

**UNIVERSITY OF NORTH CAROLINA AT GREENSBORO
SCHOOL OF EDUCATION
DEPARTMENT OF CURRICULUM AND INSTRUCTION**

Course Syllabus – Fall 2006

- 1. Course Prefix and Number:** CUI 559-01
- 2. Course Title:** Teaching Practices & Curriculum in Science
- 3. Credits:** 3:3:4
- 4. Course Prerequisites/Corequisites:** Admission to student teaching in Biology, Chemistry or Physics, or lateral entry secondary science teacher, or graduate student with a science degree. Any exceptions require permission of the instructor.
- 5. For Whom Planned:** This course is for undergraduate secondary science majors, lateral entry secondary science teachers, and graduate students with a science degree who are enrolled in one of our Masters Degree Programs.
- 6. Instructor Information:**

Valerie Vickers, Ph.D.
347 Curry: Science Education Lab, UNCG, Tuesdays 5:00-7:50 PM
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Home: 336 272 0247
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Blackboard Course Page: blackboard.uncg.edu
Office Hours: By Appointment before and following class each Tuesday 4:15-5 and 7:50 - 8:30 PM.
- 7. Course Purpose/Catalog Description:** The purpose of this course is to prepare students to teach science in the secondary schools. This course includes the study of secondary school science curricula and methods of implementation. Students develop and write curriculum materials. Students also observe and interact with students in public school classrooms in Guilford County or lateral entry sites.
- 8. Teachers Academy Conceptual Framework Mission Statement:** The mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. This mission is carried out in an environment that nurtures the active engagement of all participants, values individual as well as cultural diversity and recognizes the importance of reflection and integration of theory and practice. UNCG's professional programs are guided by shared commitments to: (a) equity and excellence in teaching, research and service; (b) professional integrity and ethical deliberation in dealing with students and colleagues (university-based, school-based, and community-based); (c) the construction of a professional knowledge base through collaboration and collegiality; and (d) the dissemination of professional knowledge, skills and dispositions through the preparation and continuing professional development of teachers, principals and other school personnel.

9. Course Goals and/or Objectives/Student Learning Outcomes: In addition to being aligned with INTASC principles, ISTE/NETS and Advanced Competencies (see assignment descriptions), this course also incorporates the National Science Education Teaching Standards. These standards describe what science teachers at all grade levels should do.

TEACHING STANDARD A: Teachers of science plan an inquiry-based science program for their students. They select science content and adapt and design curricula (yearlong and short-term) to meet the interests, knowledge, understanding, abilities, and experiences of students.

TEACHING STANDARD B: Teachers of science guide and facilitate learning. They focus and support inquiries while interacting with students. They orchestrate discourse among students about scientific ideas. They challenge students to accept and share responsibility for their own learning. They recognize and respond to student diversity and encourage all students to participate fully in science learning. They encourage and model the skills of scientific inquiry, as well as the curiosity, openness to new ideas and data, and skepticism that characterize science.

TEACHING STANDARD C: Teachers of science engage in ongoing assessment of their teaching and of student learning by using multiple methods and systematically gathering data about student understanding and ability. They analyze assessment data to guide teaching and they guide students in self-assessment. They use student data, observations of teaching, and interactions with colleagues to reflect on and improve their teaching practices and to report student achievement and opportunities to learn to students, teachers, parents, policy makers, and the general public.

TEACHING STANDARD D: Teachers of science design and manage safe learning environments that provide students with the time, space, and resources (science tools, materials, media, and technological resources) needed for learning science and engaging in extended investigations. They create a setting that is flexible and supportive of science inquiry. They also identify and use resources outside the school.

TEACHING STANDARD E: Teachers of science develop communities of science learners that reflect the intellectual rigor of scientific inquiry and the attitudes and social values conducive to science learning. In doing this, teachers display and demand respect for the diverse ideas, skills, and experiences of all students. They enable students to have a significant voice in decisions about the content and context of their work and require students to take responsibility for the learning of all members of the community. They nurture collaboration among students. They model and emphasize the skills, attitudes, and values of scientific inquiry.

