###

**Auburn University**

**CTSE 4920/7920 Course Syllabus**

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**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 2020

**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 the Interstate Teacher Assessment and Support Consortium (InTASC) 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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# 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 4 times but the maximum number will be determined by the university supervisor. Two observations need to occur prior to midterm. Candidates should be prepared for a possible observation at all times once they begin teaching.

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

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

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

# Evaluation Documents:

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

# Format for University Supervisor Visitation

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

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

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

Clarify goals and objectives of clinical residency including meeting candidate proficiencies, completing lesson plans, and providing observational feedback.

Discuss supervisor visitations and procedure.

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

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

Set the date for the first observational visit.

1. First Observational Visit – Approximately 3-4 weeks into the clinical residency…

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

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

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

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

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

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

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

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

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

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

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

**Lesson plans**:

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

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

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

* Lessons utilize a 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 flu outbreak), the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.

**Science Education Candidate Code of Conduct:**

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

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

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

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

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

# Semester Summary

|  |  |
| --- | --- |
| **Clinical Residency assignments and documents due for the semester** | **Due** |
| **Journaling** | Weekly |
| **Read Syllabus and Clinical Residency Handbook****Make sure you are a member of NSTA.****Emergency Contact Information Sheet- see Handbook****Complete Form A in this syllabus**Complete the ***Holistic Assessment of Candidate Performance*** and the ***Personal and*** ***Professional Disposition Assessment*** as an initial self-assessment. Work with your clinical educator and/or university supervisor to identify target areas (based on your self-assessments) using the ***Semester Goals*** form. Complete at least one Professional Development Indexer and submit evidence via Canvas. <https://learningcenter.nsta.org/tools/> | Week 1  |
| Become a member of the NSTA Learning Center (<https://learningcenter.nsta.org> ) and identify a forum (click on the Forums tab) in which you want to discuss issues with other teachers. Contribute to at least one topic. Submit evidence to Canvas. | Week 2 |
| **Identify a webinar that you will participate in. Register. Submit evidence to Canvas.** <https://learningcenter.nsta.org/events/> | Week 3 |
| **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**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.

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

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

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

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

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

## Week 5 Teaching from Co-planning – one 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 second observation by your University Supervisor will take place around this time. Have an updated and **detailed lesson plan** and **assessment piece** for your University Supervisor for the scheduled second observation.

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

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

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

Your University Supervisor will observe you around this time.

Complete next week’s lesson plans for the second course that you picked up – or all your classes if only one course preparation. Your clinical educator will take back over the first course that you began teaching; and you will co-teach with him/her in this course. **Complete next week’s lesson plans**. **Get the classroom** **teacher’s approval before turning your daily plans (and all attachments) 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. 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 27, 2020**

**Science education post-clinical residency meeting April 27, 2019**

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

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| **To the Clinical educator:** Thank you. You have consented to supervise the clinical residency of a teacher candidate who is enthusiastic about the opportunity to be a part of your classroom. During their college years, students who are now teacher candidates have studied the content of science; they have studied the theories of learning methods of teaching; and they have spent hours observing and assisting in secondary school classrooms. As candidates, they are probably eager to test themselves in classrooms of experienced teachers, to find out how students respond to them and how they respond to students.Clinical residencies often provide college students with their first opportunities to work consistently with groups of students in science classrooms. Your experience and understanding as you assess your candidate’s readiness to assume increasing responsibilities, make suggestions for writing and implementing plans, and conduct evaluations of your candidate’s teaching are vital factors in the effectiveness of the teacher education program.It is important, of course, that members of our profession join together in order to establish and maintain high standards for education. We are grateful that you have consented to lend your time and experience to the task of helping to prepare a candidate for a pleasant and productive teaching career.The university supervisor assigned to your candidate will soon make an appointment in order to review aspects of the clinical residency with you and to try to answer any of your questions. In the meantime, enjoy becoming acquainted with a prospective teacher who has waited a long time for the experience which you will supervise!Help your candidate become familiar with your school. Below are some guidelines to facilitate the clinical residency experience for both you and the candidate:1) Your candidate should not begin teaching lessons until Week 2, but they should become very involved with your classes, including: Help with grading; monitor small group and individual work; and assist in other classroom activities (other than full-class teaching)2) You should maintain responsibility for planning the classes the candidate is co-teaching for the first few weeks (as necessary)3) You should also begin to develop a plan for the semester in consultation with your candidate, including:* Which classes the candidate will pick up and when they will be picked up
* Which units the candidate will be teaching for each class
* What the candidate is expected to do (such as grading, calling parents, etc.)
* Involvement in extra-curricular activities and other out-of-class duties
* An “exit strategy” for returning classes to your control.

