SECTION 1: Course Information

A. Course Information
Professional Block 5 / Level II Student Teaching Syllabus

EDE_4940_CRN 10980 D Kratt
EEC_4940_CRN 11008 D Kratt
EEX_4940_CRN 11012 D Kratt
MAE_4940_CRN 11014 D Kratt
SCE_4940_CRN 11022 D Kratt
SSE_4940_CRN 11026 D Kratt

Semester: Spring 2015

Time and Location: Off Campus, Five Days per week, Student Teaching Experience in Local Classrooms.

B. Instructor Information
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C. Course Description
Candidates will be in a fifteen-week internship, five days per week, to refine and demonstrate effective teaching practices. Candidates will assume the teacher role under the supervision of cooperating teachers and supervisors. The student teaching course is a capstone course for all teacher preparation programs. Level II Student Teaching is usually the last course taken before completion of a teacher preparation program and graduation. The student teaching courses have these components: classroom teaching, performance evaluation, reflection. This Student teaching course is supported by the Student Teaching Seminar course which has a separate syllabus.

- **Course Prerequisites:** Student must have completed all course work in program of study and be concurrently enrolled in Senior Seminar, EDG 4937.

D. Textbooks and Instructional Materials

**Required:**
*FGCU Student Teaching Handbook:* Available on internship website.
*Preparing a Teacher Work Sample:* Available on the internship website.

**Library Resources:**
Main page: [http://library.fgcu.edu/](http://library.fgcu.edu/)
Tutorials & Handouts: [http://library.fgcu.edu/RSD/Instruction/tutorials.htm](http://library.fgcu.edu/RSD/Instruction/tutorials.htm)
Research Guides: [http://fgcu.libguides.com](http://fgcu.libguides.com)

**SECTION 2: Outcomes, Objectives, Assessments**

A. **Program Outcomes, State Competencies, and National Standards**
There are several sets of standards that guide the work in the student teaching experience:

**NCATE Standard Addressed by Course: Standard 3**
Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state and institutional standards.
INTASC Principles Addressed by this Course and cross-referenced with the Florida Educator Accomplished Practices (FEAP) and Reading Competences:

Principle 1:
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students. (FEAP 8, Competencies 1,2,5,6)

Principle 2:
The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development. (FEAP 7, Competencies 2,4,6)

Principle 3:
The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. (FEAP 5, Competencies 4,5)

Principle 4:
The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills. (FEAP 4, Competencies 4,5,6)

Principle 5:
The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. (FEAP 9, Competencies 4,5)

Principle 6:
The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. (FEAP 2, FEAP 12, Competencies 4,5,6)

Principle 7:
The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals. (FEAP 10, Competencies 1,3,6).

Principle 8:
The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner. (FEAP 1, Competency 3)
Principle 9:
The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others and who actively seeks out opportunities to grow professionally. (FEAP 3, Competency 6)

Principle 10:
The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being. (FEAP 11, FEAP 6 Competencies 4,5,6).

B. Course Outcomes/Objectives/Assessments

<table>
<thead>
<tr>
<th>Course Outcomes</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>1. Design appropriate learning experiences to meet the needs of diverse learners.</td>
<td>University Supervisor Classroom Observations.</td>
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<tr>
<td>2. Use a variety of instructional strategies to accommodate diverse learners.</td>
<td>Integrated Field Experience Rubric</td>
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<td>ESOL Document</td>
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<td>Teacher Work Sample Document</td>
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<td>3. Generate unit and lesson plans for a contemporary curriculum.</td>
<td>Weekly Lesson Plans</td>
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<td>Teacher Work Sample</td>
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<td></td>
<td>Integrated Field Experience Rubric</td>
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<td>4. Design and implement an evaluation program to monitor student achievement and report progress.</td>
<td>Teacher Work Sample</td>
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<td>5. Modify instruction based on the analysis of assessment data.</td>
<td>Teacher Work Sample</td>
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<td></td>
<td>Integrated Field Experience Rubric</td>
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<td>6. Demonstrate an ethos which celebrates diversity within the classroom.</td>
<td>Teacher Work Sample</td>
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<td></td>
<td>Integrated Field Experience Rubric</td>
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<td>7. Communicate with others to effectively participate as a clinical educator team member.</td>
<td>Integrated Field Experience Rubric</td>
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C. Field/Clinical Activities and Assignments:

Student Teaching Schedule

- Teacher candidates are in the classroom Monday through Friday during teacher required hours and follow the school schedule. Level II teacher candidates begin in the classroom on January 12, 2015- April 10, 2015.
• Student Teachers will participate in District Professional Development Days, such days will be counted as attendance days.
• All Absences will be made-up after November 21, 2014.
• All absences must be reported to the Cooperating Teacher and University Supervisor as early as possible, the Cooperating Teacher and University Supervisor will decide on the manner of reporting absences.