The overall objective of the course is to prepare secondary school teachers to teach science using a hands-on, minds-on, activity-oriented, guided-discovery, constructivist approach to teaching and learning. Objectives include the following: secondary preservice/in-service teachers will:

- a. Develop or nurture an interest in an area of science
- b. Read the professional literature (*Science Scope*, *Science Activities*, *The Science Teacher*, *American Biology Teacher* and *Journal of Chemical Education*)
- c. Be aware of and participate in professional organizations, especially NCSTA (www.ncsta.org) & NSTA (www.nsta.org)
- d. Reflect on your own growth as teachers
- e. Create, develop and teach developmentally appropriate curriculum (lesson plans and activities) for secondary students aligned with the *National Science Education Standards* and the NCSCOS
- f. Explain critical issues of scientific literacy
- g. Focus on current events in science education and study instructional issues in science education
- h. Be knowledgeable of current scientific research (what research says to the science teacher)
- i. Use technology appropriately in science
- j. Use curriculum integration strategies in the development of science curriculum materials
- k. Participate in and design hands-on science and problem solving activities
- l. Read about and discuss the underlying nature of and assumptions of secondary science instruction
- m. Recognize and address the needs of diverse learners

10. Teaching Strategies: In this course, teaching strategies include cooperative learning, differentiated learning, group presentations, individual presentations, inquiry learning approaches, technology integration, class discussions, readings, field trips and independent research.

11. Evaluation Methods and Guidelines for Assignments: Grading: Attendance and class participation are critical components of this course. You are expected to attend and fully participate in each class session. More than one absence will affect your grade in this course. If you must be absent for any reason please notify the instructor by phone or email prior to your absence. Failure to complete the required field component of this course will result in a grade of "I" (incomplete) until such time as the internship is successfully completed. Guidelines for assignments are enclosed.

Evaluation Methods and Guidelines for Assignments: Graduates (G): This course is graded on the following system as described in the *Graduate School Bulletin*: A, superior; B, good; C, weak but acceptable on a limited basis for graduate credit and F, failure. Pluses and minuses are recorded and are used to calculate GPA. Guidelines for assignments are enclosed.

Evaluation Methods and Guidelines for Assignments: Undergraduates (U): This course is graded on the following system as described in the *Undergraduate School Bulletin*: A+ (98-100%); A (90 – 97%), excellent; B (80 – 89%), good; C (70 – 79%), average; D (60 – 69%) lowest passing grade, and F, failure. Pluses and minuses are recorded and are used to calculate GPA. Guidelines for assignments are enclosed.

12. Required Texts/Readings/References:

Trowbridge, L., Bybee, R. & Powell, J. (2004). *Teaching Secondary School Science: Strategies for Developing Scientific Literacy*. Upper Saddle River, New Jersey: Pearson Merrill Prentice Hall.

Zemelman, S., Daniels, H., & Hyde, A. (1998). *Best practice: New standards for teaching and learning in America's schools*. Portsmouth: Heinemann.

NC 9-12 Content Standards, which you must download from: (<http://www.dpi.state.nc.us/curriculum>) We will be using the SCOS extensively. **Bring the SCOS and your text to each class session.**

National Research Council. (1996). *National Science Education Standards*. Washington, DC: National Academy Press. <http://books.nap.edu/html/nses/html/index.html>

Additional Required Readings: Students are required to read articles from issues of *The Science Teacher & Science Scope* and other discipline specific journals including *The American Biology Teacher*, *The Physics Teacher*, and *The Journal of Chemical Education*. Students are also required to review science software.

Additional Readings will be provided in class or on Blackboard

13. Topical Outline: see attached course schedule

14. Other Information: This class will meet at the times and on the dates indicated on the course schedule. All assignments should be submitted on time. All assignments should be word-processed, spell-checked, checked for grammatical errors, **double-spaced** and conform to *APA Handbook* guidelines. All class members will abide by the UNCG Academic Honor Policy.

All students are expected to attend each class session and be prepared for class discussion and class activities. More than one 3-hour absence from class will result in a lowered course grade, as it is impossible to make up total class time missed in terms of class interaction and class discussion. Nevertheless, students are responsible for material covered during their absences and should make up any absences from class. It is the

students' responsibility to submit documentation that substantiates their efforts to deal with any absences. Students who are not prepared for class in that they have not completed reading assignments or other non-graded assignments will be penalized in their grade for this course. Some assignments may be submitted electronically, as a word file. All material for this course should be kept in a course notebook that should be brought to each class session. Please bring books as indicated to class each session.

15. Recommended Text(s) and/or Readings:

Rutherford, F. & Ahlgren, A.. (1990). *Science for All Americans*. New York: Oxford University Press.

