Student Teaching/Clinical Experience Handbook

For Student Teachers, Cooperating Teachers,

and University Supervisors

Updated Fall 2016
# TABLE OF CONTENTS

College of Education Student Handbook Affidavit .......................................................................................... 4  
Introduction .................................................................................................................................................. 5  
What is a High Quality Professional Educator? .............................................................................................. 6  
  - Current Florida Educator Accomplished Practices ............................................................................ 6  
  - Revised Florida Educator Accomplished Practices ............................................................................ 6  
Definition of Terms ........................................................................................................................................ 7  
Application and Placement Procedure ........................................................................................................ 8  
Guidelines for Placement ............................................................................................................................... 9  
  - Fingerprinting ....................................................................................................................................... 9  
Professionalism and Ethical Conduct During Student Teaching ................................................................. 10-12  
  - Conduct .............................................................................................................................................. 10  
  - Confidentiality ..................................................................................................................................... 10  
  - Attendance ........................................................................................................................................... 10  
  - Outside Commitments ......................................................................................................................... 11  
  - Substitute Teaching ............................................................................................................................. 11  
  - Corporal Punishment ............................................................................................................................ 11  
  - Professional Liability Insurance .......................................................................................................... 11  
  - Professional Attire ............................................................................................................................... 142  
Roles and Responsibilities ............................................................................................................................... 13-16  
  - Responsibilities Level I and Level II Student Teachers .................................................................... 14  
  - Responsibilities of the Cooperating Teacher ....................................................................................... 15  
  - Responsibilities of the University Supervisor ...................................................................................... 16  
Specific Lesson Plan Guidelines for the Level I and Level II Student Teachers ........................................ 17
Suggested Teaching Schedule Level 1 and Level II Student Teaching ................................................. 18-19
Reflective Practice .............................................................................................................................. 20

Evaluation of Level I and Level II Student Teachers ........................................................................ 21-23
	- Level I Midterm Evaluation ........................................................................................................ 21
	- Level I Final Evaluation .............................................................................................................. 21
	- List of Evaluation Forms for Level I Student Teaching .............................................................. 21
	- Criteria for a Passing Grade Level I Student Teaching ............................................................ 22
	- Level II Midterm Evaluation ...................................................................................................... 22
	- Level II Final Evaluation ............................................................................................................ 22
	- List of Evaluation Forms for Level II Student Teachers ............................................................ 22
	- Criteria For a Passing Grade Level II Student Teaching .......................................................... 22-23

Procedure to Follow if Problems Arise ............................................................................................ 23

Policy on Intervention and/or Removal of the Student Teacher ....................................................... 23-24

Intervention Guidelines ................................................................................................................. 24-25

Receiving a Grade of Unsatisfactory ............................................................................................... 26

Appendix ......................................................................................................................................... 27-48
	- Level I and Level II Student Teacher Checklist ......................................................................... 28-29
	- Level I and Level II Cooperating Teacher Checklist ............................................................... 30-31
	- Level I and Level II University Supervisor Checklist ............................................................... 32-33
	- Extended Lesson Plan Form ...................................................................................................... 34-35
	- Level II General Weekly Lesson Plan Form ............................................................................... 36
	- Level I Video Lesson Rubric ...................................................................................................... 37
	- Level I and Level II Student Teacher Observation Form ............................................................ 38
	- Level I and Level II Student Teacher Observation Form ............................................................ 39
	- Level I and Level II Student Teaching Final Evaluation Form .................................................. 40-42
	- Level I Teaching Disposition Form ............................................................................................ 43-45
	- Level II Teaching Disposition Form .......................................................................................... 46-48
College of Education

Student Teacher Handbook

Affidavit

I ____________________ sign this affidavit as proof of my having printed and read the Student Teaching /Clinical Experience Handbook. This handbook contains policies and procedures of the student teaching program at Florida Gulf Coast University. By signing this document I am attesting that I agree, accept, understand and therefore will strictly abide by the policies and procedures of the student teaching program at Florida Gulf Coast University. A copy of this document must be present in my file in the Student Teaching/Internship Office prior to my first day of Student Teaching.

Student Teacher’s Printed Name____________________________

Student Teacher’s Signature ____________________________

Student Teaching Coordinator ____________________________

Sign and bring with you to your Student Teaching Orientation.
Introduction

This handbook has been created to clearly identify the roles and responsibilities of all persons involved in the student teaching process. During their Level I and Level II student teaching experiences Florida Gulf Coast University education majors will be exposed to various teaching methods and researched best practices in diverse school environments. Students will also participate in experiences directly associated with the effective demonstration of the Florida Educator Accomplished Practices (FEAPs). Student teaching experiences will also provide opportunities for students to apply educational theory in real life situations such as; diagnosing and solving problems, meeting the needs of diverse learners, impacting student learning in significant ways, and practicing professional dispositions.

This handbook will serve as a common resource for the Level I and Level II Student Teacher, the Cooperating Teacher, and University Supervisor. This handbook is organized into two parts: the General Guide and the Appendices. The General Guide provides general guidelines which apply to all Level I and Level II student teachers, cooperating teachers and university supervisors. The Appendices provide specific checklists for all Level I, and Level II student teachers, cooperating teachers and university supervisors. Evaluation forms and instructions are also located in the Appendices. Together, this Handbook serves as a comprehensive reference for all professionals participating in the student teaching experience.

Florida Gulf Coast University Office of Student Teaching Contact Information

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This handbook serves as a common resource for the Student Teacher, the Cooperating Teacher, and the University Supervisor with the primary purpose of facilitating the student teaching experience.
WHAT IS A HIGH QUALITY PROFESSIONAL EDUCATOR?

The conceptual framework for the College of Education at Florida Gulf Coast University is based upon the Mission of preparing students for responsible citizenship, productive careers, and to be the learners and leaders of today and tomorrow. As learners, our graduates will continue to grow and develop as leaders within their field. As leaders, they will build upon the diverse backgrounds and perspectives they encounter to ensure that all individuals are able to construct the understanding necessary to become successful. During student teaching experiences, teacher candidates are assessed in domains related to the values and behaviors specified by the Florida Educator Accomplished Practices. These domains are connected to the strategic directions of the College of Education where we seek to create innovations in learning, engage the world and focus on those we serve. The Florida Educator Accomplished Practices are included below for your perusal.

FEAPs

Instructional Design and Lesson Planning:

- The pre-professional educator applies concepts from human development and learning theories in designing and planning instructional lessons.

The Learning Environment:

- The pre-professional educator maintains a student centered learning environment that is safe, organized, equitable, flexible, inclusive and collaborative.

Instructional Delivery and Facilitation:

- The pre-professional educator consistently utilizes a deep comprehensive knowledge of the content to be taught.

Assessment:

- The pre-professional educator consistently analyzes and applies data from multiple assessments to diagnose student learning needs and plan for instruction.

Continuous Improvement:

- The pre-professional educator designs professional goals to strengthen the effectiveness of instruction based on student needs.

Professional Responsibility and Ethical Conduct:

- The pre-professional educator adheres to the Code of Ethics and Principals of Professional Conduct and fulfills the expected obligations to students, the public and the profession.
DEFINITION OF TERMS

**Cooperating Teacher:** The Cooperating Teacher is a fully certified teacher who has completed Clinical Educator Training and has three-four years of professional teaching experience. The Cooperating Teacher is responsible for working daily to assist in developing the professional growth of the student teacher. The Cooperating Teacher is a highly qualified professional as evidenced by his/her professional teaching evaluations and his/her impact on student learning. The Student Teaching Coordinators work cooperatively with partner district personnel to identify these highly qualified mentors. The Cooperating Teacher works cooperatively with the University Supervisor to guide, demonstrate effective teaching practices, and evaluate the Student Teacher.

**Student Teacher:** The student teacher is a student of teaching. The Student Teacher is completing the university’s professional teacher-education program in a clinical setting and under the guidance of a fully certified, highly qualified teacher.

**Student Teaching Coordinator/Clinical Educator:** The Student Teaching Coordinator/Clinical Educator is the university faculty member responsible for the administration and coordination of all phases of the student teaching program at Florida Gulf Coast University. Florida Gulf Coast University has two coordinators, one for the Level I Student Teaching Program and one for the Level II Student Teaching Program.

**Student Teaching/Clínic Experience:** The period in the professional education program when the university student is placed in an accredited public or private school. The Student Teacher is under the supervision of a fully certified, highly qualified classroom teacher for a period of 12 weeks.

**Student Teaching Placement:** The process of collaborating with partner school districts to obtain strong and supportive learning environments in which Student Teachers work to demonstrate growth in the Florida Educator Accomplished Practices. Coordinators receive applications from approved candidates and work with district personnel to find supportive learning environments in which to place university candidates. An ongoing dialog between partners assures quality placements which are confirmed by the exchange of partner agreements.