Assignments

Lesson Plans

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 knowing the students’ backgrounds and developing clear learning goals based on their needs and the CCS, NGFSS and/or any standards adopted by your placement district. The University considers lesson plans to be a vehicle which helps the Teacher Candidate to 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 II Student Teaching experiences teacher candidates will use an extended lesson plan format which can be found on the Internship website. The Cooperating Teacher and University Supervisor will examine and approve all lesson plans prior to the lesson being taught. Extended lesson plans include a script of what the teacher candidate will say and do during instruction; the teacher candidate will also highlight their differentiation strategies within the lesson plan format.

Graduating to a more general lesson plan template

All Level II teacher candidates 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 teacher candidate provide less detail in some of their lesson plans. This decision is individual in nature; some candidates may be required to provide detailed lesson plans for all teaching during the entire student teaching experience.

Due Date will be established by the Cooperating Teacher and University Supervisor. Lesson plans will be submitted to the Cooperating Teacher and the University Supervisor as per their instructions. ALL plans are due so as to allow for sufficient time to provide feedback prior to implementation. Student Teachers will keep copies of all lesson plans with lesson plan reflections in their Student Teaching Notebooks.

Criteria for lesson plan assessment

Assessment criteria available at http://coe.fgcu.edu/internship/ and in the Student Teaching Handbook. Plans must be submitted each week and are required when teaching. Failure to submit weekly lesson plans is cause for an “ Unsatisfactory” final grade and removal from the internship.
• Consistent late submission of Lesson Plans will result in an Intervention Plan and may result in a failing grade.

Supervisor Seminars

Each University Supervisor will schedule a series of Seminars; attendance at each seminar is required. Failure to attend these seminars will result in extra assignments or an Intervention Plan.

Initial Assignments/Student Teaching Notebook/Professional Journal

You will continue the notebook you began in your Level I (Block 4) student teaching experience. Your supervisor will be responsible for checking your notebook at each observation. Your Reflective Journal is part of this notebook. You will submit weekly reflections to your Reflective Journal. For some reflections a topic will be assigned; for others, student teachers will write on topics of their choice. Please refer to the Syllabus Resource Guide (attached to the syllabus) for specific instructions on how to write a reflective journal piece. You may also refer to the models which are posted on Canvas. Other notebook sections will include:

- Directed Observations: Refer to your Resource Guide at the end of this syllabus, Must be completed the first week of ST.
- Lesson Plans
- Reflective Journal: Due dates established by University Supervisor
- Professional Development Plans
- Evaluation Forms (Block 4 Final Evaluation Form, Observations, Professional Development Document, Mid-semester Evaluation)
- Teacher Work Sample
- Teaching Resources (suggested)
- Thumbnail descriptions of students (suggested)

***Specific Directions for Initial Assignments, Directed Observations, Professional Journal and Writing Objectives can be found on pgs. 13-21.***

Critical Task

Title: Student Teaching/Internship Experience Evaluation

Description:
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. The student teaching experience is designed to support the application of appropriate teaching practices as identified in the Florida Educator Accomplished Practices and is a requisite for teacher licensure in the State
of Florida. Candidates are assessed in the domains related to the values and behaviors specified in these practices. These domains are connected to the strategic directions of the College of Education which seeks to create innovations in learning, engage the world and focus on those we serve.

Candidates’ classroom practice is evaluated by the Cooperating Teacher and University Supervisor during the duration of the experience. Feedback is provided on a consistent basis in both written and oral forms. The expectation is candidates will receive a majority of assessment scores at the Proficient or Exemplary levels on the Internship Experience Evaluation Form.

Candidates are also assessed on Professional Dispositions which can be observed in the behavior of effective teachers. These dispositions guide candidates’ actions inside and outside of the classroom. Scores on the Disposition Assessment in the target range are ideal and expected; those in the acceptable range indicate the candidate is acceptable but has room to grow and improve.

