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**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 2023

Instructors and Contact Information:

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Office Hours: By appointment. Zoom appointments are also available.

**Required texts or major resources:**

College of Education Clinical Residency Handbook- provided on Canvas

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

# Mandatory Clinical Residency Orientation for Candidates

Tuesday, January 10, 2023 8:30am – 12:00pm Haley 2370

Tuesday, January 10, 2023 12:30 – 1:30 p.m. Haley 2462 (Meet with science education)

# 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 four 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 Interstate Teacher Assessment and Support Consortium (InTASC), Alabama Core Teaching Standards (ACTS), Council for the Accreditation of Educator Preparation (CAEP) and Continuous Improvement in Educator Preparation (CIEP) program-specific indicators. Indicators assigned to CTSE 4920/7920 are highlighted on the key assessments included in this syllabus.

All of the InTASC standards are here: <https://files.eric.ed.gov/fulltext/ED558115.pdf>

They are divided into 10 different categories on learner development, learner differences, learning environments, content knowledge, application of content, assessment, planning, instruction, professional learning, ethical practice, and leadership.

The ACTS standards embedded in the code 290-3-3-.03 can be found on pages 16-30 here: <http://www.alabamaadministrativecode.state.al.us/docs/ed/290-3-3.pdf>

The CIEP standards that apply to this course are:

AS 2.1

Plan multiple lessons using a variety of inquiry approaches that demonstrate their knowledge and understanding

AS 2.3

Design instruction and assessment strategies that confront and address naïve concepts/preconceptions.

AS 3.1

Use a variety of strategies that demonstrate the candidates’ knowledge and understanding of how to select the appropriate teaching and learning activities – including laboratory or field settings and applicable instruments and/or technology- to allow access so that all students learn. These strategies are inclusive and motivating for all students.

AS 3.2

Develop lesson plans that include active inquiry lessons where students collect and interpret data using applicable science-specific technology in order to develop concepts, understand scientific processes, relationships and natural patterns from empirical experiences. These plans provide for equitable achievement of science literacy for all students.

AS 3.4

Plan a learning environment and learning experiences for all students that demonstrate chemical safety, safety procedures, and the ethical treatment of living organisms within their licensure/certification area.

AS 4.1

Design and demonstrate activities in a Grades 6-12 classroom that demonstrate an ability to implement emergency procedures and the maintenance of safety equipment, policies and procedures that comply with established state and/or national guidelines. Candidates ensure safe science activities appropriate for the abilities of all students.

AS 4.2

Design and demonstrate activities in a Grades 6-12 classroom that demonstrate ethical decision-making with respect to the treatment of all living organisms in and out of the classroom, emphasizing safe, humane, and ethical treatment of animals and complying with the legal restrictions on the collection, keeping, and use of living organisms.

AS 5.1

Collect, organize, analyze, and reflect on diagnostic, formative and summative evidence of a change in mental functioning demonstrating that scientific knowledge is gained and/or corrected.

AS 5.2

Provide data to show that Grades 6-12 students are able to distinguish science from non-science, understand the evolution and practice of science as a human endeavor, and critically analyze assertions made in the name of science.

AS 5.3

Engage students in developmentally appropriate inquiries that require them to develop concepts and relationships from their observations, data, and inferences in a scientific manner.

AS 6.1

Engage in professional development opportunities in their content field such as talks, symposiums, research opportunities, or projects within their community.

AS 6.2

Engage in professional development opportunities such as conferences, research opportunities, or projects within their community.

The CAEP standards that apply to this course can be found here: <http://caepnet.org/~/media/Files/caep/standards/caep-standards-one-pager-0219.pdf?la=en>

# 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. The following chart will help us all anticipate when and how to submit these documents.

| Key Assessments | Who Submits This | Submitted in | Due Date(s)\* |
| --- | --- | --- | --- |
| Planning for Instruction Assessment | Clinical Educator, University Supervisor  AND  Candidate | Student Learning and Licensure by Watermark ® | 2 prior to Midterm  2 prior to Final |
| Pedagogical Content Knowledge Observation | Clinical Educator, University Supervisor  AND  Candidate | Student Learning and Licensure by Watermark ® | 2 prior to Midterm  2 prior to Final |
| Holistic Assessment of Candidate Performance | Clinical Educator, University Supervisor  AND  Candidate | Student Learning and Licensure by Watermark ® | Midterm  Final |
| Personal and Professional Dispositions Assessment (PPDA) | Clinical Educator, University Supervisor  AND  Candidate | Student Learning and Licensure by Watermark ® | Midterm  Final |
| edTPA® tasks for official scoring by Pearson, Inc. ® | Candidate | Pearson, Inc. ®, online through Tk20®/college-provided access point | Final |
| edTPA® successful submission verification email from Pearson, Inc. ® | Candidate | Student Learning and Licensure by Watermark ® per instructions in step 8 of *Steps to Success* for edTPA® \_ | Final |

# 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 5E 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
* 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**  **Emergency Contact Information Sheet- see Handbook**  **Complete Form A in this syllabus**  Complete all four key assessments as an initial self-assessment and submit to Watermark.  Work with your clinical educator and/or university supervisor to identify target areas (based on your self-assessments) using the ***Semester Goals*** form. | Week 1 |
| **Weekly Lesson Plans** | Weekly |
| **Midpoint Conference will take place**  Complete all four key assessments as an initial self-assessment and submit to Watermark. | 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.  Complete all four key assessments as an initial self-assessment and submit to Watermark. | 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.  **Internship Diversity Questionnaire** (via TK-20)  **Final Conference will take place**  Complete all four key assessments as an initial self-assessment and submit to Watermark. | Week 14-15 |
| **EdTPA Submission Verification** | Designated submission dates will be provided |
| **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 textbook 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 7:00 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 7:00 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 TBA**