This short book describes the science understandings that all people should possess when they graduate from high school. Therefore, I will assume that you do indeed have the science knowledge described in this text. I would strongly recommend use of this text if you are uncomfortable with your level of science knowledge or as a check on science content that you propose to teach in the secondary school.

16. Alignment with State and National Standards: See course goals/objectives and individual assignment descriptions and matrix.

Tentative Course Outline

Session Date Topic

- 1 Aug.15 First Day of Class; Introductions and Goals for Class; Class Journal/Notebook/Electronic Portfolio (Keep hand-outs and notes: more information later on portfolio requirements), North Carolina Secondary/Middle School Science Curriculum-the SCOS (Standard Course of Study); Inquiry Activity: Critter Study; What is science? What is the relationship of science and technology? What does a scientist look like? What is the scientific method?
Science Autobiography due in two weeks. Rubric will be posted on Blackboard. Look for *Science in the News*, bring in one article; TSSS Text: Read and be ready to discuss: Chapter 1 Becoming a Science Teacher & Chapter 24 Student Teaching and Professional Growth.
- 2 Aug. 22 Assessing Students' Needs Activity, Science Demonstration—Mentos and Soda Introduction to Blackboard, Introduction to the Text, Visit TRC (Teacher Models of Lesson Planning—Chapter 15 Sharing science article. How might *Science in the News* be applicable to your teaching, and how might it be assessed?
TSSS Text: Chapter 5: The Goals of Science Teaching & Chapter 15: Models For Effective Science Teaching Work on Autobiography due next week

- 3 Aug. 29 Mentos and Soda Experiment continued
Assignment (G & U): Science Autobiography (Due today)
 Sharing & Discussing Science Autobiographies
 Expert Topics Selection & Discussion of Topic Choices for next week
TSSS Chapter 16: Planning for Effective Science Teaching
Chapter 14: Demonstration and laboratory Work

4. Sept. 5 5 E Learning Model PowerPoint (with Intro to field journals)
 America's Lab Report/ Read and discuss
TSSS Chapter 2: Beginning Your Instructional Theory
Chapter 4: National Standards and Scientific Literacy

5. Sept. 12 Work on Expert topics and IPSE to share with class
 Expert topic choices and visit to the TRC (Teacher Resource Center)
 3 web-based lessons, article reviews or review of software due in two weeks
 Rubrics handed out for most assignments
 Process Skills PowerPoint
TSSS Chapter 6: The Objectives of Science Teaching
Chapter 7: Designing School Science Curriculum

- 6 Sept. 19 Greensboro Day School—Outdoor Science
 3 web-based lessons, articles, or review of software due next week
 (see below)
TSSS Chapter 19: Individual Differences in Science Classrooms
Chapter 20: Teaching Science for Gender and Cultural Differences

- 7 Sept. 26 Differentiation in Science Classrooms
Lessons share with class
Best Practices: Chap 1, 5, 8
Web-based lessons, articles or review of software due this week or next

- 8 Oct. 3 **Greensboro Day School Visit for Class**
Ed Paynter: Former NASA; current technology network administrator
TSSS Chart of Main Ideas due by email if possible to
vickersv@greensboroday.org **or by hard copy on this date**
TSSS Chapter 9: The High School Curriculum or Chap. 8 The MiddleSchool Curriculum

- Oct. 10 *Fall Break, no class tonight; Work on Lesson Plan 1 due on 10/17***

- 9 Oct. 17 **Return TSSS Chart and discuss readings**
Turn in Lesson Plan 1
TSSS Chapter 12: Questioning and Discussion
Chapter 13: Investigation and Problem Solving
- 10 Oct. 24 Halloween Fun/Experiments
Expert Topics for four of you
TSSS Chapters 11: Inquiry and Conceptual Change
Chapter 23: Materials for Science Teaching
- Oct 31 On-line work/no class
Go to www.journeynorth.org or www.fieldtripearth.org and
determine where it might fit in your curriculum
Work on your expert topics or reading survey
TSSS Chapter 18: The Psychological Basis for Effective Science Teaching
- 11 Nov. 7 Expert topics for four of you
TSSS Chapter 10: Science and Other Disciplines: Interdisciplinary Approaches to Curriculum
Chapter 20 Teaching Science for Gender and Cultural Differences
- Nov. 9 and 10 NCSTA Meetings in Greensboro**
Thursday – Friday, Attendance Required!
***See assignment guidelines**
- 13 Nov. 14 Discussion of NCSTA sessions
Expert topics for three of you
NCSTA paper due
TSSS Chapter 17: Assessing Student Learning
- 14 Nov. 21 No Class/ Happy Thanksgiving
TSSS Chapter 21: Controversy in the Classroom
Chapter 22: Classroom Management and Conflict Resolution
- 15 Nov. 28 Last class session
Chart of all TSSS readings due
Make up presentations
Lesson plan 2 due
- 16 Dec. 5 Final exam period with full class agreement (the scheduled final exam period is the following week as today is Reading Day)
Pass back chart of all TSSS readings and all other work
Course Evaluations
All course assignments due!