**Observations/Evaluations**

Daily and Weekly Informal observations will be conducted by the Cooperating Teacher who will provide oral or written feedback to the Student Teacher.

Four to Six Observations will be completed by the University Supervisor:

- Two will be Assessment Observations: For these observations Supervisors will also complete the Integrated Field/Internship Experience Evaluation Documents (One observation prior to full take-over and one at the end of internship. The supervisor & cooperating teacher should be involved together) Other observations will be documented using informal, formative assessment documents.
- (1) Disposition Document will be completed at the end of the experience. However, dispositions are constantly monitored. (University supervisor and cooperating teacher should be involved in the evaluation process)
- If necessary, Documentation of completing Student Teaching Intervention Plan.

**D. Grading Policy**

**Satisfactory:**

1. “Satisfactory” rating on all Level II Student Teaching Evaluation Forms.
2. “Satisfactory” rating on the Student Teaching Intervention Plan (if necessary).
3. “Target” and/or “Acceptable” rating on the Disposition Assessment Form.
4. On-time completion of assignments.
5. Attendance and participation at all seminars.

6. **Passing grade in the accompanying Senior Seminar course.**

7. Punctual and consistent attendance within the classroom.
   a) Absences from classroom teaching experiences must be rescheduled and attended.
   b) Unexcused absences will result in an “Unsatisfactory” final grade. An Incomplete will be given only in extenuating circumstances.

8. Timely submissions of lesson plans by the teacher candidate to the Cooperating Teacher and University Supervisor (and his/her approval) prior to presentation.
   a) Lesson plans signed and dated by the cooperating teacher prior to the lesson presentation.
   b) Lesson plans kept in the Student Teaching Notebook.

E. **Attendance and General Policies**
   Daily attendance is required. Candidates will follow the Official School Calendar of the School District of their placement classroom. All missed days will be made up. All Make-Up days will occur after November 21, 2014.

F. **Course Schedule**
   See Section G.
Level II Student Teaching Specific Directions
For Completion of These Assignments:

First Day of Student Teaching, Directed Observations, Writing Objectives,
Differentiated Instruction, Professional Journal
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The First Day of Student Teaching

Hopefully you have met your cooperating teacher and discussed the time you are to arrive each day and the school sign in procedure. Remember, you may have a different schedule from other Student Teachers, it is your responsibility to know the schedule and procedures of your particular school.

**Initial Assignments: Day One (January 12)**

**Assignment #1: “Class Introduction Lesson Plan”**

**What is the purpose of this assignment?** The class is not yet “your students.” First, you have to build relationships and get to know something about each child and about the chemistry and nature of the group. The reverse is true as well. The children will be extremely curious about you and your interests. Since you are young, they will want to understand as many connections as possible between your life, family, activities, and interests and their lives.

**What is the expectation for this assignment?** You are to create and execute a lesson plan of approximately 20 minutes that tells the children pertinent information about yourself. This is basically providing them with background knowledge about your life, your current interests, activities, family, pets, home, etc. Use video or photographs so that the children can visualize who you are. They will enjoy seeing photos of you growing up, your family and pets too! Tell them your likes and dislikes in terms of food, sports, travel, perhaps music, etc. The instructional expectation for this lesson plan is that you need to sequence the lesson so that the students readily understand it. Your cooperative teacher will review your lesson plan and provide feedback.

**There are really two portions of this lesson.** The first, is to introduce yourself, but second is to begin to make connections and to gather general information that the children might provide to you about themselves. **Therefore, this lesson should be interactive in nature, planned and executed in such a way that connections are made between you and your students.** To do this, you can ask questions about their own interests, activities, etc. Generally you will find that, as you talk about yourself, children will make comments about their own similarities and differences to the description you are giving.
**Assessment:** The lesson plan will be submitted to your supervisor and CT per their instructions. The assessment of this task is simple reflection. On the day that you complete this lesson, you are to email a reflection to your supervisor and put a hard copy in your binder. The reflection should include: *What portions went very well, what would you differently next time, what generally did you learn about the children, etc.*

**Assignment #2:** This is to be completed on the **first day** of your internship. *School Safety Plan, Fire Drills, Building Evacuation, Lock Down, Disaster Procedures:* You are responsible for student safety, the School Safety Plan is vital to your success in this area.