**University Supervisors:** University Supervisors serves as liaisons between Florida Gulf Coast University and the partner districts. They are faculty members who are directly responsible for supervision and evaluation of the Student Teacher. University Supervisors are experienced and highly qualified professional educators who have completed Clinical Educator Training which is required by the Florida Department of Education. University Supervisors provide the following supports to the Student Teacher: observation of student teachers with immediate feedback in oral and written form; weekly review of student teaching lesson plans; three seminars; support; advice and counseling when necessary or requested by either the student teacher or cooperating teacher. The University Supervisor provides the following supports to the Cooperating Teacher: orientation to the student teaching experience; collaboration on lesson plan review; support, advice and counseling when necessary or requested by the Cooperating Teacher or the Student Teacher.
Application and Placement Procedure

**Background**

The Student Teaching/ Clinical Experience program at Florida Gulf Coast University is a two semester experience which occurs during a student’s senior year. The **Level I Student Teaching** program is the initial phase of a two semester clinical experience. During the Level I Student Teaching program each teacher candidate will be placed at a school site for two days each week for the duration of 12 weeks. During the Level I Student Teaching program each teacher candidate will plan and teach three lessons per week and be active in all facets of classroom life. After successfully completing the Level I Student Teaching program each teacher candidate will be placed at a different school site to complete their Level II Student Teaching Program. The **Level II Student Teaching** program is a full semester, capstone clinical experience where each teacher candidate is expected to report to an assigned school site each day and eventually take on the full responsibility for planning and delivering instruction to their assigned classroom. The Level II Student Teaching program typically takes place during a candidate’s last semester prior to graduation. **Throughout this handbook Clinical Experience shall be referred to as Student Teaching.**

**Application Process Level I and Level II**

The semester prior to entering Level I Student Teaching or the Level II Student Teaching each teacher candidate, who meets the eligibility requirements, will apply to the Internship Office for placement at a school site. The Field Experience link on the COE Website contains complete directions for the completion of this process and it is the responsibility of each teacher candidate to become familiar with this process and complete it within the designated deadlines.

**Placement for Spring Semester:** Application Deadline is September 15

**Placement for Fall Semester:** Application Deadline is February 15

Teacher candidates may apply to complete their **Level II Student Teaching** experience at a location other than Southwest Florida. To qualify the candidate must meet rigorous criteria established by the College of Education. To initiate an application to pursue a Level II Student Teaching experience at a location other than Southwest Florida candidates must make an appointment with the Student Teaching Level II Coordinator.

**Placement Process Level I and Level II**

The Office of Student Teaching/Clinical Experience, located in Merwin Hall, will request an appropriate student teaching placement during the semester prior to each candidate’s teaching experience. The following conditions must be met before a placement will be requested:

1. Teacher candidate eligibility must be met in accordance with the college policy: All coursework completed, GPA of 2.5, dispositional standards must be satisfactory, and passage of Teacher Certification exams. **For Specific Information regarding YOUR eligibility, contact your Advisor in the College of Education.**
2. Teacher Candidate Placement Application forms and Student Teaching Placement Card completed and received by the Internship office by the established deadlines. **Fall Placement:** Feb. 15; **Spring Placement:** Sept. 15.

The primary goal of the Internship Office is to provide an appropriate placement for the candidate’s area of certification. **Teacher Candidates are responsible for all transportation arrangements.**
Guidelines for Placement Level I and Level II

The Office of Student Teaching/Clinical Practice follows these guidelines in making appropriate placements:

1. Florida Department of Education requires that candidates develop and demonstrate proficiencies that support learning by all students and the College’s Conceptual Framework explicitly values diversity in teacher preparation. Teacher candidates are required to participate in field experiences and student teaching within the partnership districts that include students with exceptionalities and students from diverse backgrounds, including ethnic, racial, gender, linguistic, and socioeconomic diversity. Experiences with diverse students are linked to course-related field experiences and Level I and Level II Student Teaching programs.

2. The Florida Department of Education requires that all cooperating teachers have completed three-four years of successful teaching and the Clinical Educator’s Course prior to mentoring a Teacher Candidate. The COE Placement Office and our school partners follow these guidelines in the placement process.

3. The COE Office of Student Teaching/Clinical Experience works with our school partners to identify high-performing, safe, stable, supportive and collegial classroom environments in which to place Teacher Candidates.

4. A candidate is not permitted to student teach in the same school where he/she is employed, where relatives are employed, or where a candidate’s children attend.

5. University policy requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If a teacher candidate has a documented disability and requires accommodations, he/she must inform the Office of Student Teaching/Clinical Practice at the time of application for student teaching so that an appropriate placement can be secured.

6. The Office of Student Teaching must make all arrangements for student teaching. Arrangements made any other way will not be recognized as valid.

Posting Placement Locations

It is the responsibility of the Teacher Candidate to watch the Internship website for the details of their placement. After the school site, teacher contact and grade level information is posted, the Teacher Candidate should contact the cooperating teacher to make arrangements to acquire the school schedule, curriculum materials, and to schedule a classroom visit prior to the first week of classes. Disclaimer: While the COE realizes the importance of Teacher Candidates experiencing the special demands on teachers to establish classroom routines and orient students to classroom expectations, especially at the beginning of each school year; the COE cannot require you to begin any official student teaching responsibilities prior to the official beginning of each semester.

Fingerprinting:

Teacher Candidates must be fingerprinted prior to beginning their student teaching experience. Information concerning this component can be found on the website of the school district in which you have been placed. Each district has established its own policy and it is the Student Teacher’s responsibility to make themselves aware of the district policy concerning Fingerprinting; each candidate must comply with the policy.
Professionalism and Ethical Conduct During Student Teaching Level I and Level II

Conduct:

While participating in Level I and Level II student teaching, teacher candidates should consider themselves to be pre-service teachers and should conduct themselves in a professional manner. The teacher candidate agrees to follow the rules of each school district as well as University policies. Upon arriving at the school assignment, the teacher candidate should immediately become familiar with school policies. Teacher candidates should view the student teaching experience as an opportunity to demonstrate what they can do as a teacher. Actions and words should be carefully considered as they will impact the student teaching evaluation and written recommendations given by the Cooperating Teacher and the University Supervisor. Teacher Candidates demonstrating behaviors and dispositions unbefitting a teacher may be subject to termination of student teaching.

Confidentiality:

The Cooperating Teacher, students, their families, and the district within which each teacher candidate is placed have the expectation of total and complete confidentiality. Realizing the legal, professional and personal importance of confidentiality to the field of education is a necessary disposition for all teacher candidates. The expectation of all stakeholders is that student teachers apply and practice this disposition on a daily basis.

Attendance:

Student Teachers in their Level I Student Teaching experience are expected to report to their assigned school two full days per week for the entire semester. Attendance at faculty meetings, parent meetings, parent-teacher conferences, and professional development days is suggested but the student teachers must receive permission of both the cooperating teacher and the building administrator before attending these functions. Professional obligations may require the Student Teacher to work beyond the scheduled work day. There are no excused absences during student teaching and any days missed due to illness, bereavement and other special situations must be made up.

Student Teachers in their Level II Student Teaching experience are expected to be at their assigned school every day of the placement period for the entire teacher work day, including faculty meetings, PTA meetings, parent-teacher conferences, professional work days and other assigned duties. Professional obligations may require the teacher candidate to work beyond the scheduled work day. There are no excused absences during student teaching and any days missed due to illness, bereavement and other special situations must be made up.

In case of illness or emergency, the Level I and Level II Student Teacher must contact the cooperating teacher immediately, and the university supervisor must be notified, whether an observation is planned or not. Lesson plans must be available for the cooperating teacher even on the days of absences. Any illness in excess of three consecutive days must be documented by a written excuse from a doctor. In cases of prolonged or repeated absence, the cooperating teacher, university supervisor and the Student Teaching/Internship Office will collaborate to determine whether the Student Teacher’s experience will be terminated and repeated or extended.

Outside Commitments:
Student teaching is a full-time commitment. Other commitments and obligations should be reduced to a minimum during this time. Student teaching duties must be given first priority even though there may be other personally compelling concerns. **The Student Teacher is required to follow the calendar of the school where he/she is assigned.** Work or family/personal commitments cannot be excuses for failing to meet the commitments of student teaching and professional seminars. If such interference occurs, the teacher candidate will be given the choice of withdrawing from student teaching or making the personal adjustments necessary to give full attention to the program.

**Substitute Teaching:**

Student Teachers **may not** serve as substitute teachers during their student teaching experience. A substitute teacher must be provided by the school should the cooperating teacher be absent. Teacher candidates who have progressed to full responsibility teaching duties may teach in their assigned classroom in the presence of a substitute teacher.

**Corporal Punishment:**

Student Teachers are **never** to administer corporal punishment as a means of discipline. Student Teachers must never physically restrain a student.

**Professional Liability Insurance:**

Student teaching liability insurance is a form of professional insurance that provides financial protection in civil legal matters. The average policy benefit is 1 to 2 million dollars and covers a variety of issues, including libel, negligence, student injury, failure to educate and grading or personnel disputes. **All student teachers in the Student Teaching program** are required to obtain the protection of professional liability insurance. Teacher candidates must provide the Internship Office with proof of Professional Liability insurance policy prior to beginning their experience.

Professional liability insurance can be obtained in several ways:

1. **Follow the directions on the Internship Website or in the pamphlet from FEA to obtain liability insurance.** You join NEA/FEA as a student member then apply for liability insurance.

2. **You will receive an email confirmation AND a confirmation letter from FEA.** Print 2 copies of the email confirmation and the letter of confirmation. **Put the original in a safe place, put one copy in your student teaching binder, bring the other copy of both the letter and email confirmation to your initial Orientation meeting.**
**Professional Attire:**

The attire of the student teacher should conform to the accepted dress code of the district and individual schools where they are placed. It is the responsibility of the Student Teacher to ascertain the dress codes of individual districts and schools. The chart below gives College guidelines for professional attire but individual schools and districts may have other regulations.