Criteria for Evaluation of Student Performance in CUI 559: Graduates & Undergraduates

All students are required to complete the following activities in science methods to total 100%. All assignments should show a clear connection to the SCOS and incorporate the *National Science Education Standards* as well.

1. Science Autobiography (G & U) (Assignment Due 8/29), required

2. Web-based science lesson plans tied to NC SCOS (G & U)

Search the Web for 3 lesson plans in your content area(s). Pick only one topic to explore (e.g., evolution). Then, critique each lesson based on our discussion in class and the grading guidelines in the syllabus for lesson plans and the guidelines in your textbook for lesson plans. Attach the three lesson plans to your review. **(Assignment Due on 9/26 or 10/3).**

Or

Article Reviews: Practitioner Publications and Applications in the Classroom (G & U)

Select three articles from appropriate practitioner journals that will help you teach three particular topics in your classroom. Choose each article to correspond to one of your content objectives for your subject area/grade level. Clearly tie the articles to your content objectives. Briefly summarize the three articles and clearly reference the articles. Discuss how you will use the various articles to structure your teaching of specific science concepts. **(Assignment Due on 9/26 or 10/3).**

OR

Software Reviews and Utilization of Software in your Internship (G & U)

Select three pieces of software and use these in your internship with individuals, a small group of students or the entire class. Write a reflection paper that discusses your use of the software, the context for its use, and the success of your endeavor. This assignment is strongly recommended for anyone who is actively working on their technology portfolios this academic year. A software package can also form the basis for one of your lesson plans. **(Assignment due on 9/26 or 10/3)**

3. 10%-20% - Lesson Plans (G: one lesson plan is required, 2 required for U; the first is due Oct. 17; the second is due Nov. 28)

You must submit one word-processed lesson plan, a maximum of five pages long. You must then teach this lesson in your class (internship) and get feedback and suggestions from your peers, the instructor, your cooperating teacher (OSTE, on-site-teacher-educator) or mentor, and the students in your classes. You must also include a reflection (What went well? & What would I do differently the next time I teach this lesson?) on the lesson presentation and changes you would make when you teach this lesson again. It is important to complete this assignment as soon as possible in the semester to get feedback from your OSTE, your science methods instructor and your advisor. **Undergraduates need to develop and teach two lessons for 20% of your grade in this course. This assignment is a critical performance in this course.**

Lesson Plan Grading Guidelines

1. Does the lesson plan include all required sections (including a title)?
2. Does each section contain appropriate information?
3. ***Is there sufficient detail to enable a substitute teacher to successfully teach this lesson?
4. Is the lesson plan geared for a particular grade level? Is the lesson plan grade level appropriate? What guidelines were used to prepare the lesson plan (e.g. SCOS objectives stated)?
5. Are there appropriate references, sources of information supplied? (At least two references should be included)
6. Are all necessary handouts (diagrams, worksheets, assessment tools, etc.) attached?
7. Does the lesson deal with important information/concepts? Is that information clearly and accurately presented?
8. Does the lesson stress inquiry rather than teacher-directed instruction?
9. Is this a feasible lesson? Is it obvious that this lesson has been taught to a class or at least field-tested on a small group of children?
10. Will students find this lesson intriguing?
11. Does this lesson demonstrate creativity?
12. Is the lesson well organized in its approach?
13. Is the lesson plan word-processed? Is it well written? Are there grammatical errors?
14. Does the activity help to teach the concept indicated?
15. Are all parts of the lesson plan focused on the objective?

