:

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

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 clinical educator:

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

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

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

## Week 2 Co-teaching

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 Thursday at 5:00 pm via Canvas unless you and the university supervisor make other arrangements. Failure to turn in lesson plans in a timely manner may impact your final clinical residency grade.**

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

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

Use the lesson plan format (**see university supervisor)** for each daily plan. Your school may also have a simplified online lesson plan format that your clinical educator may require you 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 the classroom teacher.

## Week 4 Co-teaching from Co-planning

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

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

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

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

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

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

## Week 5 Teaching from Co-planning – one 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**. The classroom teacher should be observing and quietly assisting you, if needed, but more in the background. Co-teach with the classroom teacher in the lead in remaining course(s), if applicable.

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

Complete next week’s lesson plans **as your own** for the same course with multiple periods – no longer co-planning. **Get the classroom** **teacher’s approval BEFORE turning your weekly plans (and all attachments) 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 the classroom teacher observing (or continue teaching your same classes all day). Make modifications as needed. Take time to meet daily with the classroom teacher to discuss your teaching and make any necessary modifications of your plans. Co-teach with the classroom teacher in other courses, if applicable.

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

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

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

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

Complete next week’s lesson plans for teaching your own classes all day. If you are picking up a second preparation, then you must also complete daily plans and attachments for this second preparation. Candidates with two preparations or two courses to teach (as in most high schools) will be turning in copies of two sets of lesson plans (5 days each) for the next four weeks before you teach them. Candidates should not be asked to prepare lessons and teach more than two completely different science courses at one time. **Get the classroom** **teacher’s approval before turning your daily plans (and all attachments) 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. The classroom teacher should observe and assist you for a few days in your new second course (if applicable). Continue to make daily modifications as needed. Take time to daily meet with the classroom teacher to discuss your teaching and make any necessary modifications of your plans.

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

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

Complete all midterm forms and submit them via Canvas.

## 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. The classroom teacher should observe and assist you this week in your new second course (if applicable). Continue to make daily modifications as needed. Take time to daily meet with your teacher to discuss your teaching and make any necessary modifications of your plans.

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

**Complete next week’s lesson plans**. **Get the classroom** **teacher’s approval before turning your daily plans (and all attachments) 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 the classroom teacher to discuss your teaching and make any necessary modifications of your plans.

Plan to grade all your students’ work and return it in a timely manner. Plan and prepare for all your needed materials in advance each day. The second observation by your University Supervisor will take place around this time. Have an updated and detailed lesson plan for your University Supervisor for the second observation.

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

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

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

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

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

## Week 10 Planning and Teaching – 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 the classroom teacher to discuss your teaching and make any necessary modifications of your plans.

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

Complete next week’s lesson plans for the second course that you picked up – or all your classes if only one course preparation. Your clinical educator will take back over the first course that you began teaching; and you will co-teach with him/her in this course. **Complete next week’s lesson plans**. **Get the classroom** **teacher’s approval before turning your daily plans (and all attachments) 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 clinical educator in your first course off of his/her lesson plans (if applicable because of two course preparations). Continue teaching your plans in your second course – or all classes if one course preparation. Continue to make daily modifications as needed. Take time to daily meet with your teacher to discuss your teaching and make any necessary modifications of your plans.

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

Complete next week’s lesson plans for the second course that you picked up – or all your classes if only one course preparation.  **Complete next week’s lesson plans**. **Get the classroom** **teacher’s approval before turning your daily plans (and all attachments) 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 clinical educator. Renew co-teaching with your clinical educator in your first course off of his/her lesson plans (if applicable). Continue teaching your plans in your second course – or all classes if one course preparation. Continue to make daily modifications as needed. Take time to daily meet with your teacher to discuss your teaching and make any necessary modifications of your plans. **This is your last week of individual planning and teaching.**

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

Your University Supervisor will observe you around this time.

(When scheduled): Discuss your last observation and performance with your supervisor and clinical educator, utilizing the designated evaluation instrument (EDUCATEAlabama). Review your end-of-term progress in meeting your goals and attaining competent levels on the candidate proficiencies. Have you met the specific goals set down for you from the beginning of the clinical residency? Have you improved in the areas needed (if applicable) on the Inventory for Candidate Proficiencies from mid-semester? All parties must sign the **Inventory for Candidate Proficiencies (Table I)** during the midterm and end-term meeting with the candidate’s rating of “satisfactory” or “unsatisfactory.” All parties must also sign the Clinical residency verification form at end-term.

Co-plan again with your teacher to complete next week’s lesson plans for the second course that you picked up – or all your classes if only one course preparation. You will co-teach these plans with your teacher in this course. **Complete next week’s lesson plans**. **Get the classroom** **teacher’s approval before turning your daily plans (and all attachments) 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 clinical educator and university supervisor, make arrangements to teach longer to make up days and continue teaching a full-time load, if necessary.