<table>
<thead>
<tr>
<th>Suggested Attire - Women</th>
<th>Suggested Attire - Men</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skirts: Knee length or longer</td>
<td>Shirt, tie and dress pants (Day 1).</td>
</tr>
<tr>
<td>Dresses- Knee length or longer, NO spaghetti strap dresses.</td>
<td>Sport coat or blazer (not necessary unless mandated by school)</td>
</tr>
<tr>
<td>Non-denim casual slacks-Dockers/Khaki pants</td>
<td>Non-denim casual slacks-Dockers, Khaki</td>
</tr>
<tr>
<td>Dress Pants/Pant Suits</td>
<td>Polo type shirts</td>
</tr>
<tr>
<td>Dress Blouses, sweaters and jackets- <strong>not</strong> see through, mesh, tank tops, halter tops</td>
<td>Short sleeve button down shirts, long sleeve dress shirts.</td>
</tr>
<tr>
<td>Dress turtlenecks/banded collar shirts/crewnecks- non T-shirt material. <strong>No</strong> T shirts. Shirts, dresses must not expose cleavage.</td>
<td>Dress turtlenecks/sweaters/banded collar shirts/crewnecks- <strong>NO</strong> T shirts or T shirt material or shirts with logos or slogans.</td>
</tr>
<tr>
<td>Dress or casual shoes, <strong>NO</strong> flip flops, crocs, beach shoes or stiletto heels.</td>
<td>Dress or casual shoes, <strong>NO</strong> flip flops, crocs, beach shoes. Socks must be worn.</td>
</tr>
<tr>
<td>Body piercing jewelry - <strong>ears only</strong></td>
<td>Body piercing jewelry- <strong>none</strong></td>
</tr>
<tr>
<td>No visible tattoos</td>
<td>No visible tattoos</td>
</tr>
</tbody>
</table>
Roles and Responsibilities

Student Teaching represents a crucial point in the candidates’ preparations to becoming professional educators. It is a time when theory and practice meet and when candidates may discover whether they even want to teach. The traditional model of clinical practice consists of a triad of the teacher candidate, cooperating teacher, and the university supervisor. Each member makes unique contributions to the process. The focus of the University Supervisor is primarily the teacher candidate and how he/she is fulfilling the college program’s expectations. The Cooperating Teacher is focused on how the teacher candidate is functioning in the classroom and how the teacher candidate supports student learning and development. The Building Principal provides insight into the connection between district and school goals and how these are integrated with classroom practice. Teacher Candidates should be focused on their impact on student learning and their professional development. All parties of the triad share mutual responsibility for the development of the teacher candidates’ efficacy concerning their practice and their ability to deliver strong instructional practice. The candidate’s professional efficacy will be strengthened by a collaborative culture with rigorous expectations and proactive peer review which will focus on the candidate’s impact on student learning. The clinical model embraced by Florida Gulf Coast University builds on the traditional model and is strengthened by the inclusion of the building principal as supported by Varrati, LaVine, & Turner, 2007. The table below illustrates the responsibilities of each member in supporting the professional development of the teacher candidate.

Table 1.

<table>
<thead>
<tr>
<th>Student Teacher</th>
<th>University Supervisor</th>
<th>Cooperating Teacher</th>
<th>Building Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constructs knowledge of students and personal identity as a teacher. Develops routines for behavior management. Uses research based, effective instruction which meets the needs of diverse learners.</td>
<td>Embraces the philosophy of the preparation program, creates balance and support for the teacher candidate and school community. Provides specific, clinical feedback to teacher candidate which results in professional growth in delivering instruction.</td>
<td>Supports authentic practice, provides rich opportunities for the candidate to construct a foundation for the integration of theory and practice.</td>
<td>Provides the connection between theory and how classroom practice Integrates district/school goals and how community dynamics and global issues impact teaching and learning.</td>
</tr>
</tbody>
</table>

(Varrati, LaVine, & Turner, 2007).
Responsibilities Level I and Level II Student Teachers

Student Teachers are novice professionals and reflective learners who must realize and fulfill the responsibilities of both roles. Student Teachers must follow the same policies and expectations for licensed teachers; they are to be guided by the cooperating teacher who must provide clear directions and closely monitor their behaviors in these areas.

Specific Student Teaching Responsibilities Level I and Level II

Prior to the First Day Each Student Teacher Must:

- View the website of their assigned school.
- Read and become familiar with the Student and Parent Handbooks which are usually available on the school website. Especially note sign-in procedures and starting times.
- Locate the School Calendar on the website and mark important dates in their personal calendar to facilitate their involvement in the full range of instructional and professional activities. These activities might include: Open House, Parent-Teacher Conferences, professional development days etc.
- Locate the school and determine at least 2 driving routes.
- Call the school or email the teacher to set up an appointment for you to visit the school prior to the beginning of the semester.  
  Disclaimer: While COE realizes the importance of Student Teachers experiencing the special demands on teachers to establish classroom routines and orient students to classroom expectations, especially at the beginning of each school year; the COE cannot require you to begin any official student teaching responsibilities prior to the official beginning of each semester.
- Read the Course Syllabus which will be located on Canvas.

During the Student Teaching Experience Each Student Teacher Must:

- Begin the experience by attending the appropriate orientation session.
- Conduct himself/herself in a professional manner at all times, including dress, speech and personal habits such as punctuality and being prepared.
- Give the student teaching experience first priority regardless of other compelling concerns.
- Be punctual in arriving to school, seminars and meetings.
- Notify the cooperating teacher and university supervisor as early as possible of absences.
- Become acquainted with and abide by school policies.
- Show an interest and initiative in assuming the increasing responsibilities of instruction.
- Demonstrate practice which integrates technology and differentiated instruction.
- Reflect and analyze the impact of their instructional practice on student learning gains.
- Provide the cooperating teacher and university with completed lesson plans prior to teaching;
- Demonstrate effective classroom management skills.
- Communicate with the cooperating teacher and university supervisor in order to keep both informed about progress, problems or other issues which might impact their development.
- Attend school functions such as parent meetings, Open House, parent-teacher conferences, professional development opportunities and teacher work days (prior principal approval needed).
- Complete the requirements of the student teaching experience including attending all seminars.
- Maintain student and professional confidentiality.
Responsibilities of the Cooperating Teacher

Florida Gulf Coast University appreciates the time and effort involved in fulfilling the complex role of the cooperating teacher. This role involves mentoring and evaluating the teaching practice and dispositions of the teacher candidate but cooperating teachers will also fulfill a number of other roles: role model, guide, advisor and colleague. Some of the most important roles involve initiating the candidate into the professional and established norms of the school culture, sharing your wisdom and expertise, and respecting and encouraging innovations. Remember, this is a new situation for the teacher candidate, he/she might not have a sense of what to expect or where he/she will fit into the “scheme of things.” Do not assume that the teacher candidate has background knowledge specific to your classroom situation; by being specific in your directions and expectations you and the candidate will experience less anxiety.

Consider working with the student teacher as a co-teacher; plan and teach lessons as a team embracing the Gradual Release of Responsibility paradigm for most of the student teaching experience. Co-planning and co-teaching are effective ways to model sound techniques and better guarantee a quality experience for all. As you prepare to assume this role, the Internship Office hopes you find this list of expectations helpful.

The cooperating teacher is expected to:

- Demonstrate a positive attitude towards all learners and a belief that all students can learn.
- Prepare your students and families for the arrival of the teacher candidate.
- Model professionalism through appearance and relationships with colleagues.
- Maintain open communication with the candidate and the university supervisor.
- Define expectations in a reasonable and clear manner, establish an atmosphere of mutual trust and respect which will lead to a strong collaborative partnership.
- Demonstrate how the Sunshine State Standards/Common Core Standards and the Florida Educator Accomplished Practices are used on a daily basis in planning, teaching, assessing and reflecting.
- Provide opportunities for the candidate to interact with families and the community in meaningful ways.
- Explain the role of all school personnel to the candidate and how each supports the classroom community; facilitate introductions to school personnel.
- Provide the teacher candidate with appropriate textbooks and reference materials for review and use.
- Provide the emergency and safety plan to the teacher candidate.
- Identify health issues of any classroom student - allergies, diabetes, epilepsy etc.
- Provide teacher candidate information about attendance, grading policies and procedures.
- Exchange contact information with the teacher candidate and a procedure to follow if the teacher candidate is absent.
- Share and demonstrate ways to meet the needs of diverse learners.
- Share IEP information with the candidate.
- Preview and observe lessons and provide constructive feedback on a daily basis.
- Help the teacher candidate focus on their impact on student learning as well as on their own professional development.
- Assist the candidate in maintaining a classroom management plan.
- Meet with the university supervisor and the candidate to complete assessment instruments and to resolve issues relating to the experience.
- Complete all evaluation forms in collaboration with the university supervisor and teacher candidate.
- Sign and return all contracts to the university.
Responsibilities of the University Supervisor

The major roles of the University Supervisor are to be a facilitator in the student teaching experience and to act as a liaison between the school and the University. These roles share the same complexity as that of the cooperating teacher in that the University Supervisor is both an advocate and evaluator for the candidate. Although the supervision of the teacher candidate is a joint responsibility, University Supervisors must meet with both the teacher candidate and the cooperating teacher on a regular basis to ensure the efficacy of the program and the candidate’s progress. University Supervisors will make at least four/five observations at regular intervals throughout the semester and provide formative feedback and suggestions for improvement. They may also make unannounced visits and observations during the semester. Supervisors must also plan and conduct three seminars. University Supervisors also must:

- Attend the University Orientation/Training Meeting for University Supervisors.
- Conduct an orientation session no later than the end of the first week of the experience with the cooperating teacher, teacher candidate and building principal (if possible). Discuss all evaluation forms, procedures and expectations of the student teaching experience.
- Provide information on how to access the Student Teaching Handbook to the cooperating teacher.
- Develop and maintain a personal file for each student. Keep a schedule for observations and try to vary the time and day you observe.
- Attend the Student Teaching Orientation meeting which will be held during the first week of each semester.
- **Evaluate the lesson plans of each candidate and provide feedback to the candidate on a weekly basis.**
- Plan, schedule and deliver three seminars with assigned students.
- Schedule a MINIMUM of four/five observation visits and provide specific, constructive feedback orally and in writing to document the progress of the teacher candidate.
- Periodically review the Teacher Candidate’s binder and sign off on the reflective journal.
- Confer with the teacher candidate following each observation. A pre-observation conference is suggested; a **post-observation conference is required.**
- Obtain the signature of the Student Teacher on all observation forms.
- Confer with the cooperating teacher at each observation visit.
- Be available to the Student Teacher and cooperating teacher whenever support is needed.
- Provide timely responses to professional problems, including inadequate performance and inappropriate behavior by the Student Teacher.
- Communicate with the Internship Office when problems arise, co-write a Professional Development Plan when necessary, and provide information to the University to help resolve problems with the teacher candidate.
- Complete assessment forms and surveys by established deadlines and turn all forms into the Internship Office along with the candidate’s grade.
Lesson Planning