4. Expert Topics (G & U)

In the science education lab, Curry 347, and the Teacher Resource Center now located in McIver (Karen Gavigan, Director), we have many exemplary materials for science teaching. This course requirement can be fulfilled by choosing an expert topic, using it in your internship (classroom), doing selected activities with our science methods class (typically 30 - 45 minutes) and writing a short, reflective paper on the topic that addresses the questions: what went well with the presentation and what could I do better the next time I use this resource and why. This paper is due the class meeting after the presentation. Undergraduates can use the expert topic as a basis for the second lesson in

your internship. Classroom teachers (G) are expected to use the expert topic in their classrooms as a part of this assignment. (**Assignment Due on date indicated in syllabus**).

Expert Topics Grading Guidelines

1. Did the student show evidence of thorough research on the expert topic (during the presentation and in the paper)?
2. Was their in-class presentation inviting? Interesting? Well organized? Engaging? Helpful in introducing other students to the topic?
3. Was the paper well written? (Did it answer the following: what state objectives are applicable to its use and would they use it in their class--why/ why not).

***Note:** a one-page reflection on the presentation (strengths and next steps) is required due by the class following the CUI 559 course presentation, to be submitted via e-mail).

5. NCSTA Participation (attendance and presentations--5 hours minimum) Plan to attend this years NCSTA convention in Greensboro for a minimum of five hours. Use what you learn in various sessions with your internship/classes. Write a brief paper on the experience and how you feel that the experience can help you as a future science educator. Documentation of attendance required! You may opt to attend NCSTA for as many as 20 hours for a 20% assignment. Graduate students should also submit a hypothetical proposal for next year's conference using this year's proposal guidelines as a part of this assignment. (**Assignment Due on 11/14th**).

6. Resource Packet (U only)-Choose a **topic** in conjunction with your OSTE that will be covered during your student teaching semester. Develop a resource packet that provides you with materials needed to teach that topic in an innovative way. The **Resource Packet** should include a context statement and an overview and describe at least:

- one field trip
- one resource speaker
- one agency contact
- five Internet resources
- two software packages &
- two article summaries from science teaching periodicals

that can be used to successfully teach this topic to all students in your class. This assignment is suggested for **seniors** who will be student teaching this next spring semester. (Due 11/14)

7. Internship Field Experiences Report & Evaluation by OSTE (U & G, CPT)

This report will include a teacher interview, reports and reflections on microteaching experiences including informal and formal lessons, **field experience notes** and reflections on all of these experiences. This assignment is suggested for juniors and senior undergraduates only, or CPT students who will complete a student teaching experience in the spring 2007 semester.

This assignment is a critical performance in this course.

8. Integrated Process Skills Experiment (IPSE) (Required for G, Choice for U)

Individuals or small groups of students (2-3) will choose an IPSE and design and conduct an experiment. You then will report via a Power Point presentation to our class on your results. You must have documentation via pictures/ video and these should be included in your Power Point presentation. You will also need the signature of a content-area professor validating the content/methodology of the experiment. You must follow provided guidelines and additional information will be provided at an appropriate time.

(U & CPT G Only)

- equity in the science classroom (5%)
- science teacher interview (5%)
- science textbook examination (5%)
- technology in the schools (5%)

1. Describe how technology is used to meet the needs of students. Specifically, you need to address how technology is (is not) used to augment the teaching of science in your school.

2. You need to identify how students in the science classrooms interact with one another and with teachers (with your OSTE, or yourself, if you are the classroom teacher). Specifically, be cognizant of any differences you see with respect to gender and ethnicity. That is, do you see any particular differences in the interactions among these groups—how they respond to questions, eagerness to tackle problems, etc.

3. Describe the textbook used in your class. Do you think it is adequate? What do you like/dislike about it? Do you see any prevailing biases in the textbook? Do you see any misinformation? Does it promote higher order thinking?

4. Include general observations about today's science students. Being in the middle or high school science classrooms, what can you say about today's students? How interested are they in learning science—and when they show interest, what specifically excites them? How do you capture their attention when they aren't interested? What have you found or have seen are ways that makes the classroom more engaging? Address these questions and any other that you think "sums up" today's science student.