4) Closely supervise the candidate’s teaching as they pick up their first class.5) Continue to closely supervise the candidate, but occasionally leave the candidate alone with the first class thy have picked up if you feel they are ready. Make sure the candidate knows how to immediately contact you. Stay close by.6) Do a formal observation of one class period (or a segment, if block) of the first class that was picked up and debrief with the candidate afterwards, to serve as a baseline. 7) Continue to leave the candidate alone for some class periods. *Please make sure that you are in the vicinity and within the same building.* They should be picking up primary responsibility for the classes they are teaching.8) Do a formal observation of one of the other classes they have picked up.9) Minimize your presence in the first class that the candidate picked up, other than to monitor their progress, to give them the full feeling of being in control of the class.10) Your presence should be minimal (in the background) once candidates have picked up all classes.11) When midterm approaches, prepare the Holistic Assessment of Candidate Performance and Personal and Professional Dispositions evaluations, and discuss your ratings with the candidate.12) Make sure you do structured observations for each of the classes that the candidate has picked up.13) When candidates begin resuming co-teaching make sure to do a final observation of classes before they are returned to you.14) At the end of the clinical residency prepare a draft of your final candidate evaluations and discuss these with the candidate. Final candidate evaluations are due at the end of the semester.  |
| **Observations:**Please note that there may be unannounced observations. Moreover, the candidates will be visited a minimum of 4 times but the maximum number will be determined by the university supervisor. Candidates should be prepared for a possible observation at all times once they begin teaching. The supervisor will make tentative arrangements with the clinical educator to make sure that the candidate will be teaching (in the event of assemblies, testing, etc.) It is the prerogative of the supervisor to schedule all candidate visits at the convenience of both their schedule as well as the clinical educator’s schedule. Moreover, in the event that there is a change in a scheduled visit the university supervisor will contact 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 |  |  |  |  |  |  |
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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.

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

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

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| **Lesson Procedures** | **Proficient (3)** | **Acceptable (2)** | **Unacceptable (1)** | **Omitted (0)** |
| **Engage****[CIEP AS 2.3]** | \_\_Bell work is described in detail.\_\_The Engage Phase is interesting to students, motivates them to begin the learning process, and **elicits naïve concepts or preconceptions**.\_\_ The weekly plan uses multiple teaching strategies to engage all learners and includes culturally relevant strategies. | \_\_Bell work is stated but not described.\_\_The Engage Phase is included but poorly described or is not interesting to students to motivate them to begin the learning process.\_\_ The weekly plan uses one or two strategies to engage learners. | \_\_Bell work is absent.\_\_The Engage phase is poorly developed.\_\_ The weekly plan uses poor strategies to engage learners. The engage phase is didactic in nature and does not check for prior knowledge. |  |
| **Explore**  | \_\_ An activity is described in detail to allow the learners to explore the topic independently or in groups before explaining.\_\_ The weekly plan uses multiple teaching strategies to allow learners to explore the topic.\_\_Students will explore any cultural connections for the lesson based on content so the lesson is inclusive. | \_\_ An activity is described to allow the learners to explore the topic independently or in groups before explaining.\_\_ The weekly plan uses one or two strategies to allow learners to explore the topic. | \_\_ An activity is identified but not described to allow the learners to explore the topic independently or in groups before explaining.\_\_ The weekly plan uses the same strategy to allow learners to explore the topic. |  |
| **Explain**  | \_\_ The explain phase incorporates student explanation developed from the explore phase.\_\_ The teacher guides the explain phase, identifying appropriate vocabulary for student explanation.\_\_The explain phase is student-centered and student-student interaction is maximized. | \_\_ The explain phase incorporates more teacher explanation rather than student explanation from the explore phase.\_\_ The teacher identifies the proper vocabulary but does not relate it to student explanation. | \_\_ The explain phase is entirely teacher directed rather than student driven.\_\_ The teacher does not include the proper vocabulary. |  |
| **Elaborate****[CIEP AS 2.1, 2.2, 3.2, 5.3]** | \_\_ The elaborate phase allows students to extend their knowledge related to the lesson content and engage in **active inquiry through observations, data, and inferences**.\_\_Students also make connections and provide relevant examples to content or material.\_\_The weekly plan uses multiple strategies to allow learners to extend their knowledge about the topic. | \_\_ The elaborate phase allows students to practice their knowledge but not extend it.\_\_The weekly plan uses one or two strategies to allow students to extend their knowledge about the topic. | \_\_The elaborate phase is used as extra explain time by the teacher.\_\_ The lesson plan uses the same strategy to allow the learners to explore the topic. |  |