Specific Lesson Plan Guidelines for the Level I and Level II Student Teaching Experience

Lesson Planning

Planned instruction incorporates a creative environment and utilizes varied, motivational strategies and multiple resources for providing comprehensible instruction for all students. Successful teaching begins with effective planning. The first step in the planning process is recognizing students’ backgrounds and developing clear learning goals based on their assessed needs and the *Sunshine State Standards/Common Core Standards*. The University considers lesson plans to be a vehicle which helps the Student Teacher organize the material to be taught. Within the profession there is agreement that good planning contributes to good teaching; however, there is no agreement that any particular format is best. Keeping this thought in mind, the University agrees that some lesson plan models are better suited for novice level teacher candidates and therefore adheres to the following lesson plan policy: For the Level I and Level II Student Teaching experiences teacher candidates will use an extended lesson plan format which can be found on the Internship website and in the Resource section of this handbook. The cooperating teacher and University supervisor will examine and approve all lesson plans prior to the lesson being taught. In order to help the teacher candidate, cooperating teacher and university supervisor analyze the effectiveness of the lesson plan we offer the following guidelines.

- Did the Student Teacher inform the students of the objectives of the learning activity and their importance?
- Does the lesson plan lead to the achievement of the learning objective?
- Did the Student Teacher provide a complete script for the lesson which explains in detail the procedures including classroom management strategies and special directions?
- Did the Student Teacher plan for the active engagement of diverse learners?
- Did the Student Teacher plan a distinct introduction to the lesson which stimulates/provides background knowledge needed to support the acquisition of new knowledge?
- Did the Student Teacher reflect the use of higher order questions and inquiry in the plan?
- Did the Student Teacher indicate how various learning aids, including technology, are to be employed?
- Did the Student Teacher provide a list of materials necessary for teaching the objective?
- Did the Student Teacher plan a distinct closure of the learning activities with a summary of important learning outcomes?
- Did the Student Teacher provide information on formative/summative/authentic assessments which will be incorporated into the lesson?

Graduating from detailed lesson plans to a more general template: Level II Only

All Level II Student Teachers will provide detailed lesson plans through the fifth week of the student teaching experience. As the class load increases and the teacher candidate becomes more confident in their planning ability; the cooperating teacher and university supervisor may suggest that the student teacher provide less detail in their lesson plans. This decision is individual in nature; some may be required to provide detailed lesson plans for all teaching during the entire student teaching experience.
Suggested Schedule for Level I and Level II Student Teaching Experiences

Collaboration/Co-Teaching

The student teaching experience is designed to provide the opportunity to gradually increase responsibilities to novice level teacher candidates. The Level II Student Teacher should have at least 5 weeks of full responsibility in planning all instruction in their experience. **Level I student teaching does not have a full responsibility component but we highly suggest that Level I Student teachers teach as much as the cooperating teacher and university supervisor think is realistic.**

Full responsibility does not mean that the student teacher is left completely alone all day with the classroom. The Cooperating teacher should always be in the school building and accessible. The cooperating teacher is **not expected to relinquish all responsibility to the Student Teacher; the Cooperating Teacher and Student Teacher should always work as a team to provide a positive academic experience for all students. During the “full responsibility” period the Student Teacher will have primary responsibility for all lesson planning and execution of lesson plans, classroom management and record keeping.** **We offer the following suggestions for the 5 week full responsibility component:**

- The cooperating teacher can function as an assistant while the student teacher is teaching.
- The cooperating teacher and Student Teacher can work together in a team teaching situation.
- The cooperating teacher and Student Teacher can work together with cooperative groups of students.
- The cooperating teacher works with individuals or small groups of students that need additional assistance while the teacher candidate is teaching.

The following charts provide a suggested schedule for Level I and Level II teacher candidates and cooperating teachers. Individual classroom situations may prompt variations in this **SUGGESTED** schedule.

CT= Cooperating Teacher    ST= Student Teacher

**Level I**

<table>
<thead>
<tr>
<th>Week</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Assist CT&lt;br&gt;Observe classroom and Begin Directed Observation&lt;br&gt;ST introduces self to class using lesson plan</td>
</tr>
<tr>
<td>2</td>
<td>ST assists CT, Complete Directed Observations, plan and teach 2 lessons.</td>
</tr>
<tr>
<td>3 &amp; Beyond</td>
<td>ST assists CT, complete required assignments <strong>plan and teach a minimum of 3 lessons per week</strong>. Work with individuals, small groups. Learn and facilitate classroom procedures and transitions.</td>
</tr>
<tr>
<td>12</td>
<td>If appropriate, ST leads the classroom for at least 1 entire day.</td>
</tr>
<tr>
<td>Week</td>
<td>% CT/ST</td>
</tr>
<tr>
<td>------</td>
<td>---------</td>
</tr>
</tbody>
</table>
| 1    |         | ST ACTIVELY observes classroom & assists as necessary  
|      |         | ST completes journal entries  
|      |         | ST introduces self to class using lesson plan  
|      |         | ST introduces self to staff, administration  
|      |         | ST becomes familiar with building procedures  
|      |         | ST/CT collaborate on what lessons ST will teacher during week 2  
|      |         | CT reviews lesson plans  
|      |         | CT shares relevant student information like IEP goals for students with active IEPs, RTI information, health information, etc. |
| 2    | CT/ST 90/10 | ST assumes assisting role as appropriate  
|      |         | ST assumes routine tasks like attendance and leading students to specials  
|      |         | ST assists individual students  
|      |         | ST/CT Begins some Co-teaching responsibility  
|      |         | ST/CT Collaborate and plan for following week’s lesson plans and ST assumption of responsibilities as appropriate  
|      |         | CT reviews lesson plans, **begins a discussion about the Teacher Work Sample Unit Plan Topic**  
|      |         | Observe ST and give specific, constructive feedback |
| 3    | CT/ST 75/25 | ST continues to assume routine tasks  
|      |         | ST continues to assist students  
|      |         | ST/CT continue to co-teach  
|      |         | ST/CT plan for following week’s lessons/ST plans for half of classes  
|      |         | CT reviews lesson plans, **TWS Unit Plan topic decision**  
|      |         | Give specific and constructive feedback on the ST’s practice. |
| 4    | CT/ST 50/50 | ST/CT continue to co-teach with ST gradually taking the lead or more responsibility for approximately half of classes.  
|      |         | ST assumes all routine tasks  
|      |         | ST continues to assist individual students  
|      |         | ST/CT plan for full responsibility, ST assumes lesson planning for all lessons.  
|      |         | CT reviews plans and gives daily constructive feedback to the ST. |
| 5 - 12 | CT/ST 10/90 | ST has primary responsibility for planning, teaching, assessment and management of the classroom  
|      |         | Co-teaching is expected  
|      |         | ST **initiates TWS Integrated Unit Plan**  
|      |         | CT may work with cooperative groups of students and individuals that need assistance.  
|      |         | CT reviews lesson plans and gives daily constructive feedback to the ST. |
| Last 2 weeks of placement | CT/ST---CT/ST 25/75---90/10 | Gradually return responsibility to CT throughout these 2 weeks  
|      |         | ST observes 4 other teachers at different grade levels.  
|      |         | CT/ST meet with University supervisor to complete evaluations. |
Reflective Practice Level I and Level II

Professional educators and Student Teachers encounter multiple and diverse problems on a daily basis for which there are no easy answers. All professional educators need to develop the ability to identify and understand problems of practice, hypothesize alternative solutions, place new actions into practice, and evaluate the results of their teaching. This cannot be achieved without applying the process of reflection as the ability to reflect on one’s professional practice is an important step in professional growth. Reflection requires that each professional deeply examine an action as well as its result and to analyze areas in which improvement needs to be made. Reflection requires a plan of action for improvement. Throughout their coursework and field experiences Student Teachers have encountered and applied the concepts of inquiry, reflection, and, to some extent, participated in reflective thinking. All Student Teachers will be required to build on their past experiences and to keep and submit a reflective journal during their student teaching experiences. Specific criteria for each student teaching level can be found in the respective course syllabi but the information below is meant to guide all Student Teachers in their ability to deepen their reflective processes.

Guide to Writing a Reflection:

Description

The description should emphasize the following: who, what, where, how and what next? This portion provides the background information for the audience. The description is simply accurate information with no editorial comments, opinions or conclusions.

Analysis

The writer analyzes the evidence looking for patterns, strengths and areas on which to improve. To be thoughtful the writer must provide an honest analysis of their strengths and weaknesses. Ask, why did this happen and explain the underlying causes. An important element to the analysis is the citation of sources, articles or classes where you learned about best practice, this provides insight as to why what you experienced or saw does not fit with what you know.

Initial Planning

This is the rationale for reflection. The Student Teacher must address how he or she will use the information to improve practice; it emphasizes positive change in the Student Teacher’s behavior and the expected impact on student learning.

Action

Your action plan should be described in detail and specifically tell how this plan will lead to change and growth for the Student Teacher and their students.

Samples of reflective journal entries can be found on the Angel course page along with more detailed suggestions for the reflective process. Specific directions can be found in the respective Course Syllabi posted on CANVAS or the Internship website.