Continue co-teaching with your clinical educator in your first course off of his/her lesson plans (if applicable). Renew co-teaching from your co-plans in your second course – or all classes if one course preparation. Continue to make daily modifications as needed. Take time to daily meet with the classroom teacher to discuss your teaching and make any necessary modifications of your plans.

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

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

## Week 14 Co-teaching from Co-planning

## Week15 Observations and Other Professional Experiences

Continue co-teaching or teaching.

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

Continue co-teaching with your clinical educator in your first course off of his/her lesson plans (if applicable). Renew co-teaching from your co-plans in your second course – or all classes if one course preparation. Continue to make daily modifications as needed. Take time to daily meet with the classroom teacher to discuss your teaching and make any necessary modifications of your plans.

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

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

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

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

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

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

**Post-Clinical residency/COE Final Clinical residency Meeting April 29, 2019 3-5pm**

**Science education post-clinical residency meeting April 29, 2019 2-3pm**

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

# Information for the Clinical Educator

|  |
| --- |
| **To the Clinical educator:** Thank you. You have consented to supervise the clinical residency of a teacher candidate who is enthusiastic about the opportunity to be a part of your classroom. During their college years, students who are now teacher candidates have studied the content of science; they have studied the theories of learning methods of teaching; and they have spent hours observing and assisting in secondary school classrooms. As candidates, they are probably eager to test themselves in classrooms of experienced teachers, to find out how students respond to them and how they respond to students.  Clinical residencies often provide college students with their first opportunities to work consistently with groups of students in science classrooms. Your experience and understanding as you assess your candidate’s readiness to assume increasing responsibilities, make suggestions for writing and implementing plans, and conduct evaluations of your candidate’s teaching are vital factors in the effectiveness of the teacher education program.  It is important, of course, that members of our profession join together in order to establish and maintain high standards for education. We are grateful that you have consented to lend your time and experience to the task of helping to prepare an candidate for a pleasant and productive teaching career.  The university supervisor assigned to your candidate will soon make an appointment in order to review aspects of the clinical residency with you and to try to answer any of your questions. In the meantime, enjoy becoming acquainted with a prospective teacher who has waited a long time for the experience which you will supervise!  Help your candidate become familiar with your school. Below are some guidelines to facilitate the clinical residency experience for both you and the candidate:  1) Your candidate should not begin teaching lessons until Week 2, but they should become very involved with your classes, including: Help with grading; monitor small group and individual work; and assist in other classroom activities (other than full-class teaching)  2) You should maintain responsibility for planning the classes the candidate is co-teaching for the first few weeks (as necessary)  3) You should also begin to develop a plan for the semester in consultation with your candidate, including:   * Which classes the candidate will pick up and when they will be picked up * Which units the candidate will be teaching for each class * What the candidate is expected to do (such as grading, calling parents, etc.) * Involvement in extra-curricular activities and other out-of-class duties * An “exit strategy” for returning classes to your control.   4) Closely supervise the candidate’s teaching as they pick up their first class.  5) Continue to closely supervise the candidate, but occasionally leave the candidate alone with the first class thy have picked up if you feel they are ready. Make sure the candidate knows how to immediately contact you. Stay close by.  6) Do a formal observation of one class period (or a segment, if block) of the first class that was picked up and debrief with the candidate afterwards, to serve as a baseline.  7) Continue to leave the candidate alone for some class periods. *Please make sure that you are in the vicinity and within the same building.* They should be picking up primary responsibility for the classes they are teaching.  8) Do a formal observation of one of the other classes they have picked up.  9) Minimize your presence in the first class that the candidate picked up, other than to monitor their progress, to give them the full feeling of being in control of the class.  10) Your presence should be minimal (in the background) once candidates have picked up all classes.  11) When midterm approaches, prepare the midterm EDUCATEAlabama evaluation and Personal and Professional Dispositions evaluation, and discuss your ratings with the candidate.  12) Make sure you do structured observations for each of the classes that the candidate has picked up.  13) When candidates begin resuming co-teaching make sure to do a final observation of classes before they are returned to you.  14) At the end of the clinical residency prepare a draft of your final candidate evaluations and discuss these with the candidate. Final candidate evaluations are due at the end of the semester. |
| **Observations:**  Please note that there may be unannounced observations. Moreover, the candidates will be visited a minimum of 3 times but the maximum number will be determined by the university supervisor. Typically, candidates will be observed 3-5 times. Candidates should be prepared for a possible observation at all times once they begin teaching. The supervisor will make tentative arrangements with the clinical educator to make sure that the candidate will be teaching (in the event of assemblies, testing, etc.) It is the prerogative of the supervisor to schedule all candidate visits at the convenience of both their schedule as well as the clinical educator’s schedule. Moreover, in the event that there is a change in a scheduled visit the university supervisor will contact the you and the candidate via-email as soon as possible to leave a message. If a visit needs to be re-scheduled due to a change in the plans of the clinical educator, the teacher candidate is required to contact the university supervisor via e-mail or call the Department of Curriculum and Teaching ((434) 844-4434) and leave a message for the supervisor at the earliest convenience.  There will be a triad conference scheduled at the end of each observation, if possible. In the event, that the supervisor or clinical educator are not able to meet directly after the observation, a follow-up meeting will be scheduled for within 1 week of the observation. |