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| --- | --- | --- | --- | --- |
| **Lesson Procedures** | **Proficient (3)** | **Acceptable (2)** | **Unacceptable (1)** | **Omitted (0)** |
| **Evaluate****[CIEP AS 3.3, 5.1, 5.2]** | \_\_ The teacher uses all open-ended questions to evaluate student knowledge.\_\_ The students are encouraged to complete self-evaluation along with teacher directed evaluation.\_\_ The teacher uses evaluation data to guide instruction\_\_ The weekly plan uses multiple **fair and equitable assessment strategies** to assess student learning about the lesson.\_\_ The teacher assesses student understanding of the **Nature of Science** | \_\_ The teacher uses some open-ended questions to evaluate student knowledge.\_\_ The students only complete teacher directed evaluation.\_\_ The teacher uses evaluation data to guide instruction\_\_ The weekly plan uses one or two evaluation strategies to assess student knowledge about the lesson. | \_\_ The teacher uses no open-ended questions to evaluate student knowledge.\_\_ The students do not complete evaluation before leaving.\_\_ The teacher does not use evaluation data to guide instruction.\_\_ The weekly plan uses the same evaluation strategy to assess student knowledge about the lesson. |  |
| **Classroom Management Procedures** **[CIEP AS3.1, 3.2]** | At least 7 of the 8 components below are included.\_\_**A variety of activities are used (laboratory, field, technology) that are engaging, interactive, and inclusive and motivating to all students**. \_\_**Active inquiry activities are included, allowing students to collect and analyze data.**\_\_Clear step-by-step instructions. \_\_Timing is predicted for each section.\_\_Questions are planned, and expected answers are described. \_\_Transitions are smooth and stated. \_\_The activities have a clearly stated beginning and end. \_\_The activities, if performed correctly, should lead to students gaining knowledge.  | At least 5 of the 8 components are included.\_\_A variety of activities are used (laboratory, field, technology) that are engaging, interactive, and inclusive and motivating to all students. \_\_Active inquiry activities are included, allowing students to collect and analyze data.\_\_Clear step-by-step instructions. \_\_Timing is predicted for each section.\_\_Questions are planned, and expected answers are described. \_\_Transitions are smooth and stated. \_\_The activities have a clearly stated beginning and end. \_\_The activities, if performed correctly, should lead to student learning. | 4 or less of the components are included.\_\_A variety of activities are used (laboratory, field, technology) that are engaging, interactive, and inclusive and motivating to all students. \_\_Active inquiry activities are included, allowing students to collect and analyze data.\_\_Clear step-by-step instructions. \_\_Timing is predicted for each section.\_\_Questions are planned, and expected answers are described. \_\_Transitions are smooth and stated. \_\_The activities have a clearly stated beginning and end. \_\_The activities, if performed correctly, should lead to student learning. |  |
| **Lesson Procedures** | **Proficient (3)** | **Acceptable (2)** | **Unacceptable (1)** | **Omitted (0)** |
| **Science Content** | \_\_All of the science content is accurate, current, and related to the objectives of the lesson. | \_\_Some of the science content is accurate, current, and related to the objectives of the lesson. | \_\_None of the science content is accurate, current and related to the objectives of the lesson. |  |
| **Closure** | \_\_There is clear a closure/wrap up activity. An extension activity is planned if extra time is available. | \_\_The closure activity is not described well enough. The extension activity is vaguely described. | \_\_There is no closure or extension activity described. |  |
| **Assessment Plan****[CIEP AS3.3, 5.1, 5.2]** | \_\_The assessment activities are clearly described and tied to objectives. **The assessment is fair, equitable,** and grade-level/developmentally appropriate. The assessment data are **collected, organized, analyzed and reflected on to provide formative or summative evidence** of student learning **about science and the Nature of Science**. | \_\_The assessment activities are not clearly described but are tied to objectives. The assessment is fair, equitable, and grade-level/developmentally appropriate. The assessment data are collected, organized, analyzed and reflected on to provide formative or summative evidence of student learning. | \_\_The assessment activities are not clearly described or tied to objectives. The assessment is not fair, equitable, or grade-level/developmentally appropriate. The assessment data are not collected, organized, analyzed and reflected on to provide formative or summative evidence of student learning. |  |
| **Resources**  | \_\_A minimum of two 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. |  |

# Classroom Observation Instrument- Science

**Candidate Name: Date of Observation:**

**Observer Name: Observer Role:**

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

**Rating Scale NO** Not Observed **AC** Approaching Competence **E** Exemplary

 **NAC** Not Approaching Competence **C** Competent

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| --- | --- | --- | --- | --- | --- |
| **Organization and Management of Learning Environment** | **NO** | **NAC** | **AC** | **C** | **E** |
| **Prepares Lesson Resources**-Prepares a variety of appropriate resources to meet state and national curriculum standards, organizes instruction to meet instructional goals[CIEP AS 1.3] | \_\_\_\_ | \_\_One resource used\_\_Resources selected are not age appropriate \_\_Instruction is not aligned to goals/objectives | \_\_Two resources used\_\_Resources selected are age appropriate\_\_There is minimal alignment of the instruction to goals/objectives | \_\_Three resources used\_\_Resources selected are age appropriate\_\_The alignment of the instruction to the goal/objectives is adequate | \_\_Four or more resources used\_\_Resources selected are age appropriate\_\_The instruction is completely aligned with the goals/objectives  |
| **Prepares Classroom Resources**-Organizes, manages, and maintains classroom and laboratory equipment using proper safety procedures | \_\_\_\_ | \_\_Classroom equipment is not organized\_\_Safety procedures are ignored concerning laboratory equipment | \_\_Classroom equipment is minimally organized\_\_Safety procedures are minimally followed concerning laboratory equipment | \_\_Classroom equipment is adequately organized\_\_Safety procedures are adequately followed concerning laboratory equipment | \_\_Classroom equipment is very neat and organized\_\_Safety procedures are strictly followed concerning laboratory equipment |
| **Engages Students to the Lesson**-Secures attention (motivation, engage activity, etc.)-States the purpose and the objectives-Relates science material to previous knowledge-Relates science content to other subject areas-Relates science content to student lives-Uses interactive strategies[CIEP AS 1.2, 2.3] | \_\_\_\_ | The educator:Secures attention | AND…Elicits previous knowledge, misconceptions, alternative conceptions | AND…Relates the lesson to other school subjectsOR:Relates the lesson to current events or students’ lives | AND…States the objectives for the lessonUses interactive strategies to engage students |
| **Manages Class Time**-Science instruction begins promptly-Students are engaged in meaningful tasks throughout the lesson. -Discourages/redirect digressions-Minimizes students wait time-Uses time efficiently-Handles interruptions well-Transitions flow smoothly throughout the lesson-Transitions from whole group discussion to laboratory activity flow smoothly | \_\_\_\_ | Three or more of these lacks enough evidence (check below)\_\_Instruction begins promptly\_\_Students are engaged to insure an educational environment\_\_Discourages/redirect digressions\_\_Minimizes students wait time\_\_Uses time efficiently\_\_Handles interruptions well\_\_Transitions flow smoothly throughout the lesson | Two of these lacks enough evidence (check below)\_\_Instruction begins promptly\_\_Students are engaged to insure an educational environment\_\_Discourages/redirect digressions\_\_Minimizes students wait time\_\_Uses time efficiently\_\_Handles interruptions well\_\_Transitions flow smoothly throughout the lesson | One of these lacks enough evidence (check below)\_\_Instruction begins promptly\_\_Students are engaged to insure an educational environment\_\_Discourages/redirect digressions\_\_Minimizes students wait time\_\_Uses time efficiently\_\_Handles interruptions well\_\_Transitions flow smoothly throughout the lesson | None of these lacks enough evidence\_\_Instruction begins promptly\_\_Students are engaged to insure an educational environment\_\_Discourages/redirect digressions\_\_Minimizes students wait time\_\_Uses time efficiently\_\_Handles interruptions well\_\_Transitions flow smoothly throughout the lesson |
| **Manages Student Behavior**-Emphasizes class rules/procedures-Monitors student behavior-Uses reasonable consequences-Recognizes appropriate behavior-Emphasizes proper laboratory safety procedures | \_\_\_\_ | Only two of these are observed:\_\_Emphasizes class rules/procedures\_\_Monitors student behavior\_\_Uses reasonable consequences\_\_Recognizes appropriate behavior\_\_Emphasizes lab safety procedures | Three of these are observed:\_\_Emphasizes class rules/procedures\_\_Monitors student behavior\_\_Uses reasonable consequences\_\_Recognizes appropriate behavior\_\_Emphasizes lab safety procedures | Four of these are observed:\_\_Emphasizes class rules/procedures\_\_Monitors student behavior\_\_Uses reasonable consequences\_\_Recognizes appropriate behavior\_\_Emphasizes lab safety procedures | All of these are observed:\_\_Emphasizes class rules/procedures\_\_Monitors student behavior\_\_Uses reasonable consequences\_\_Recognizes appropriate behavior\_\_Emphasizes lab safety procedures |
| Comments |  |