- **Take notes** on the information concerning Fire Drills, Building Evacuation, Lock Down, Disaster Procedures etc.
- **Then** report your findings in a short essay summarizing the plan and what role you will take with the class in an emergency.
- **Email a copy to your cooperating teacher, your supervisor, and post the essay to Canvas Assignment #2 DropBox by 10:00 P.M. January 12.**
- Place a hard copy in your binder.

Submission of this assignment provides proof you prepared for emergencies covered in the plan and indicates you are prepared to act appropriately under duress. **This assignment is due by 10 p.m. on the evening of your first day in class.**

**Other Important Pieces of Information to Gather on Day 1:**

- **School calendar** marked with holidays, professional development days, Parent Teacher Conferences, Report Card deadlines, seminar meetings.
- Class schedule, including times and locations
- Health issues and specific student needs.
- School-wide procedure manuals
- Dress Code information
- Other items requested by your supervisor or included in Directed Observations.
- Review IEPs and student files, remember Confidentiality

**Other Suggestions for the first few days of student teaching**

- Be courteous to the office staff, they can be of great help to you and they always share your disposition with the principal.
- Tour the school building and meet other faculty members and student teachers.
- Become familiar with instructional programs and resources
- Ask about extra duties, lunch, hall, bus, playground.
- Learn how to use building equipment and procedures for getting copies printed
- Be an active observer, active does not mean sitting and watching. Active means you are helping and gaining the information you need to have an impact on Student Learning.

**Directed Observations:**

*During the first few days,* spend time familiarizing yourself with the cooperating teacher’s classroom systems and procedures by completing the **Directed Observations Assignment.** Directed Observations Focus on ONE or TWO topics each day. You might find it advantageous to copy and paste the questions onto a piece of paper or a word document leaving space for notes. In the old days, I carried a clipboard around the class and made notes while teaching etc. You might use your iPad in much the same way. Just sitting in one place is an ineffective way to complete these assignments and may send the wrong message to your CT. If you fail to observe information germane to the questions, ask your CT about those areas. Your **supervisor** will provide information concerning how, when and where they will address these two assignments. You should put these in your notebook under the tab: **Directed Observations.**

**Directed Observation Assignment: Where Am I ?**

This is the first of your required Directed Observations. Copy these questions then create space to respond after each question. You will want to take notes as you observe during the first two days. Have this sheet in hand to guide what you are looking for. **Your University Supervisor will inform you of how, when and where to submit these assignments.**

1. What is your general first impression of the classroom as a learning environment? What do you see? In your answers think about “why” things are the way they are.
2. There are different learning stations in the room. What purpose does each serve in this room?
3. Explain the student seating layout and what you see as the purposes of this arrangement. For example, does the layout promote student small group communication? Are some students separated from the larger group?
4. What are the general rules for this classroom? How do you know? Did the teacher refer to the rules during your two days of initial observation and how?
5. What strategy does your cooperating teacher employ to remind children of the rules? Does it seem the teacher must remind the students regularly of the rules and procedures?
6. Describe the following procedures as you've been able to discern them? (Reminder: a “procedure is how things are done every time.”)
• *Student arrival responsibilities in the class
• *Distribution of materials
• *Collection of materials
• *How are teacher questions answered by students
• *Attention-getting procedures
• *Restroom procedures
• *Transition procedures for subject to subject
• *Hallway/walking procedures

7. How are materials stored and accessed by students?

8. Describe the relationship that appears to exist between teacher and students.

9. Describe the relationships that appear to exist among students. Do the children get along? How do they speak to one another? How do boys and girls interact?

10. Sometime during your first two days ask your cooperating teacher the process she employed to teach her students the procedures and the rules?

11. Conclude your report with a short, specific analysis of how your classroom environment, procedures, and climate supports the 12 Brain Rules you received from Dr. Greene.

**Directed Observation Assignment: Cooperating Teacher Interview**

This assignment requires you to interview your cooperating teacher about her view of the profession, what she enjoys about teaching, the challenges of teaching as she sees them, and her philosophy of teaching. You are to have a 30-minute question/answer and discussion session. **Your supervisor will inform you of when, where, and how they wish you to submit this assignment.**

You are privileged to have an excellent and highly respected cooperating teacher. Your task is to have a strong understanding of what values, principles, and joys they bring to their own classroom and career.