# Form A: Candidate Information Form

Your name:

Classroom Teacher name:

Please provide the following information.

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

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

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

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

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

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

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

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

# Form F: Student Evaluation of Lesson

LESSON EVALUATION INSTRUMENT TO BE USED BY STUDENTS

Today’s Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Lesson Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

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

1 = strongly disagree with the statement

2 = somewhat disagree with the statement

3 = neither agree nor disagree

4 = somewhat agree with the statement

5 = strongly agree with the statement

strongly disagree strongly agree

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

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

\_\_\_\_\_ one of the best \_\_\_\_\_ below average

\_\_\_\_\_ above average \_\_\_\_\_ one of the worst

\_\_\_\_\_ average

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

# Lesson Plan Rubric *(EdTPA elements are optional but encouraged)*

**All lesson plans will be assessed using the following rubric. All lesson plans should be attached to Canvas by the deadline listed in the syllabus**

Name:

Date:

Course:

Number of Students:

*EdTPA: Diversity of students (number of students who require types of differentiation, like students with IEPs, ELLs, gifted, etc.)*

*EdTPA: Central Focus of this lesson:*

*EdTPA: Purpose for teaching this content:*

Lesson Title:

|  |  |  |  |
| --- | --- | --- | --- |
| Lesson Plan Rubric | | | |
|  | **Target** | **Acceptable** | **Unacceptable** |
| **Alabama Course of Study State Standard** | 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 statd in a. |
| **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.  *EdTPA: Identify whether each objective is connected to a science concept, a science practice, or developing an evidence-based explanation.* | 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. |
| **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.  *EdTPA: How might different groups of students in your classroom relate to this lesson in terms of their everyday experiences, cultural backgrounds, interests, etc.* | The context is not fully described. Either one of the two requirements is left off or not satisfactory. | The context was omitted. |
| **Adaptations/**  **Accomodations** | Describe the adaptations and planned supports you will implement for your diverse student groups.  *EdTPA: Explain how your understanding of your students’ prior learning and personal/cultural/community assets guide the adaptations you build into your lesson.Justify why these planned supports are appropriate.* | Describe the adaptations and planned supports you will implement for your diverse student groups. | Adaptations are not described. |
| ***Alternative Conceptions/***  ***Misconceptions/***  ***Pre-conceptions*** | Describe common student misconceptions, pre-conceptions, or alternative conceptions.  *EdTPA: Describe what you will do to identify these conceptions.*  *Describe how you will address them during the lesson.* | Describe common student misconceptions, pre-conceptions, or alternative conceptions. | Student pre-conceptions are not described. |
| ***Language Function*** | *EdTPA: Choose one of the following language functions that describes what students will be doing in this lesson:*  *Analyze, Explain, Interpret, Justify with Evidence.*  *Describe the key learning tasks that students will do to practice this particular language function* | Language function listed but not described. | Language function not listed or described. |
| ***Additional Language Demands*** | *EdTPA: Describe the vocabulary or symbols students need to complete the above language function.*  *Describe either the syntax or the discourse students will use. Pick one. (Syntax is tables, graphs, formulas, lab reports… Discourse is talking. Describe how students will engage in discourse.)* | Vocabulary words and symbols listed but syntax or discourse is not described. | None of the additional language demands are described. |
| **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 12 of the 18 components below are included.  -The activities are engaging, interactive, and will likely motivate students.  -*The lesson challenges students*  *-Students collect evidence or data*  *-Students make predictions or explain phenomenon*  *-Students are analyzing data*  *-Students are constructing arguments*  -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 18 components are included. | Fewer than 7 of the components are included |
| **Closure** | -There is a 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.  *EdTPA: How will this assessment provide evidence of student mastery of the science concepts, the real-world phenomenon, and/or inquiry practices?*  *How will you adapt your assessments for your students with specific learning needs?* | 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. They are referenced APA style. | 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. |  |