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| **Instructional Strategies to Engage Learners** | **NO** | **NAC** | **AC** | **C** | **E** |
| **Give Clear Directions**-Gives concise directions-Students know what is expected of them | \_\_\_\_ | \_\_Directions are not given to the students | \_\_Students are given directions but students appear confused and unclear on instructions  | \_\_Students are given clear directions. Instructions are clear and any initial confusion is quickly addressed | \_\_Students are given very clear directions by providing written directions (paper, PowerPoint). Students are also allowed to review instructions for clarity. |
| **Develops the Lesson**-Presents science content related to objectives-Presentation is challenging, clear, meaningful and compelling-Uses real world context. Science content is relevant and teacher draws on current news and information.-Teaching techniques include evidence-based strategies to engage all students equally in culturally relevant learning (ex. NGSS and NSTA resources used)-Lesson uses multiple teaching strategies and differentiation strategies-Lesson uses a variety of inquiry approaches and technologies when appropriate[CIEP AS 2.1, 2.2] | \_\_\_\_ | \_\_Content is not related to the objectives\_\_Presentation is very basic and unclear\_\_The lesson is not related to real world scenarios\_\_Strategies are not evidence based\_\_Strategies do not engage all students in culturally relevant learning or differentiate for students | \_\_ Content is loosely related to the objectives\_\_ Presentation is very basic but clear and meaningful\_\_ The lesson is loosely related to real world scenarios\_\_ Strategies are evidence based but only one is used\_\_Strategies for culturally relevant teaching and differentiation are superficial, poorly designed and implemented | \_\_ Content is related to the objectives\_\_ Presentation is slightly challenging, clear and meaningful\_\_ The lesson is related to real world scenarios\_\_ \_-Some strategies are used to differentiate and engage students from diverse backgrounds in lessons that are culturally relevant | \_\_ Content is related to the objectives throughout the lesson\_\_ Presentation is challenging, clear and meaningful\_\_ The entire lesson is related to real world scenarios\_\_ Three or more strategies are used, and evidence based\_\_All students are included in the lesson and the lesson is made culturally relevant.\_Lesson uses a variety of inquiry approaches and technologies when appropriate |
| **Demonstrates Content Knowledge**-Uses accurate, up to date science material-Uses appropriate scientific vocabulary-Identifies possible scientific misconceptions-Responds accurately to all questions-Uses multiple representations and explanations-Demonstrates the ability to relate the content to students’ daily lives.-Embeds the Nature of Science[CIEP AS 1.1, 1.2, 2.3] | \_\_\_\_ | The educator-Uses appropriate scientific vocabulary and the vocabulary of the supporting fields (math and technology) | AND…-Uses accurate, up to date science material and accurate, up-to-date math and technology material | AND…-Responds accurately to all questions-Identifies possible scientific misconceptions and helps address them | AND…-Uses multiple representations and explanations-Relates the lesson to the Nature of Science as defined by the National Science Teachers Association |
| **Involves Students**-Encourages equitable, inclusive student participation-Establishes a positive rapport with all students-Elicits responses from all students-Uses student ideas and responses in the lesson-Has the students explain their or other students’ responses [CIEP AS 3.1] | \_\_\_\_ | \_\_ Does not encourage participation\_\_ Has a negative rapport with students\_\_Focuses questions on one or two students\_\_ Rarely acknowledges students’ ideas and responses | \_\_ Allows a few students to not participate\_\_ Has a negative rapport with a few students\_\_ Frequently calls on one group of students\_\_ Acknowledges student ideas and responses but does not include them in the lesson\_\_ Looks for student explanation but does not provide enough wait time-Relies on too much teacher talk.  | \_\_ Allows one student to not participate\_\_ Has a negative rapport with one student\_\_ Calls on students equally (e.g. race/ethnicity, gender)\_\_ Acknowledges student ideas and responses but includes one or two of them in the lesson\_\_ Asks for student explanation but still explains an adequate response | \_\_ Every student is participating in the lesson\_\_ Has a positive rapport with all students\_\_ Randomly calls on students\_\_ Acknowledges student ideas and responses and includes them in the lesson\_\_ Ask for student explanation, clarifies science content when necessary, and seeks out student explanations  |
| Comments |  |
| **Instructional Strategies Teacher Behaviors** | **NO** | **NAC** | **AC** | **C** | **E** |
| **Oral Communication**-Uses standard speech-Uses appropriate vocabulary-Adjusts the rate of speaking-Uses correct pronunciation-Adjusts the volume of speaking-Adjusts the pitch of speaking-Speaks fluently | \_\_\_\_ | \_\_ Very difficult to understand\_\_Speaks to fast, quiet, or in monotone\_\_ Vocabulary is inappropriate for the school setting\_\_ Mispronounces several words\_\_ Uses several verbal tics in the lesson | \_\_ Difficult to understand during the lesson\_\_ Has two moments where it is difficult to hear or understand\_\_ Vocabulary use is very basic\_\_ Mispronounces a few words\_\_ Uses some verbal tics in the lesson | \_\_ Easy to understand during a lesson\_\_ Has one moment where it is difficult to hear\_\_ Vocabulary is varied \_\_ Mispronounces a word\_\_ Uses very few verbal tics in the lesson | \_\_ Very easy to understand during a lesson\_\_ Speaks slowly and clearly, restates student questions\_\_ Vocabulary is exceptional but explained when unclear\_\_ Pronounces everything correctly\_\_ Uses very few verbal tics in the lesson |