**Here are some sample questions for you to consider:**

• What draws you to teach children at this grade level?
• Who were your inspirations and role models as you decided you wanted to teach?
• **In what ways are reading and writing important to your personal life? Required Question.**
• What do you think makes a "great" teacher?
• How do you measure your successes?
• What would you describe as your strengths as a teacher?
• Explain how you determined the rules that you have in this classroom.
• Talk about the "procedures" that the teacher has in place and that observed. How were those determined? Why did you put these particular procedures in place? How did you teach/practice these with your children?
• Have your cooperating teacher give you an overview of the reading, math, etc curricula -- most especially in light of the fact that both Collier and Lee County Schools have made major new adoptions of curricula in recent years.
• Have your cooperating teacher describe the teacher evaluation system.
• Have your teacher describe the importance of testing results at this school.

You should definitely come up with some additional questions of your own. Treat this as though you were doing an interview for a newspaper. Take notes. Your summary is to contain detailed information.

**Directed Observation Assignment: Reading/Writing Instruction**

Observe the literacy instructional block for one week. Note the components of literacy which are included (oral language, read aloud, guided reading, phonics, writing, word work etc.) and how much time of the reading block is allotted to each. Note student groupings, and modes of delivery. Be very detailed in this observation as this will guide you as you prepare to teach this central subject. Also, make note of all assessments used to make instructional decisions i.e. fluency assessments, FAIR, FCAT, Reading Series weekly tests, AR, STAR, etc. You must become familiar with all of these assessments.

**To guide your observations...**

**Elementary and Early Childhood Majors** will complete the *Reading Lesson Observation Protocol* located on the Canvas Resource Module. The observation protocol contains directions for its use.

**Secondary Majors placed in content rooms:** You will use the *Observation Protocol for Secondary Content Classrooms* located on the Canvas Resource Module.

**Special Education Majors:** Based on your classroom placement/special education model or student population you will use one of the established protocols or another instrument germane to your situation. This decision will be made in direct consultation with Dr. Greene.

**Your supervisor will inform you of how, when, where they wish you to submit this assignment.**
Your professional journal is a continuation of the journal you began in Level I. Your journal is an important tool which should chronicle your professional growth and increased level of reflective thinking. Your journal can summarize your classroom activities and provide a reflection on your interactions with students and staff. A reflective practitioner thinks about their actions and the results of those actions then makes a plan for change. It would be best if you wrote in your journal on a daily basis and used it to express your thoughts and reactions to your experiences and how those experiences are supporting your professional growth. Socrates said, “The unexamined life is not worth living,” and research into what improves classroom practice clearly indicates that reflection on one’s classroom practice improves teaching. Reflection makes teaching more purposeful, thoughtful, and rewarding. Reflection and self-assessment are individual activities conducted in the privacy of a teacher’s own classroom or home. Charlotte Danielson believes that reflection is a natural and highly productive activity. We all reflect as we mull over the results of the day’s activities and how we could have been more effective. John Dewey (1938) challenged teachers by reminding them that “we learn not from our experiences but from our thinking about our experiences.”

To be successful and productive, reflection must be systematic and analytic. You must be able to recognize whether a lesson was successful or not; THEN, be able to determine the reasons for the outcome. Only when you identify the reasons and understand them can you improve your practice.

4 Reflective Journal Entries:
During the duration of this semester you will write 4 Reflective Journal Entries. Some of these may be assigned by your supervisor and some will be your choice. They may be handwritten and put in your notebook under the tab Reflective Journal Entries. Your supervisor will determine when they want them completed. Some topic suggestions are below.

- Interactions with parents, students, faculty.
- Personal frustrations.
- Classroom dilemmas and how problems were solved.
- Conversations with your CT or US.
- Personal insights you gained through observation or teaching.
- Changes in your professional philosophy.
- Your proudest accomplishments.
- Areas needing extra work.
- Behavior management strategies.
- Your role and effectiveness as a decision-maker.
- Connections between theory and practice.
- Professional articles you have read which enhanced your instruction.
Lesson Plan reflections:

When Reflecting on a Lesson please make use of the following template: You MUST complete the Reflection Portion of each lesson plan lesson. You may put your reflection (s) at the end of your lesson plans. Your supervisor will check your journal at each visit.

