

Noyce/STEM Scholar Activities Proficiency and Checklist

Scholar: _____ Mentor: _____

School: _____ Grade/Subject: _____ Date: _____

Mentor Signature: _____ Date: _____

Notes:

1. This document is meant to be used in conjunction with your Noyce/STEM Program Benchmarks.
2. Before you begin your observations you must have
 - a. Signed the Noyce/STEM agreement with the CEME or CNS office,
 - b. Obtained your Background Check and deposited a copy in the CEME office

FIRST WEEK OF SCHOOL CHECKLIST

Completion Date	Activity	Comments
	Provide copy of background check to office. Obtain (permanent?) visitor/volunteer tag.	
	School locations: restrooms, staff room/lounge, cafeteria, vending machines, copier, library	
	Location of classroom items: substitute folder, supplies, etc.	
	Roles of support personnel: attendance, health aide, school secretary, custodian	
	Introduce scholar to school administrators and teachers	
	Meet with teacher to discuss roles and to begin planning observations and class work.	

ONGOING TECHNICAL CHECKLIST

Completion Date	Activity	Comments
	Attend staff and team or department meetings	
	Attend an SST or a parent conference meeting	
	Attend an Individualized Education Plan meeting	

FIRST WEEK OF SCHOOL- OBSERVATIONS

CSTP Standard/s: _____

Start Date	Activity	Comments
	Procedures and Routines	
	Relationship building (with individual students)	
	Relationship building (with students' parents)	
	Classroom culture building	
	Physical environment (seating, bulletin boards, others?)	

FIRST WEEK OF SCHOOL - DEBRIEFING AND REFLECTIONS

CSTP Standard/s: _____

Start Date	Proficiency Date	Activity	Comments
		Procedures and Routines	
		Relationship building (with individual students)	
		Relationship building (with students' parents)	
		Classroom culture building	
		Physical environment (seating, bulletin boards, others?)	

ONGOING OBSERVATION, REFLECTION, TEACHING AND ASSESSMENT

Note that planning should be in the context of the Content Standards of the Mathematics Framework for California Public Schools.

Start Date	Proficiency Date	Activity and Evidence Scholar shows proficiency in...	Comments & CSTP Standards
		Understanding the components of positive learning environment as they are applied in your mentor teacher's classroom (organization, rapport with students, furniture arrangement, bulletin boards.)	
		Understanding the components of positive learning environment as they are applied in another teacher's classroom (organization, rapport with students, furniture arrangement, bulletin boards). (Please note whom you observed.)	
		Understanding the components of positive learning environment (organization, rapport with students, furniture arrangement, bulletin boards); Has created a plan to apply them in your classroom.	
		Understanding and articulating the big picture and components of "good teaching"? Discuss and reflect on these with your mentor teacher.	
		Planning instruction and designing learning experiences for small groups.	
		Planning instruction and designing learning experiences for whole class.	
		Understanding and applying components of good teaching to leading and facilitating small group work.	
		Understanding and applying components of good teaching to whole class instruction.	
		Reflection on teaching and planning for small groups.	
		Reflection on teaching and planning for whole class.	

Start Date	Proficiency Date	Activity and Evidence Scholar shows proficiency in...	Comments & CSTP Standards
		Designing formative and summative assessments.	
		Using data from assessment to drive instruction.	
		Identify and read articles or book chapters that describe research on specific strategies for dealing with potential problem situations (off-task behavior, inappropriate attention seeking, frequent absences, back-talk, lack of motivation, lack of participation in class work, lack of response in class, inappropriate language, low levels of standard and academic English, etc.).	
		Reflect on and discuss with mentor teachers articles or book chapters that describe research on specific strategies for dealing with potential problem situations (off-task behavior, inappropriate attention seeking, frequent absences, back-talk, lack of motivation, lack of participation in class work, lack of response in class, inappropriate language, low levels of standard and academic English, etc.).	

ONGOING ACTIVITIES REGARDING GOAL SETTING AND PLANNING

Start Date	Mastery Date	Activity Goals and plans are based on CSTP's, TPE's, and Noyce Benchmarks.	Comments
		Scholar is able to reflect on attainment of goals.	
		Scholar is able to determine weekly goals based on past work, overall goals, and reflection for observations and class work.	
		Scholar is able to design a plan to attain weekly goals.	
		Scholar is able to determine long range (monthly or quarterly) goals regarding observation and instruction.	