| **Written Communication**-Spells words correctly-Uses correct grammar, mechanics, and punctuation-Writes legibly -Presentation slides are easy to read and organized | \_\_\_\_ | \_\_ Misspells several words\_\_ Grammar, mechanics and punctuation rules ignored\_\_ Illegible handwriting\_\_ Presentation slides are difficult to read and contain very technical wording | \_\_ Misspells two words\_\_ Two grammar, mechanics, or punctuation rules broken\_\_ Handwriting is difficult to read\_\_ Presentation slides contain small fonts and pictures | \_\_ Misspells one word\_\_ One grammar, mechanics, or punctuation rule broken\_\_ Handwriting is easy to read but small\_\_ Presentation slides are organized and readable | \_\_ Correct spelling\_\_ No grammar, mechanics, or punctuation rule broken\_\_ Handwriting is very easy to read\_\_ Presentation slides are well organized and readable |
| **Communicates High Expectations and Expresses Positive Affect**-Students are given an appropriate timeline for task completion-Establishes appropriate standards-Holds students accountable-Encourages quality work from students-Displays confidence-Demonstrates respect to all students and cooperating teacher-Commends students for their work-Displays positive nonverbal cues | \_\_\_\_ | \_\_ Students are not told when items are due\_\_ No standards are set\_\_ Students are not held accountable\_\_ Students are not encouraged to produce quality work\_\_ Lacks confidence in front of students\_\_ Disrespectful towards students and cooperating educator\_\_ Constantly criticizes student work\_\_ Shows negative nonverbal cues | \_\_ Students are told when items are due, but it is not an appropriate time\_\_ Standards are set but ignored\_\_ Some students are not held accountable\_\_ Only a few students are encouraged to produce quality work\_\_ Shows a lack of confidence in front of students\_\_ Disrespectful at times towards students and cooperating educator\_\_ Criticizes student work unfairly\_\_ Shows indifferent nonverbal cues constantly | \_\_ Students are told when items are due\_\_ Standards are set but some are ignored\_\_ One or two students are not held accountable\_\_ The majority of students are encouraged to produce quality work\_\_ Shows a lack of confidence in front of students at specific times\_\_ Respectful towards students and cooperating educator\_\_ Displays constructive criticism only toward student work\_\_ Shows one or two indifferent nonverbal cues | \_\_ Students are told when items are due and constantly reminded\_\_ Standards are set and upheld\_\_ All students are held accountable\_\_ All students are encouraged to produce quality work\_\_ Very confident teaching and projects good teacher presence.\_\_ Respectful towards students and cooperating educator showing appropriate praise\_\_ Displays constructive criticism and appropriate praise toward student work\_\_ Shows positive nonverbal cues |
| **Learning Difficulties**-Addresses student needs regarding disabilities -Addresses unmotivated or disengaged students-Demonstrates equity to all students and does not show favoritism | \_\_\_\_ | \_\_ Students with learning difficulties are ignored\_\_ Unmotivated and disengaged students are left alone\_\_\_ Shows favoritism to students and extreme prejudice to others | \_\_ Students with learning difficulties are initially considered but ignored after a period\_\_ Unmotivated and disengaged students are addressed once but rarely are firm consequences given or followed up on.\_\_\_ Shows favoritism to students and indifference to others | \_\_ Students with learning difficulties are considered throughout the lesson\_\_ Unmotivated and disengaged students are addressed a few times but allowed to disengage again\_\_\_ Shows no favoritism | \_\_ Students with learning difficulties are frequently monitored during the lesson\_\_ Unmotivated and disengaged students are addressed in a timely manner and quickly redirected to the task.\_\_\_ Considers all students and treats them with equity and respect, acknowledging. |
| **Displays Expected Teacher Behaviors**-Moving around the room monitoring, questioning and encouraging students during whole group and laboratory work-Encourages critical thinking in science and multiple ways to solve problems relative to the science concept.-Guiding student technology use-Promoting student questioning, creativity and collaboration in scientific inquiry and interactive hands-on activities that are culturally relevant to all students-Facilitates discussion about the problem-solving process-Leading whole class discussions | \_\_\_\_ | \_\_ Remains at the front of the room working on other items while students are working\_\_ Expects students to solve problems their way\_\_Does not have students using technology or ignores inappropriate technology use\_\_ Does not allow students to work in groups\_\_ Immediately give answers in response to student struggles\_\_ Lectures and does not engage in discussion | \_\_ Remains at the front of the room and has students come up to them\_\_Limits the ways students can solve problems\_\_ Uses technology but does not know how to use it\_\_ Students have minimal opportunities to collaborate with peers.\_\_ Gives students several hints to solve problems\_\_ Whole class discussion is minimally used | \_\_ Circulates around but immediately returns to the front of the room \_\_-Encourages some problem-solving skills between students.\_\_ Uses technology but only in basic and rudimentary ways (e.g. powerpoint)\_\_ Students have some opportunities to collaborate \_\_ Gives students minimal hints to solve problems\_\_ Whole class discussion is used but abandoned easily | \_\_ Constantly circulates around the room, rarely sitting down \_\_Encourages student-student interaction and frequently poses problems to encourage students to think critically and offer alterative explanations.\_\_ Frequently uses current technology and encourages use of innovative technology-based teaching tools and resources (outside of PowerPoint) and guides students when necessary\_\_ For the majority of the lesson, students work collaboratively in small groups and the teacher facilitates group interactions.\_\_ Gives students encouragement in solving problems\_\_ Whole class discussion is used and is rich in content and ideas. \_\_ Displays an even disposition while teaching and is not easily frustrated. |
| Comments |  |