1. Did I thoroughly prepare for this lesson by writing detailed lesson plans with clear objectives and procedures? Was I familiar with the subject matter and materials?
2. Were the directions and expectations clearly stated?
3. Did I use visuals that supported the objective?
4. Did the students make progress towards the mastery of the objectives? How do I know?
5. How well did I relate the content to the students’ prior knowledge, abilities?
6. What accommodations did I make for individual differences?
7. What modifications did I make during my lesson based on student responses?
8. Did I pace the lesson appropriately?
9. How I provide individual assistance, How did I use proximity?
10. How did I motivate students to learn and become engaged?
11. How well did I manage the classroom behavior, were all students focused?
12. What problems arose during the lesson and how did I address them?
Writing Behavioral Objectives

During your Professional Studies course in Block 1 you learned how to write behavioral objectives and you have practiced this art in every course you have taken. However, a little review is always a good thing. A Behavioral Objective states what the student will be able to demonstrate at the end of the lesson. Each objective focuses on one specific goal that you want the students to attain. The objective is a clear description of the educational expectations. The objective establishes the focus for teaching. Objectives also support assessment by defining expectations in behavioral, observable, and measurable terms. Your students need to understand the objective for the lesson so they can work toward attaining that skill or goal.

Good objectives are student centered and target specific behaviors. An objective must contain three parts:

1. Conditions of Performance
2. Outcome Competencies
3. Criteria for assessment

Conditions of Performance

This part of the objective describes the circumstances of the learning. This statement may begin with:

- Given ___ the student will...
- Without ____ the student will...
- The student will independently...
- In a small group, students will ...
- Making use of an oral presentation the student will...

Outcome Competencies

This states what the student will be able to do after instruction. They must be observable, measurable and specific behaviors. Refer to Bloom’s Taxonomy so that you include all levels of thinking in designing your objectives. If you consistently use lower levels of thinking your students will only gain knowledge without being able to apply and use that knowledge. Carefully consider which level of thinking (knowledge, comprehension, application, analysis, synthesis and evaluation) you want your students to apply. Also do not forget to write objectives that encompass all of the learning domains, cognitive, affective and psychomotor. One objective will not encompass each domain BUT make certain you challenge each domain sometime in your lessons. Phrases such as the ones below are appropriate for outcome competencies:

- ...students will list
- ...students will describe......
- ...students will categorize...
- ...students will define...
- ...students will draw
- ...students will explain
- ...students will create...
- ...students will calculate...
- ...students will compare...
- ...students will analyze...

Phrases such as; to know, to demonstrate an understanding of and to learn are NOT measurable or observable and should not be used to describe outcomes.

Criteria for Assessment

This portion of the objective states the criteria for assessment and the degree required for mastery.

Phrases such as the ones below meet the standards for criteria for assessment:

...with 90% accuracy
...containing all components of the process or class discussion

Example:

After reading the Writing Behavioral Objectives section of the Level II Student Teaching Resource Book students will accurately write behavioral objectives which contain all three required components for each lesson they plan during their student teaching semester.
Differentiated Instruction

Classrooms consist of populations of diverse students which necessitate adjusting the content and/or instructional delivery of all lessons. Not all students learn in the same manner or rate; so, it is important that students are given multiple options for applying and generalizing concepts. You have learned the importance of understanding your students’ prior knowledge, readiness level, culture, learning style and interests in order to deliver effective, responsive instruction. Assessment of students to identify individual abilities and needs is necessary before instruction can be planned and differentiated. Through your assessment courses you learned the importance of designing or choosing assessments which provide an accurate perspective of each of your students; however, you must also use powerful tools such as observation, conversation, and interest inventories to obtain a complete picture of each student.

Differentiation is not a method, it is a philosophy that a teacher embraces in order to deliver instruction that is appropriate for all students. Differentiation is a process that continually changes with the subject, objectives and assessment. The teacher must have a deep understanding of each student’s unique characteristics to adjust content, process, products and environment to fit student needs.

Content: While focusing on a goal or objective the teacher adjusts the degree of complexity to suit the learners in their classrooms. Having tiered expectations or by using a menu of expectations based on individual student abilities will allow each individual to achieve success. If students demonstrate mastery on the pre-assessment they can proceed to application of the concepts to solve problems or situations. Or they could use their knowledge to create something new. Adapt the number of items that the learner is expected to learn especially in terms of math problems, spelling words. Refer to Bloom’s Taxonomy to review the levels of knowledge and provide for all of these levels in your planning.