20
Evaluation Level I and Level II

In collaboration with the Cooperating Teacher, the University Supervisor will fulfill a pivotal role in deciding whether the Level I and/or Level II Student Teacher receives a passing grade for the student teaching experience. Therefore, it is vitally important that the evaluations be completed accurately and fairly. All formal evaluations must be made in regularly scheduled visits throughout the placement and must last for an entire instructional session. The University Supervisor must include specific comments and review the results with the Student Teacher following the observation.

It is the responsibility of the University Supervisor to report any concerns to the Office of Student Teaching/Clinical Experience. If the Student Teacher is not progressing in their placement the University Supervisor must inform the Office of Student Teaching/Clinical Experience so that a determination can be made as to how best to proceed. Every attempt should be made to identify areas of concern by the midpoint in the semester. However, the Office of Student Teaching /Clinical Experience reserves the authority to make final grade and placement determinations. Options include the development of a remediation plan, repetition of the placement, or removal from the program.

The Level I and Level II student teaching experiences are graded on a pass/fail basis. The purpose of evaluations is to determine the readiness of the Teacher Candidate to be recommended for teacher certification.

Level I Midterm Evaluation:

The Level I Midterm Evaluation is a web based instrument which the University Supervisor and The Cooperating Teacher complete separately. Each will receive an alert from the Student Teaching Coordinator reminding them of the date the Midterm is due and providing them with the link to the instrument.

Level I Final Evaluation:

The Cooperating Teacher and the University Supervisor will work together to complete the final evaluation instruments and will discuss the results with the Student Teacher. The final grade determination is arrived at through reviews of the University Supervisor’s evaluations and through interviews with the Cooperating Teacher and Principal if necessary. The University Supervisor will submit the final evaluation for the teacher candidate by making use of the online assessment tools and will submit all evaluation forms and the final grade to the Office of Student Teaching/Internship Experience.

Evaluation forms for the Level I Student Teaching experience are:

- University Supervisor and Cooperating Teacher observation forms.
- Level I Student Teaching Experience Evaluation Form.
- Video Rubric
- Level I Student Teaching Disposition Document.

Criteria for a Passing Grade: Level I Student Teaching

- Level I Student Teachers must have satisfactorily completed all Student Teaching components as evidenced by their scores on all evaluation rubrics and assessment instruments.
- It is expected that scores on the *Level I Student Teaching Experience Evaluation* form must be in the “Developing” or higher range. Scores in this range would indicate that the candidate has demonstrated readiness to enter the Level II Student Teaching experience.
- All rubric scores on the *Disposition Assessment Form* must be in the Target, Acceptable or Not Observed range. Scores within this range indicate that the candidate has demonstrated acceptable professional dispositions to enter the Level II Student Teaching experience.
- Any days missed must have been rescheduled and completed.
- All course assignments must be completed on a *Satisfactory* level or higher.

**Level II Midterm Evaluation:**

The **purpose of the Midterm evaluation is to verify the readiness of the student teacher to assume increased teaching responsibilities and to identify professional strengths and areas of concern. The ST uses the mid-term evaluation to target areas which need strengthening prior to the final evaluation.** The Cooperating Teacher and the University Supervisor will work together to complete the *Level II Student Teaching Assessment Form* and will discuss the results with the Student Teacher. The Student Teacher will assume increased responsibilities or full takeover if **ALL** scores on the *Level II Student Teaching Assessment Form* are in the Developing or Higher range.

**Level II Final Evaluation:**

The Cooperating Teacher and the University Supervisor will work together to complete the final evaluation instruments and will discuss the results with the Student Teacher. The final grade determination is arrived at through reviews of the University Supervisor’s evaluations and through interviews with the Cooperating Teacher and Principal if necessary. The University Supervisor will submit the final evaluation for the Student Teacher by making use of the online assessment tools and will submit all evaluation forms and the final grade to the Office of Student Teaching/Clinical Experience.

**Evaluation forms for the Level II Student Teaching Experience are:**

- University Supervisor and Cooperating Teacher observation forms.
- *Level II Student Teaching Evaluation Form* which is completed twice - once, at the mid-point in the semester and again at the conclusion of the semester.
- *Level II Student Teaching Disposition Assessment Document.*
- *Teacher Work Sample Rubric* (Completed by COE faculty)

**Criteria for a Passing Grade: Final Student Teaching**

Final Teacher Candidates must have satisfactorily completed all Student Teaching components as evidenced by their scores on all evaluation rubrics and assessment instruments.

- The greater majority of rubric scores on the second *Level II Student Teaching Experience Evaluation* form must be in the Proficient or higher range with no indicator being evaluated as less than “Developing.” Scores within the required range would indicate that the Teacher Candidate has demonstrated readiness for assuming the professional responsibilities of teaching.
• ALL of the rubric scores on the *Disposition Assessment Form* must be in the Target or Acceptable range. Scores within this range indicate that the candidate has demonstrated acceptable dispositions for assuming the professional responsibilities of teaching.

• All evaluations must provide evidence of growth in the application of all Florida Educator Accomplished Practices.

• All rubric scores on the *Teacher Work Sample Portfolio* must be in the Developing or Higher range.

All teacher candidates who receive a grade of Satisfactory for student teaching, provided that all course work and the appropriate certification tests have been taken and passed, become eligible for a teaching certificate.

All evaluation forms can be found in the Appendices of this handbook.

**Procedure to Follow if Problems Arise Level I and Level II**

The admission standards to the Level I and Level II student teaching experiences serve as an attempt to place only those candidates who have a reasonable chance of successfully completing student teaching. All parties must keep in mind that teacher candidates are novice practitioners with unique strengths and insights into the teaching process. With that reality in mind, the College of Education will support the Student Teacher and serve as a resource; however, the Student Teacher must realize that placement does not guarantee completion. Successful completion of student teaching is the responsibility of each teacher candidate.

When an issue impacting the successful completion of student teaching arises the Student Teacher has the following responsibilities:

• Discuss any specific concerns with the Cooperating Teacher and University Supervisor early in the semester.

• Be an active listener and communicator.

• If Intervention is necessary, work to overcome any weaknesses and follow the Intervention Plan in all areas.

The Cooperating Teacher has the following responsibilities:

• Clearly communicate any concerns to the teacher candidate and the University Supervisor immediately.

• Develop an Intervention Plan with the University Supervisor and the Teacher Candidate as soon as major concerns are identified.

• Inform and/or involve the Office of Student Teaching/Clinical Experience in the process.

• Provide specific feedback to the Student Teacher and University Supervisor.

• Document any concerns, interventions and progress of the teacher candidate.

The University Supervisor has the following responsibilities:

• Communicate with the Cooperating Teacher about any concerns.

• Develop an Intervention Plan with the Cooperating Teacher and Student Teacher.

• Inform/Involve the Office of Student Teaching/Clinical Experience in the process.

• Provide written documentation about any concerns, interventions and progress.

The School Administrator has the following responsibilities:

• Communicate with the Cooperating Teacher/report any problems.
• Communicate with the University Supervisor or the Office of Student Teaching/Clinical Experience if any problems are not resolved.
• Provide written documentation and or recommendation of removal.

The Office of Student Teaching/Internship has the following responsibilities:

• Collaborate with the Educational Team and collaborate in the development of a remediation plan.
• Observe Student Teachers when necessary.
• Follow up with the Educational Team concerning the progress of the Student Teacher.
• When necessary, remove the Teacher Candidate from placement.

Policy on Intervention and/or Removal during the Level I and Level II Student Teaching

The purpose of the Student Teaching Intervention Plan is to formalize support for a Student Teacher that is focused on areas that need improvement. Prior to developing a plan, the Supervisor and Cooperating Teacher should informally mentor and support the efforts of the Student Teacher.

At the four/five-week checkpoint, the University Supervisor, in collaboration with the Classroom Teacher will assess for the Level II Student Teacher’s demonstration of sufficient mastery of skills and professional attitudes necessary for taking full classroom responsibility. A satisfactory performance is mandatory in all areas of evaluation. A rating of “needs improvement” in any area requires that a Student Teaching Intervention Plan be generated by the team consisting of the Coordinator(s) of the Level I and Level II Student Teaching program, University Supervisor, and Cooperating Teacher. The team, in a planned meeting, will share the plan with the Teacher Candidate. The plan will specify an Intervention Plan of action with a timeline for its completion and recommended support for the Teacher Candidate.

The format for the development plan can be found in the Appendices or on the COE website using the Field Experiences Link. It includes an overview of the current status of the Student Teacher’s progress, strengths, specific concerns, plan of action, support needed, and date to reconvene the team to review the progress.

A follow-up meeting is held within two weeks to determine if necessary skills and professional attitudes are in place for the intern to take full classroom responsibility.

If sufficient mastery of skills and professional attitudes necessary for full takeover are evident, student may continue in the current placement, extending the time in full takeover to meet internship requirements. The student is expected to earn a satisfactory grade.

If, at that point, the skills and professional attitudes are not present, the team may recommend withdrawing the student teacher from the placement and an incomplete grade for the Student Teacher. If the recommendation is for withdrawal a meeting with the Internship Intensive Assistance Review Board (IIARB) should be held to determine if the student’s repetition of internship is merited. The IIARB membership will consist of the COE Undergraduate Department Chair, University Supervisor and Final Internship Coordinator(s) and the student teacher’s COE Advisor.