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

# Key Assessment: Holistic Assessment of Candidate Performance

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

Candidate’s Name:

❒ Self-Assessment ❒ Mid-Point ❒ Final

Candidate’s Signature:  Date: **\_\_\_\_\_\_\_\_\_\_**

Evaluator’s Signature:  Date: **\_\_\_\_\_\_\_\_\_\_**

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| **Indicators** | ***Awareness of Self and Others*** | ***Development of Principles of Practice*** | ***Implementation of Professional Practice*** | ***Analysis of Professional Practice*** |
| **Demonstration of knowledge of learners and their development***The candidate demonstrates an understanding of how all learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.* InTASC [1a, b, c, d, e, g, h, j; 2 a, e, g, h, i, j, k, l, o; 3a, i, k, l; 8 k, l; 10 o]*Cross-cutting themes of Diversity and Technology* | The educator candidate… appreciates and identifies differences in approaches to learning and performance; 2 (g, i) recognizes that each learner brings assets based on his/her individual experiences, abilities, talents, prior learning, and cultural background; 2 (j) demonstrates knowledge of learning theory, human development, cultural diversity, and individual differences; 1 d acknowledges learner diversity can affect communication; 3 (l) | AND designs instruction that uses each learner’s strength to promote growth; 1 (b) incorporates learning opportunities that include peer and/or group interactions; 2 (l) demonstrates respect and values learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests; 1 (h), 2 (l, h) | AND incorporates learners’ experiences, cultures, and/or community resources in differentiated instruction; 1 (g); 8 (l) integrates instructional strategies and resources that support language acquisition;  2 (e, i, o) takes responsibility for promoting learners’ growth and development; 1 (j) designs learning experiences that incorporate motivation and engagement to build learner self-direction and ownership of learning; 3 (i) collaborates with learners to establish and monitor elements of a safe and productive learning environment; 3 k | AND values and collaborates with family, communities, colleagues, and/or other professionals to promote individual learner growth and development; 1 (c, e), 3 (a) utilizes a range of evidence-based instructional strategies, resources, and technological tools and uses them to effectively plan and implement instruction that meets diverse learning needs and/or supports language acquisition; 1 (d), 2 (a); 8 (k) incorporates developmental cognitive processes (e.g. critical and creative thinking, problem framing and problem solving, invention, memorization and recall;  1 a, e |
| **Indicators** | ***Awareness of Self and Others*** | ***Development of Principles of Practice*** | ***Implementation of Professional Practice*** | ***Analysis of Professional Practice*** |
| **Demonstration of content knowledge and its application***The candidate demonstrates the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners.* *ACTS 290-3-3-.03(4)(o)**ACTS 290-3-3-.03(7)**InTASC [1 i;3 k, m; 4 a, e, f, g, k, l, n, o, p, q, r; 5 a, b, c, e, f, g, h, i, j; l, p, q, r; 7 g; 8 g, h, n, o, p]* *Cross-cutting themes of Diversity and Technology* | The educator candidate… recognizes learners’ misconceptions in a discipline and how that may interfere with learning;  1 (i), 4 (e) acknowledges the potential of bias in his/her representation of the discipline; 4 (q)  identifies digital and interactive technologies for efficiently and effectively achieving specific learning goals; 3 (m), 4 (g), 8 (g) knows how to use a variety of resources to engage students in learning; 8 (n) recognizes that content and/or skill development can be supported by media and technology and knows how to evaluate resources for quality, accuracy, and effectiveness; 8 (o) committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and/or adjusting instruction; 8 (p) | AND knows and uses the academic language of the discipline and knows how to make it accessible to learners; 4 (l, h) demonstrates an understanding that content knowledge is complex, culturally situated, and ever evolving; 4 (o), 5 (l) creates experiences that build conceptual understandings that address learners’ misconceptions;  4 (k) identifies major concepts, assumption, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teacher; 4 (j) incorporates multiple representations and explanations that capture key ideas in the discipline to promote each learner’s achievement of the content standards as aligned with the curriculum; 4 (a), 7 (g) facilitates learners’ use of technologies and resources to maximize content learning in varied contexts; 3 (g) | AND aligns short- and long-range instruction with the Alabama Course of Study and content standards; 4 (n); ACTS 290-3-3-.03(7) develops and implements supports for learner literacy development across content areas; 5 (h) incorporates multiple perspectives within the discipline and facilitates learners’ critical analysis of these perspectives; 4 (p) utilizes a variety of instructional strategies to support and expand learners’ communication in speaking, listening, reading, writing, and other modes that address varied audiences and purposes; 5 (e), 8 (h) engages learners in applying content knowledge to real world issues, questions, or problems through the lens of interdisciplinary themes; 5 (a, b) demonstrates a commitment to work toward each learner’s mastery of disciplinary content and skills; 4 (r) demonstrates a deep knowledge of current and emerging state initiatives and programs including, but not limited to, the Alabama Reading Initiative (ARI); The Alabama Math, Science, and Technology Initiative (AMSTI); Alabama Learning Exchange (ALEX); Alabama Connecting Classrooms, Educators, and Students Statewide (ACCESS); and RTI (Response to Instruction) and their relationship to student achievement; ACTS 290-3-3-.03(4)(o) |  challenges learners to generate and evaluate new ideas and novel approaches to address complex issue(s) and/or question(s) 5 (a, f) challenges learners to invent solutions to problems; 5 (b, f) accesses resources to build global awareness and understanding and integrates them into the curriculum; 5(p) facilitates learners’ ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues; 5 (j) evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners;  4 (f); 8 (o, p) seeks knowledge outside his/her own content area and how such knowledge enhances student learning; 5 (r) consistently explores ways to use disciplinary knowledge as a lens to address local and global issues; 5 (q) integrates Alabama-wide programs and initiatives into the curriculum and instructional processes; *ACTS 290-3-3-.03(7)g* |