Possible Expert Topics

Exploratorium's Snackbook; Living in Water; PROJECT WILD;
 CEPUP kits; Tik Liem; *Bet U Can, Bet You Can't* and the Best by Vicky Cobb
 AIMS (Activities Integrating Math & Science); Tom Snyder Productions Software
 GEMS (Great Explorations in Math & Science); WOW (*Wonders of Wetlands*)
 Metacognition : Concept Mapping (*Learning How to Learn*); NatureScopes
 Sciences for Every Kid (the Van Cleave books); OBIS

Assignment Matrix aligned with Principles, Competencies and Standards

Assignments	INTASC (G-CPT & U)	Advanced Competencies (G-TL)	ISTE NETS (U & G-CPT)
Science Autobiography (5%)	1, 2, 9	4, 5	V
Article Reviews (15%)	1 - 10	1 - 5	II, III, IV
Web-Based Science Lessons (15%)	1, 2, 4, 5, 7		I - V
Lesson Plan(s) (10 – 20%)	1, 2, 7	1, 4	I, IV, VI
NCSTA Attendance (5 – 20%)	1, 7	4	I, V, VI
Expert Topics (10%)	1, 7	1,	I, VI
Classification Key (20%)	1, 7	1, 4	I, III, V, VI
Integrated Process Skills Experiment (20%)	1, 7	4	I, II, III
Software Review & Utilization (15%)	1, 2, 4, 5, 7	1 - 5	I - VI
Field Experiences Report (20%)	1 - 10	NA	III - VI

**Interstate New Teacher Assessment and Support Consortium (INTASC)
Model Standards for Beginning Teachers Licensing and Development
(Undergraduates and CPT Graduate Students)**

Principle #1- CONTENT PEDAGOGY

Principle #2 – STUDENT DEVELOPMENT

Principle #3 – DIVERSE LEARNERS

Principle #4 - CRITICAL THINKING

Principle #5 - MANAGEMENT AND MOTIVATION

Principle #6 – COMMUNICATION AND TECHNOLOGY

Principle #7 - PLANNING

Principle #8 - ASSESSMENT

Principle #9 –REFLECTIVE PRACTICE AND PROFESSIONAL DEVELOPMENT

Principle #10 – SCHOOL AND COMMUNITY INVOLVEMENT

NC Advanced Competencies of a Master Teacher (TL Graduate Students)

1. Instructional Expertise

2. Knowledge of Learners

3. Research Expertise

4. Connecting Subject Matter and Learners

5. Professional Development and Leadership

**ISTE's NETS (National Educational Technology Standards for Teachers)
(Undergraduates and CPT Graduates)**

I. Teachers demonstrate a sound understanding of technology operations and concepts.

II. Teachers plan and design effective learning environments and experiences supported by technology.

III. Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.

IV. Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.

V. Teachers use technology to enhance their productivity and professional practice.

VI. Teachers understand the social, ethical, legal, and human issues surrounding the use of technology.

Technology Portfolios - are required of all students seeking initial "A" licensure. While the technology portfolio is not tied to the methods course, and in no way impacts your grade in this course, methods instructors suggest that **undergraduate secondary students** and **graduate students in the CPT track** have technology portfolios prepared for an initial review in December in order to make any necessary adjustments for May licensure applications.

Evaluation of UNCG PDS Intern by On-Site Teacher Educator (OSTE)

Intern's Name _____

OSTE's Name _____

Date _____

Please check the activities below that your intern engaged in this semester. Comment briefly on the quantity and quality of the activities in which your intern was engaged.

Instructional Activities:

_____ Teaching Whole Class Lessons in _____
(subject areas)

_____ Spending adequate time preparing for instruction

_____ Selecting appropriate content

_____ Planning for individual needs of pupils

_____ Providing relevant examples, demonstrations & hands-on activities in _____
(subject areas)

_____ Using concepts and language appropriate for the students

_____ Asking questions at appropriate levels

_____ Tutoring individual or small groups of students in _____
(list subject areas)

_____ Circulating during classwork to assist students and check their performance

_____ Speaking fluently

_____ Working with Students on the Classroom Computer

_____ Working with Students in the Media Center

_____ Working with Students in the Science Lab

_____ Working with Students in the Computer Lab

_____ Accompanying the Class on a Field Trip

Classroom Management Activities:

_____ Monitoring the whole class

_____ Stopping inappropriate behavior quickly and consistently

_____ Listening to students

_____ Facilitating discussion

Assessment Activities:

_____ Grading Papers and Projects or other Student Work

_____ Preparing tests or other Assessment Instruments

_____ Preparing Bulletin Boards

Professional Relationships: Intern interacts effectively with

_____ students

_____ co-workers

_____ other school community members

*Note: in the rare event that an intern receives an evaluation in their internship that is not acceptable, the intern will receive an "I" in the course.