Upon being recommended for Student Teaching repetition, repetition would occur in the following fall or spring semester; another Intervention plan will be developed by the Level II Student Teaching Coordinator.
in cooperation with University Supervisors and/or Cooperating Teachers and remain in effect during the semester of student teaching.
**Intervention Guidelines Level I and Level II**

- If a new placement occurs it will be in a different school with a different University Supervisor.
- The Intervention Plan is developed on a case-by-case assessment and will be tailored to the needs of each Student Teacher.
- Student Teachers must adhere to the plan.
- If the Intervention Plan is completed satisfactorily during the repeated internship, the Student Teacher will receive a grade of Satisfactory for the course.
- If the Intervention Plan is not completed satisfactorily and within the specified time schedule, the Student Teacher is dismissed from the internship and removed permanently from the teacher education program.
- If a student wishes to appeal the decision of the Internship Intensive Assistance Review Board, he/she may submit a request through regularly established channels for grade appeals at Florida Gulf Coast University.

**Removal of a Student Teacher**

The removal of a Student Teacher from his/her school placement will only be done for compelling reasons. The Office of Student Teaching/Clinical Experience recognizes that there may be circumstances beyond the teacher candidate’s practice which may warrant removal and will consider requests to remove a Teacher Candidate when any of the following situations occur:

- Unethical behavior has been exhibited by either the Student Teacher or the Cooperating Teacher (i.e. sexual harassment, use of alcohol or drugs).
- Any evidence of a lack of sensitivity to multicultural situations on the part of the Student Teacher.
- Excessive absenteeism, tardiness, and or failure to comply with established school polices on the part of the teacher candidate.
- Two visits by the University Supervisor has produced no written lesson plans. The first visit in which there are no written lesson plans is a warning, the second time lesson plans are not available will result in removal and termination of student teaching for the remainder of the semester. The teacher candidate must have written plans to show evidence of preparation for teaching.
- The appropriate school authority or the school administrator, requests that the Student Teacher be removed.

All requests for the removal of a teacher candidate should be made through Florida Gulf Coast University’s Office of Student Teaching/Internship. Written documentation must accompany any request for removal. If a student teacher is removed from their student teaching classroom the student teacher MAY be eligible to repeat the student teaching experience the next available semester in a district different from the one from which they were removed. Student Teachers removed from their student teaching experience may be subject to discipline through the University Student Conduct Office, or, the COE Office of Student Affairs and possible dismissal from the University.
Receiving a Grade of Unsatisfactory

A Student Teacher whose performance is such that he/she cannot fulfill the duties normally expected of teachers will receive a grade of “unsatisfactory.” The grade will be supported by written documentation from the University Supervisor and the Cooperating Teacher, documentation must include evaluation and assessment documents which indicate areas of concern or inability to fulfill the duties normally expected of teachers. Written documentation may include observational notes, letters of complaint, or legal documents. A Student Teacher receiving a grade of “Unsatisfactory” MAY be eligible to repeat the student teaching once more. The decision for the ability to repeat the student teaching experience will be made through collaboration with the student’s Academic Advisor, Student Teacher Coordinator, University Supervisor and Associate Dean for Student Services.
Appendix
Level I and Level II Student Teacher Checklist

I Have:

___ In addition to applying for Student Teaching, I have Registered for all coursework associated with the Student Teaching semesters.

___ Printed and read University Student Teaching Handbook.

___ Completed district fingerprinting requirements.

___ Obtained a Name badge and appropriate textbook from the University Bookstore.

___ Obtained Liability Insurance printed 2 copies of confirmation of insurance. Put the originals in a safe place, placed one copy in my Binder and brought the other copy to the initial orientation meeting.

___ Contacted cooperating teacher and made an appointment to visit school prior to beginning of semester.

___ Reviewed school website:
   • Read School Student Handbook
   • Marked important dates on calendar
   • Found two routes to the school.

___ Visited School and obtained any pertinent materials from Cooperating Teacher.

___ Introduced myself to the School Office Staff and the Principal.

___ Attended University Orientation arrived on time and brought Confirmation of Insurance to orientation (Level II Student Teaching).

___ Signed and submitted the Clinical Student Teaching Handbook Agreement.

___ Obtained a three-ring binder and labeled each divider as follows:
   • Reflections
   • Lesson Plans
   • Evaluations
   • TWS Unit Plan (Level II Student Teaching)
   • Senior Seminar (Level II Student Teaching)

___ Marked important dates in personal calendar:
   • Lesson Plan Submission Information
   • Supervisor Seminars and Locations of Seminars
   • University Supervisor and Cooperating teacher contact information.
   • School/District functions.

___ Obtained the Teacher/District Handbook from the Principal and read it to make myself familiar with district policies especially in regard to the School Safety plan and health concerns.

___ Become familiar with the materials supplied by my Cooperating Teacher (teacher editions, curriculum maps, short and long range plans, classroom procedures, classroom management plan etc.)
Level I and Level II Cooperating Teacher Checklist

Preparing for your Student Teacher

I Have:

___ Prepared my class (classes) for the arrival of “another teacher” who will have the same authority as I.

___ Arranged for a desk or some form of personal space for my student teacher (desk, table, chair).

___ Welcomed my student teacher’s call to set up a meeting to visit the classroom prior to officially beginning.

___ Met with the University Supervisor and read the material supplied by the University to provide background information about my Student Teacher and the program components.

___ Prepared/acquired a collection of pertinent information and material that my Student Teacher will be working with. (Class list, classroom procedures and schedule, District policies, teacher editions, report card examples, curriculum maps etc.).

Week 1

I Have:

___ Introduced my Student Teacher to my co-workers including the school administration.

___ Familiarized my Student Teacher with the school facilities, resources and policies regarding the use of materials and equipment.

___ Explained the procedures for record keeping.

___ Provided time for my ST to examine data from the academic records of students he/she will be working with, my lesson plans and to become familiar with the various services the school provides such as guidance, ESL, teacher support, library, media etc.

WE HAVE:

___ Exchanged personal contact information.

___ Chosen a particular time for planning; on a daily and weekly basis.

___ Developed/thought about a schedule for the assumption of teaching and other duties. Refer to chart pg. 21

___ Informed ST of expectations concerning the submission of lesson plans and how approval and feedback will be communicated.

___ Discussed the University Program components so we are both informed about these expectations.
Week 2 and Beyond:

I Have:

___ Helped my ST develop plans for his or her teaching experiences.
___ Helped my ST identify specific competencies to strive to improve.
___ Followed the practice of cooperative development of lesson plans for each phase or class.
___ Co taught lessons with my ST, gradually relinquishing teaching responsibilities.
___ Observed my ST very closely and consistently during their teaching experiences to provide continuing, specific feedback and evaluation, including specific suggestions for improvement and specific praise for successes.
___ Communicated openly with my ST regarding professional issues and encouraged my ST to evaluate his or her own plans and teaching practice.
___ Examined my ST's lesson plans daily throughout the program, initialed the plans and given feedback.
___ Allowed my ST the flexibility to choose his or her own teaching methods, so long as those methods did not impede student learning.
___ Encouraged initiative and creativity on the part of my ST.
___ Conferred with the University Supervisor at each observation visit.
___ Provided my ST with some written evaluations of their teaching.
___ Provided opportunities for my ST to observe other classes and other teachers.
Level I and Level II University Supervisor Checklist

I have:

___ Attended the Orientation for University Supervisors, acquired a folder and evaluation forms for each student teacher assigned to me.

___ Read the Student Teaching /Clinical Experience Handbook.

___ Made arrangements to have my fingerprints put on file at the school district office.

___ Contacted each Cooperating Teacher and made appointments to explain the program and its requirements.

___ Conducted Hello and Welcome with Cooperating Teacher.

___ Met the building administrator.

___ Prepared materials for the initial Student Teaching Seminar.

___ Attended the initial Student Teaching Seminar and met my student teachers.

___ Explained my expectations concerning lesson plan deadlines, seminar dates, classroom observations and exchanged contact information with each student teacher. (Level I only, established a video deadline)

___ Evaluated all lesson plans and provided feedback to each student teacher.

___ Maintained my schedule of observations, including varying the time of day I observe.

___ Planned and executed 3 seminars.

___ Checked each student teacher’s Journal.

___ Sent the agendas for the seminars to the appropriate Student Teaching Coordinator.

___ Maintained a folder for each candidate with all forms completed and updated as necessary.

___ Consulted with the Cooperating Teacher on each observation visit.

___ Completed mid-term evaluation.

___ Viewed and evaluated each student teacher’s video, marked the rubric. (Level I only)

___ Completed the mid-term evaluation with the Cooperating Teacher and final student teacher, documented their readiness to assume increased responsibility. Targeted areas of growth and gave suggestions/expectations (Level II only) to facilitate further professional development.

___ Established procedure and date to complete the final assessment with the cooperating teacher and student teacher.

___ Completed all evaluation forms, including obtaining all signatures.

___ Placed all completed forms in each student teacher’s folder.
___ Created an alphabetical list of my student teachers and their grades. (S or U)

___ Completed on-line assessments for all student teachers.

___ Attended the end of semester meeting, turned in all folders to the Department along with the list of students’ grades.
Name: ___________________________ Level: ______ Date: ___________________________

Content: ___________________________

### Daily Lesson Plan

<table>
<thead>
<tr>
<th>1. Florida Standards</th>
<th>2. Essential Question (from standards)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>3. Objectives (Scaffold activities to meet standards, leading to summative assessment) Students will be able to (SWBAT):</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>4. Formative Assessments (2-4 per hour)</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>5. Summative Assessment</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>6. Introduction to Lesson:</th>
<th>7. Materials</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>8. Technology Integration</th>
</tr>
</thead>
</table>
9. Teacher Presentation or Facilitation: (includes reviews and practice)  
Show evidence of differentiated instruction by highlighting or using bold type.