| **Indicators** | ***Awareness of Self and Others*** | ***Development of Principles of Practice*** | ***Implementation of Professional Practice*** | ***Analysis of Professional Practice*** |
| **Demonstration of professional learning and ethical practice***The candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.* *ACTS 290-3-3-.03(9)(o)**InTASC [3 f, m; 5 k; 9 a, b, c, d, e, f, g, h, i, j, k, l, m, n, o;10 t]**Cross-cutting themes of Diversity and Technology* | The educator candidate… engages in opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local, state, and/or national standards; 9 (a) models safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others and rules related to the use of social media; 9 (f) demonstrates self-reflection and problem-solving strategies to enhance personal and professional growth; 9 (g, n) understands and adheres to the professional expectations of the college and the profession, including codes of ethics, professional standards of practice, and relevant law and policies, including the Alabama Educator Code of Ethics, the NASDTEC Model Code of Ethics for Educators, (MCEE); 9 (o) and ACTS 290-3-3-.03(9)(o) | AND reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences; 9 (e, m) respects the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use; 5 (k) models appropriate, safe, and effective use of technologies in and outside the classroom; 3 (m) takes responsibility for student learning and uses reflection to improve planning and practice; 9 (l) | AND participates in professional learning opportunities that align with learners’ needs; 9 (b) demonstrates the knowledge of laws related to learners’ rights and teacher responsibilities; 9 (j) uses learner data to analyze practice and differentiate instruction accordingly; 9(h) communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment; 3 (f) | AND embraces the challenge of continuous improvement and change seeks resources within and outside the school as supports for analysis, reflection, and problem-solving; 9 (d) uses a variety of data to evaluate outcomes of teaching and learning; 9 (c) applies current education policy and research as sources of analysis and reflection to improve practice; 9 (l, n) uses a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations and/or adjustments; 9 (g) builds and implements a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, and data on learner performance; 9 (k) |
| **Indicators** | ***Awareness of Self and Others*** | ***Development of Principles of Practice*** | ***Implementation of Professional Practice*** | ***Analysis of Professional Practice*** |
| **Demonstration of leadership and collaboration***The candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. InTASC [3, l; 10 a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t]**ACTS 290-3-3-.03(7)h* | The educator candidate… communicates effectively and professionally; 3 (l) works collaboratively to advance professional knowledge of self and others demonstrates appropriate and respectful interactions in both face-to-face and/or virtual contexts; 10 (n) | AND embraces the challenge of continuous improvement and change; 10 (t) takes an active role on the instructional team, giving and receiving feedback on practice actively participates in professional organizations (e.g., Alabama Learning Exchange, joins professional organizations, attends professional conferences, subscribes to a professional journal, etc) contributes to the common culture that supports high expectations for student learning; 10 (o)  | AND takes initiative to grow and develop with colleagues through interactions that enhance professional practice and support student learning; 10 (b, r) seeks appropriate opportunities to model effective practice for colleagues; 10 (i) collaborates with others to analyze learner outcomes and shares responsibility and accountability for each student’s learning; 10 (a, d) actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving; 10 (g) | AND contributes and advances the profession; 10 (f, s) assumes leadership roles at the school, district, state, and/or national level; 10 i, k leads professional development workshops uses and generates meaningful research on education issues and policies; 10 (h) collaborates with school professionals to better meet the needs of diverse learners through a shared vision and common goals; 10 (c, e, p) demonstrates respect for learners’ families beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals 10 (m, q) communicates with students, parents, and the public about Alabama’s assessment system and major Alabama educational improvement initiatives; *ACTS 290-3-3-.03(7)h* |
| Planning for teacher, learner, and animal safety/care. Candidate ensures safe science activities appropriate for the abilities of all students. Candidate uses ethical decision-making with respect to the treatment of all living organisms in and out of the classroom | The educator candidate…- plans a lesson that is safe for students, animals, and others in the room | AND…-identifies proper safety procedures for students, animals, and others in the room | AND…-identifies emergency procedures in case of an accident that could harm students, animals, or others in the room | AND…-consults the SDS (safety data sheets) for proper disposal and handling of chemicals-consults National Standards for safe and ethical treatment of live animals |