**Science education post-clinical residency meeting TBA**

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

# Information for the Clinical Educator

|  |
| --- |
| **To the Clinical educator:** Thank you. You have consented to supervise the clinical residency of a teacher candidate who is enthusiastic about the opportunity to be a part of your classroom. During their college years, students who are now teacher candidates have studied the content of science; they have studied the theories of learning methods of teaching; and they have spent hours observing and assisting in secondary school classrooms. As candidates, they are probably eager to test themselves in classrooms of experienced teachers, to find out how students respond to them and how they respond to students.  Clinical residencies often provide college students with their first opportunities to work consistently with groups of students in science classrooms. Your experience and understanding as you assess your candidate’s readiness to assume increasing responsibilities, make suggestions for writing and implementing plans, and conduct evaluations of your candidate’s teaching are vital factors in the effectiveness of the teacher education program.  It is important, of course, that members of our profession join together in order to establish and maintain high standards for education. We are grateful that you have consented to lend your time and experience to the task of helping to prepare 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 |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

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.

# 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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Organization and Management of Learning Environment** | **NO** | **NAC (1 pt)** | **AC (2 pts)** | **C (3 pts)** | **E (4 pts)** |
| **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 subjects  OR:  Relates the lesson to current events or students’ lives | AND…  States the objectives for the lesson  Uses 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 |  | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Instructional Strategies to Engage Learners** | **NO** | **NAC (1 pt)** | **AC (2 pts)** | **C (3 pts)** | **E (4 pts)** |
| **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 (1 pt)** | **AC (2 pts)** | **C (3 pts)** | **E (4 pts)** |
| **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 (1 pt)** | **AC (2 pts)** | **C (3 pts)** | **E (4 pts)** |
| **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 |  | | | | |

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| **Safe Learning Environment** | **NO** | **NAC (1 pt)** | **AC (2 pts)** | **C (3 pts)** | **E (4 pts)** |
| Design and demonstrate activities in a Grades 6-12 classroom that demonstrate an ability to implement emergency procedures and the maintenance of safety equipment, policies and procedures that comply with established state and/or national guidelines. Candidates ensure safe science activities appropriate for the abilities of all students.  [CIEP AS 4.1] | \_\_\_\_ | \_\_ Does not consistently follow procedures of lab safety  \_\_ Lesson plans do not consistently reflect safety and procedures for lab activities | \_\_ Follows procedures however lacks consistency for following safety procedures | \_\_ Consistently follows procedures for safe laboratory experiences | \_\_ Exceeds expectations for following safe laboratory procedures |
| Design and demonstrate activities in a Grades 6-12 classroom that demonstrate ethical decision-making with respect to the treatment of all living organisms in and out of the classroom, emphasizing safe, humane, and ethical treatment of animals and complying with the legal restrictions on the collection, keeping, and use of living organisms.  [CIEP AS 4.2] | \_\_\_\_ | \_\_ Student is not knowledgeable about humane treatment of living organisms in and out of the classroom | \_\_ Student demonstrates some competency however lacks depth of knowledge about ethical treatment of animals | \_\_ Student demonstrates competency in working with living organisms | \_\_ Student exceeds expectations for following protocols for humane and ethical treatment of animals. |
| Comments |  | | | | |

# Progress Monitoring Form: Weekly Progress Report

This form was designed to help clinical educators and university supervisors provide specific feedback regarding a candidate’s performance. After checking items in each area, please provide specific information about any area needing improvement.

*Some programs may choose to develop an electronic format for submitting the weekly report.*

**Candidate:**  **Program:**

**Placement Site:**  **University Supervisor:**

**Clinical Educator:** **Week of:**

**Check Areas of Concern or No Problem Observed for Each Area Below**

**Attendance**

* Late to school
* Leaves early
* Does not participate in school events
* No problem observed

**Dress**

* Does not adhere to school’s dress code
* Unprofessional appearance
* Footwear inappropriate
* No problem observed

**Inappropriate Remarks**

* To or about students
* To or about parents
* To or about cooperating teacher
* To or about colleagues
* Gossips about others
* No problem observed

**Failure to Communicate**

* Does not respond to emails
* Does not return phone calls
* Fails to provide routine check-ins
* No problem observed

**Lack of Reflection**

* On instructional performance
* Defensive when feedback is provided
* Fails to identify ways to improve instruction
* No problem observed

**Timeliness/lack of preparation**

* Lesson plans not turned in on time
* Lesson plans not prepared
* Weekly logs and/or reflections not   
  completed on time
* No problem observed

**Lack of Routines**

* Not established
* Does not enter grades in timely fashion
* Fails to record attendance
* Fails to gather materials for instruction
* No problem observed

**Technology**

* Uses cellphone, smart watch, or other   
  device at inappropriate times
* Inappropriate use of computer
* Failure to use technology when   
  appropriate for instruction
* No problem observed

**Student Teacher Relationships**

* Hesitant to interact with children
* Remains seated during arrival,   
  transitions, and/or dismissal
* Hesitant to take advantage of opportunities to create and sustain intentional interactions with students during independent work time
* No problem observed

**Classroom Management**

* Management system not apparent
* Classroom is not safe
* Positive learning environment not established
* No problem observed

**Grammar**

* Does not use standard English when speaking
* Does not use standard English when writing
* No problem observed

**Other Observations:**