<table>
<thead>
<tr>
<th>Follow-up Reflection (completed after the lesson has been taught)</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. Specific accommodations and interventions (Use confidential identifiers only)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>11. Regarding Classroom Management:</th>
<th>12. Students: Based upon the formative/summative assessments, describe the student learning that took place.</th>
</tr>
</thead>
</table>
| Describe the strengths and weaknesses you noticed during this lesson. | }
Description of Lesson Plans

1. **Florida Standards:** Identify the standards to be assessed in this lesson.
2. **Essential Question:** Essential questions are very big questions pulled from the standards. They are: 1) controversial, 2) grounded in the discipline, and 3) require multiple perspectives and to be answered.
3. **Objectives:** are measurable goals of behaviors that will inform the teacher that students are learning. They are framed as, “Students will be able to … (SWBAT)” These activities scaffold toward the summative assessment.
4. **Formative Assessments:** Planned formal and informal assessments that inform the teacher about the progress of each student towards mastering objectives. These take place throughout the teaching/learning cycle or unit.
5. **Summative-Assessment:** the assessment of the Essential Question. A student’s mastery of the summative assessment should demonstrate their understanding of the standards.
6. **Introduction to the lesson** orients the students to the objectives of the lesson. This component should access prior knowledge, activate motivation, attract the senses (visual, auditory, tactile, and kinesthetic), may be an excerpt from literature, and could be a stimulating question, mini lesson or activity. This introduction should be short and focused.
7. **Materials:** List all the materials you need to complete this lesson. Plan distribution of materials.
8. **Technology Integration:** requires specification of technology or audio-visual aids to this lesson.
9. **Teacher Presentation or Facilitation:** (includes reviews, practice, and questions): This section will include beginning and ending reviews, direct instruction, group facilitation, and practices. Initially, the presentation should be written as if it were a script. As the competence is evident, a shorter version may be allowed. Differentiated instruction should be imbedded throughout the presentation section. Therefore, indicate the presence of differentiation by using **bold type** or **highlighting the area**. Differentiation can be done for ability, interest, learning styles, etc. Use first initial of students only. Be careful to protect confidentiality.
10. **Accommodations/Interventions and/or notes:** Your class will be composed of children with various developmental levels, diverse linguistic, socio-economic, cultural, and academic needs. These needs will require accommodations and/or interventions to be specified in this section of your plan. Use confidential identifiers of students only. Be careful to protect confidentiality.
11. **Follow up: Regarding Classroom Management:** Describe the strengths and weaknesses you noticed during this lesson.
12. **Follow up: Students:** Based upon the formative/summative assessments, describe the student learning that took place
Block Four Integrated Experience
Video Lesson Benchmark Rubric

Student Name ______________________________________________

Supervisor Name ___________________________________________

Date ______________________

Please place an X on the appropriate line.

### Video Lesson Scoring Rubric

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Developing</th>
<th>Beginning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Planning</strong></td>
<td>Identifies student performance outcomes, using diverse support and enrichment activities and materials.</td>
<td>Identifies student performance outcomes for planned lessons, using some support and enrichment activities and materials.</td>
<td>Identifies student performance outcomes for planned lessons, with no supporting activities or materials.</td>
<td>Fails to identify student performance outcomes for planned lessons.</td>
</tr>
<tr>
<td>20%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Organization of the Lesson</strong></td>
<td>Well organized and components of the lesson plan were addressed consistently</td>
<td>Well organized but components of the lesson plan were addressed inconsistently</td>
<td>Loosely organized and components of the lesson plan were addressed inconsistently</td>
<td>Loosely organized and components of the lesson plan were not addressed</td>
</tr>
<tr>
<td>20%</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Learning Environment</strong></td>
<td>Applies established rules and standards for behaviors consistently and equitably and provides evidence of monitoring student learning and adjusting instruction accordingly.</td>
<td>Applies established rules and standards for behaviors consistently and equitably and provides some evidence of monitoring learning activities.</td>
<td>Applies established rules and standards for behaviors consistently and equitably but provides no evidence of monitoring learning activities.</td>
<td>Applies established rules and standards for behaviors inconsistently and inequitably and provides no evidence of monitoring learning activities.</td>
</tr>
<tr>
<td>15%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Lesson Design and Assessment</strong></td>
<td>Lesson components are aligned and encourage students to demonstrate their understanding in different formats.</td>
<td>The content, structure and assessments of the lesson are aligned with the lesson objectives.</td>
<td>The content and structure of the lesson are loosely aligned with the lesson objectives but the assessments are not aligned.</td>
<td>The content, structure and assessments of the lesson are not aligned with the objectives</td>
</tr>
<tr>
<td>15%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td>Gives consistent and clear directions, appropriate both for learners and the task using an engaging teacher voice/tone.</td>
<td>Gives directions, appropriate both for learners and the task using an appropriate teacher voice/tone.</td>
<td>Directions are inconsistent, but sometimes appropriate for the task, using an appropriate teacher voice/tone</td>
<td>Does not give clear directions, appropriate for the learners or the task, using an inappropriate voice/tone.</td>
</tr>
<tr>
<td>10%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reflection</strong></td>
<td>Reflects and presents varied alternatives to presentation and assessment.</td>
<td>Reflects on the performance, citing specific strengths and weaknesses and discusses an alternative.</td>
<td>Misses specific strengths and weaknesses in the performance; speaks in generalities in reflection.</td>
<td>Misses strengths and weaknesses in the performance; draws incorrect conclusions in reflection.</td>
</tr>
<tr>
<td>20%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Domain 3: Instruction

3a. Proficiency in communicating with students is characterized by:
___ effectively and positively focusing student attention
___ providing directions for tasks that are concrete, sequential, complete and developmentally appropriate
___ engaging students in the learning in a way that demonstrates understanding of expectations

3b. Proficiency in questioning and discussion is characterized by:
___ effectively checking for understanding using multiple strategies
___ using varied questions that may require higher order thinking
___ providing opportunities for students to devise questions that demonstrate or clarify understanding

3c. Proficiency in engaging students effectively is characterized by:
___ demonstrating mastery of subject matter
___ encouraging students to make meaningful contributions to the learning task
___ incorporating technology and/or manipulatives to build understanding

3d. Proficiency in assessing students is characterized by:
___ making formative assessments purposeful parts of the lesson
___ using assessments to modify, adjust teaching as well as inform future instruction
___ making students aware of the assessment criteria used to evaluate learning

3e. Proficiency in instructional design is characterized by:
___ aligning instruction to designated standards
___ incorporating differentiation strategies that address student learning
___ providing interventions or accommodations to support all students to successful learning
Domain 2: Learning Environment

2a. Proficiency in creating an environment of trust is characterized by:
   ___ positive intern/student interactions
   ___ respect for cultural, gender and ability differences
   ___ supportive environment for student risk-taking

2b. Proficiency in establishing a culture of learning is characterized by:
   ___ expectation of the highest level of student effort
   ___ communicating the need to persevere in the face of difficulty
   ___ a shared belief that learning is important

2c. Proficiency in organizing class procedures is characterized by:
   ___ a system of defined procedures governing all learning activities
   ___ defining student roles to support smooth classroom operation
   ___ recognizing and re-teaching procedures, when necessary

2d. Proficiency in managing student conduct is characterized by:
   ___ an observable system of student behavior management
   ___ proactive verbalization of behavior expectations for learning tasks
   ___ appropriate response to off-task behavior and acknowledgement of desired behavior
This evaluation form is utilized once during the level 1 experience and twice during the level 2 experience. This evaluation uses the Florida Educator Accomplished Practices to assess the student teacher’s competency for all indicators. Please use the rubric guidelines to rate the student teacher’s competency on each indicator. During level 2, a plan of action is expected for any section that is evaluated at Beginning (B) or lower.

### Quality of Instruction

<table>
<thead>
<tr>
<th>Instructional Design and Lesson Planning</th>
<th>The Learning Environment</th>
<th>Instructional Delivery and Facilitation</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applying concepts from human development and learning theories, the effective educator consistently</td>
<td>To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently</td>
<td>The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to</td>
<td>The effective educator consistently</td>
</tr>
<tr>
<td>____ Aligns instruction with state-adopted standards at the appropriate level of rigor.</td>
<td>____ Organizes, allocates, and manages the resources of time, space, and attention.</td>
<td>____ Deliver engaging and challenging lessons.</td>
<td>____ Analyzes and applies data from multiple assessments and measures to diagnose students’ learning needs, informs instruction based on those needs, and drives the learning process.</td>
</tr>
<tr>
<td>____ Sequences lessons and concepts to ensure coherence and required prior knowledge.</td>
<td>____ Manages individual and class behaviors through a well-planned management system.</td>
<td>____ Deepen and enrich students’ understanding through content area literacy strategies, verbalization of thought, and application of the subject matter.</td>
<td>____ Designs and aligns formative and summative assessments that match learning objectives and lead to mastery.</td>
</tr>
<tr>
<td>____ Designs instruction for students to achieve mastery.</td>
<td>____ Conveys high expectations to all students.</td>
<td>____ Identify gaps in students’ subject matter knowledge.</td>
<td>____ Uses a variety of assessment tools to monitor student progress, achievement and learning gains.</td>
</tr>
<tr>
<td>____ Selects appropriate formative assessments to monitor learning.</td>
<td>____ Respects students’ cultural and family background.</td>
<td>____ Modify instruction to respond to preconceptions or misconceptions.</td>
<td>____ Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge.</td>
</tr>
<tr>
<td>____ Uses diagnostic student data to plan lessons</td>
<td>____ Models clear, acceptable oral and written communication skills.</td>
<td>____ Relate and integrate the subject matter with other disciplines and life experiences.</td>
<td>____ Shares the importance and outcomes of student assessment data with the student and the students’ parent/caregiver(s).</td>
</tr>
<tr>
<td>____ Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.</td>
<td>____ Maintains a climate of openness, inquiry, fairness, and support.</td>
<td>____ Employ higher order questioning techniques.</td>
<td>____ Applies technology to organize and integrate assessment information.</td>
</tr>
<tr>
<td>____ Integrates current information and communication technologies.</td>
<td>____ Adapts the learning environment to accommodate the differing needs and diversity of students.</td>
<td>____ Apply varied instructional strategies and resources, including appropriate technology, to teach for student understanding.</td>
<td></td>
</tr>
</tbody>
</table>
their educational goals.

to promote student achievement.