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

Candidate’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_

Evaluator’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_

# Key Assessment Form:Personal and Professional Dispositions Assessment (PPDA)

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

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

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

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

Candidate’s Name:

❒ Self-Assessment ❒ Mid-Term ❒ Final

Candidate’s Signature: Date: **\_\_\_\_\_\_\_\_\_\_**

Evaluator’s Signature: Date: **\_\_\_\_\_\_\_\_\_\_**

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

environment to enact system change* analyzes plans to demonstrate justifications for a clear connection of students’ strengths and needs founded on research-based practices
 |

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

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

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

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

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

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

| Professionalism and responsibility commensurate with expectations of the profession, code of ethics, and relevant laws and policy. InTASC Standard(s) [5, 9, 10]InTASC Performance Level Descriptors:[5k, 9f, 9o,10k,10p, 10s]CAEP Standards: 1.1, 3.3, 3.4, 3.6, CC Theme – Technology | The educator candidate…* demonstrates knowledge of code of ethics for teachers
* demonstrates high standards of honesty, integrity and confidentiality
* aware of legal and ethical professional parameters
* meets professional expectations (in-class and in clinical settings)
 | AND* models the attitude and appearance of a professional
* maintains professional relationships with others
* incorporates appropriate use of technology (e.g., fair use policy)
 | AND* applies professional standards of practice
* challenges negative thoughts and/or actions
* reports any legal or ethical dilemmas
 | AND* advocates for P-12 learners in the school and community setting as appropriate
* contributes to the profession (e.g., Alabama Learning Exchange (ALEX), peer leader, professional meetings, etc.)
* demonstrates initiative to grow and develop with colleagues through interactions that enhance personal and professional growth for the advancement of the profession
 |
| --- | --- | --- | --- | --- |

| **Indicators** | **Awareness of Self and Others** | **Development of Principles of Practice** | **Implementation of Professional Practice** | **Analysis of Professional Practice** |
| --- | --- | --- | --- | --- |
| Professional Growth and life-long learning relevant to instructional practice and effect on student learning. InTASC Standard(s) [6, 9, 10]InTASC Performance Level Descriptors:[6v, 9k, 9l, 9o, 10j, 10k, 10p, 10r, 10s]CAEP Standards: 1.1, 3.3, 3.4, 3.6, CC Theme – Technology | The educator candidate…* engages in professional learning
* reflects on his/her personal and professional growth
 | AND* engages in meaningful and appropriate professional learning experiences in the university classroom and clinical settings
 | AND* demonstrates the use of a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations and/or adjustment
* reflects and responds to the challenge of continuous improvement and constructive feedback in a professional manner
 | AND* designs, adapts, and delivers instruction to address each student’s diverse learning strengths and needs
* creates opportunities for P-12 learners to demonstrate learning in different ways
* takes on leadership roles
 |
| Engage in professional development opportunities in their content field such as talks, symposiums, conferences, research opportunities, or projects within their community.CIEP AS 6.1, 6.2 | The educator candidate…* Is a member of a their professional organization (NSTA).
 | AND* Is a member of the NSTA Learning Center and contributes to online discussions
 | AND* Has participated in an online workshop, a virtual conference, or other collaborative online activity.
 | AND* Has attended a regional or national conference, talk, symposium, or other collaborative opportunity in science education.
 |

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

| **Overall (check)****\_\_\_\_\_Awareness of Self and Others \_\_\_\_\_Development of Principles of Practice****\_\_\_\_\_Implementation of Professional Practice \_\_\_\_\_Analysis of Professional Practice** |
| --- |
| **Comments:** |

Candidate’s Signature: Date: **\_\_\_\_\_\_\_\_\_\_**

Evaluator’s Signature: Date: **\_\_\_\_\_\_\_\_\_\_**