___ Utilize student feedback to monitor instructional needs and to adjust instruction.

### B. Continuous Improvement, Responsibility, and Ethics

<table>
<thead>
<tr>
<th>Continuous Professional Improvement</th>
<th>Professional Responsibility and Ethical Conduct</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>The effective educator consistently</td>
<td>Understanding that educators are held to a high moral standard in a community</td>
<td></td>
</tr>
<tr>
<td>___ Designs purposeful professional goals to strengthen the effectiveness of instruction based on students’ needs.</td>
<td>___ Effective educators adhere to the Code of Ethics and the Principles of Professional Conduct for the Education Profession of Florida. Pursuant to State Board of Education Rules 6B-1.001 and 6B-1.006, F.A.C. educators fulfill the expected obligations to students, the public, and the education profession.</td>
<td></td>
</tr>
<tr>
<td>___ Examines and uses data-informed research to improve instruction and student achievement.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>___ Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons</td>
<td></td>
<td></td>
</tr>
<tr>
<td>___ Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>___ Engages in targeted professional growth opportunities and reflective practices.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>___ Implements knowledge and skills learned in professional development in the teaching and learning process.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**RUBRIC GUIDELINES**

**E=Exemplary** The student teacher demonstrates this Accomplished Practice at a level exceeding that expected of a beginning teacher.

**P=Proficient** The student teacher demonstrates this Accomplished Practice at a level expected of a beginning teacher.

**D=Developing** The student teacher demonstrates this Accomplished Practice at a level expected of a beginning teacher, although not consistent over time.

**B=Beginning** The student teacher demonstrates this Accomplished Practice inconsistently and at a level less than expected of a beginning teacher.

**U=Unsuccessful** The student teacher is unsuccessful in demonstrating this Accomplished Practice.

**NA=** Not applicable

**Criteria for final grade:**

**Level 1:** To qualify for a grade of Satisfactory, a rating of “Beginning” or higher in all indicators.
<table>
<thead>
<tr>
<th>THE TEACHER CANDIDATE’S OVERALL PERFORMANCE: (Please circle one)</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Cooperating Teacher Signature: ____________________________</td>
<td>Date: ________</td>
<td></td>
</tr>
<tr>
<td>2. University Supervisor Signature: __________________________</td>
<td>Date: ________</td>
<td></td>
</tr>
<tr>
<td>3. Teacher Candidate Signature: ______________________________</td>
<td>Date: ________</td>
<td></td>
</tr>
</tbody>
</table>
**MAKING THE TEACHING LEARNING CONNECTION**

**Integrated Teacher Education Program**

**Unit Assessment Point 2**

**Undergraduate Candidates**

**Disposition Assessment: Emerging Competence Level**

**Completed at the Conclusion of the Block 4 Experience**

___________________________ is a candidate for admission to clinical practice. There is a set of dispositions that can be observed in the behavior of effective teachers. These dispositions guide their actions inside and outside of the classroom. Listed below are the behaviors we expect to observe in this candidate at this point in his/her development. Scores in the target range are ideal and expected; those in the acceptable range indicate that the candidate is acceptable but has room to improve. Scores in the seldom or not observed columns indicate areas of concern. Thank you for taking the time to rate this candidate on all of the dispositions and for providing us with your comments.

<table>
<thead>
<tr>
<th>Emerging Competence Level Dispositions (Seeking Admission to Clinical Practice)</th>
<th>Not Observed</th>
<th>Seldom Unacceptable</th>
<th>Usually Acceptable</th>
<th>Always Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Believes that all individuals can learn to high expectations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Avoids stereotyping and generalizing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses language that indicates expectation of growth for all learners</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Emerging Competence Level Dispositions (Seeking Admission to Clinical Practice)</th>
<th>Not Observed</th>
<th>Seldom Unacceptable</th>
<th>Usually Acceptable</th>
<th>Always Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commits to advocacy for students/clients</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Embraces a spirit of advocacy for underserved individuals</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Treats all individuals with respect</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plans for active engagement of all learners</td>
<td>Focuses on the best interests of the student/client even if it makes the job more difficult</td>
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<td>------------------------------------------</td>
<td>------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accepts responsibility for helping all learners to succeed.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Commits to engage in continuous learning and improvement</th>
<th>Embraces high professional standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develops a problem solving and experimental orientation through questioning and reflection</td>
<td>Demonstrates punctual and reliable attendance in college and field settings.</td>
</tr>
<tr>
<td>Connects theory with observed classroom practices</td>
<td>Seeks out differing points of view</td>
</tr>
<tr>
<td>Reflects upon and then revises evolving personal and professional philosophy</td>
<td>Exhibits appropriate professional appearance and behavior</td>
</tr>
<tr>
<td>Demonstrates a willingness to learn and accept constructive feedback from instructors, peers, and students</td>
<td>Investigates current ideas and concepts relevant to the teaching profession</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Emerging Competence Level Dispositions (Seeking Admission to Clinical Practice)</th>
<th>Values collaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Observed</td>
<td>Seldom Unacceptable</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Emerging Competence Level Dispositions (Seeking Admission to Clinical Practice)</th>
<th>Values and respects individual differences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Observed</td>
<td>Seldom Unacceptable</td>
</tr>
<tr>
<td>Seeks to work cooperatively</td>
<td>Recognizes talents and strengths in individuals</td>
</tr>
<tr>
<td>----------------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>Balances personal initiative with recognition of others’ contributions in group work</td>
<td>Recognizes favoritism and disrespectful behavior</td>
</tr>
<tr>
<td>Develops respectful and productive working relationships in cooperative endeavors</td>
<td>Seeks information about the beliefs, values, traditions of self and others within family, community, and cultural contexts.</td>
</tr>
<tr>
<td></td>
<td>Refrains from applying generalizations to individuals</td>
</tr>
</tbody>
</table>

Please use this space to describe how you have come to know this person illuminating those dispositions that have begun to develop. Discuss those dispositions that may be of concern to you.

Reviewers Name (Please Print): __________________________________________
Signature: ______________________________________________________________ Date: _____________________

TO THE CANDIDATE:

My signature indicates that I have had the opportunity to review this disposition assessment.

Name (Please Print): ____________________________  Student ID Number: ________________________
Signature: ______________________________________________________________ Date: _____________________
_____________________________ is a candidate for recommendation for certification as a teacher. There is a set of dispositions that can be observed in the behavior of effective teachers. These dispositions guide their actions inside and outside of the classroom. Listed below are the behaviors we expect to observe in this candidate at this point in his/her development. Scores in the target range are ideal and expected; those in the acceptable range indicate that the candidate is acceptable but has room to grow and improve. Scores in the seldom or not observed columns indicate areas of concern. Thank you for taking the time to rate this candidate on all of the dispositions and for providing us with your comments.

<table>
<thead>
<tr>
<th>Competent Level Dispositions</th>
<th>Believes that all individuals can learn to high expectations</th>
<th>Makes knowledge accessible to all students</th>
<th>Advocates for all students</th>
<th>Commits to advocacy for students/clients</th>
<th>Promotes cooperation and respect in and out of the classroom</th>
<th>Demonstrates qualities of caring, empathy, and humor with children/youth and caregivers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

**MAKING THE TEACHING LEARNING CONNECTION**

**Integrated Teacher Education Program**

**Unit Assessment Point 3**

**Undergraduate Candidates**

**Disposition Assessment: Competent Level**

*Completed by the Conclusion of Block 5 Internship*
| Creates responsive and supportive classroom environments that nourish and promote each student’s learning and development | Consistently and actively advocates for the best interests of learners. |  |
| Values collaboration | Responds non-judgmentally |  |

| Commits to engage in continuous learning and improvement | Embraces high professional standards |  |
| Stays current in the evolving nature of the Profession | Upholds the laws and ethical codes governing the profession |  |
| Engages in discussions about ideas | Meets professional responsibilities in a timely and positive manner |  |
| Thinks systematically about the relationships between theory and practice | Maintains confidentiality of students and colleagues |  |
| Accepts differing points of view | Exhibits appropriate professional appearance and behavior |  |
| Teaches/works from an evolving personal understanding of self, philosophy, and practice | Participates in professional activities in addition to regular coursework |  |

<table>
<thead>
<tr>
<th>Competent Level Dispositions</th>
<th>Values and respects individual differences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not</td>
<td>Unacceptable (Seldom on Target)</td>
</tr>
<tr>
<td>Establishes and fosters respectful productive relationships with professionals, agencies, community members, and caregivers</td>
<td>Demonstrates equity in daily interactions</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Collaborates with other stakeholders to find and achieve mutual goals and solve problems</td>
<td>Uses multiple forms of instruction and assessment</td>
</tr>
<tr>
<td></td>
<td>Actively seeks information about the beliefs, values, traditions, social and academic abilities of individuals</td>
</tr>
<tr>
<td></td>
<td>Communicates in ways that demonstrate respect for the feelings, ideas, and contributions of others</td>
</tr>
</tbody>
</table>

Please use this space to describe how you have come to know this person illuminating those dispositions that have begun to develop. Discuss those dispositions that may be of concern to you.

---

University Supervisor: ___________________________________________ Date: ____________________

Cooperating Teacher: ___________________________________________ Date: ____________________

TO THE CANDIDATE:

My signature indicates that I have had the opportunity to review this disposition assessment.

Name: ___________________________________________ Student ID Number: ______________________

Signature: ___________________________________________ Date: ____________________