Process/ Instructional Delivery: By adjusting the activities in which the students will engage to learn the content, teachers provided multiple paths to knowledge. Some of the adjustments might include, use of different materials, flexible grouping, scaffolding instructional approaches and offering activities at different levels of complexity. Make use of the arts, hands on materials, technology, use visual aids, plan to use more concrete example, plan for the engagement of all learners/ give each student a task they can complete. Adapt the time allotted and allowed for learning and task completion, allow the use of calculators to figure math problems, simplify task directions.

Products: Vary the final product to allow for individuality in demonstration of mastery. Give options to express understanding but adhere to the objectives of the lesson. Offer a choice of product or give student the opportunity to offer their own choices. Students become actively engaged and responsible for their own learning.

Learning Environment: Create optimal conditions for individuals. Organize your classroom to offer quiet corners, collaboration and engagement. Provide seating options beyond the usual desks and chairs. Provide opportunities for volunteers, aides, and other students to engage in the teaching process. Routines and procedures need to be clear and create a safe and secure environment.
Classroom Management

The goal of classroom management is not discipline; the goal is to provide positive supports so that each student may participate as a responsible and valued member of your learning community. A Student Teacher must observe and work with the classroom standards and procedures that are in place.

Consider the following suggestions:

Make certain you are aware of the expectations, procedures and standards of your student teaching classroom.

Make certain you understand WHY these expectations, procedures and standards have been adopted for the classroom/school.

Make certain you can define and explain these to students. Redefine them with each lesson.

Let your students know when they are meeting your expectations by giving specific praise. “Good Job” means nothing. “Thank you for being ready with your materials on your desk and your eyes on me” That is specific, it provides a model for other students to aim for and reinforces your expectations each time you say this. Your praise should specifically provide a model for others to aim for, reinforce your expectations.

Use prompts, cues and reminders to assist your students in meeting your expectations. Post your standards and expectations.

Look at your classroom arrangement, does it support your expectations or does it hinder?

- Can all students see instructional areas?
- Are all materials accessible and organized?
- Are students seated away from distractors?

Focus on your delivery

- Are you planned with detailed plans which integrate your expectations?
- Avoid “Do you want to... or Who would like to...” questions. Replace with “Today we will... Our task for this period will be”
- Use pauses, dramatic delivery and proximity to retain their attention.
- Deliver directions as polite declarative statement, do not hesitate.
- Develop plans for dispensing materials, transitions, forming groups and clean up. Establish an attention signal like counting down from 5: “5, 4, 3, 2, 1 eyes on me” Do not blink the lights or use a bell!!!

Have you planned for engagement of all learners?

- How often does one student demonstrate while others just watch?
Do you use technology as a big work sheet or as an engaging tool?
Does everyone have an engaging assignment for the majority of the learning period?
Is the work on the appropriate level for each student?
Do your plans offer choice, depth and breadth???

Establish positive connections with your students, this does not mean be their BFF!

- Use their names during the lesson.
- Respect their learning styles and provide for their individual needs.
- Be Consistent
- Involve EACH student in active learning.
- Eliminate threats, promises and Buying their behavior.
- Stretch your teaching repertoire.
- Concentrate on the positive and ignoring inappropriate behavior as long as it does not endanger others, then speak with the student privately.
- Reflect on and identify positive strengths in each of your students, let them know you recognize these strengths.

SECTION 3: College and University Policy Statements/Resources

A. College LiveText Policy UNDERGRADUATE ONLY
The College of Education has adopted the use of LiveText software to assist in the assessment of student performance and program quality. A LiveText account is purchased for you through a course fee in EDF 3201 Diversity of Human Experience. (NOTE: For any students who do not take EDF 3201 as their first course in the Undergraduate Integrated Teacher Preparation Program, the LiveText administrator will contact the student individually via campus email with purchasing instructions.) LiveText account numbers are distributed to students in EDG 3201 Professional Studies. Your LiveText account is available to you for five years. Your work will be assessed in LiveText to help monitor your demonstration of the program standards, receive feedback from faculty on your progression toward meeting them, and certify that you have demonstrated all the required standards and competencies needed to complete your program. Your documented success on these tasks can also contribute to a portfolio that showcases your learning for current and future employers.

B. Academic Behavior Standards and Academic Dishonesty
All students are expected to demonstrate honesty in their academic pursuits. The university policies regarding issues of honesty can be found in the FGCU Student Guidebook under the Student Code of Conduct and Policies and procedures sections. All students are expected to
study this document which outlines their responsibilities and consequences for violations of the policy. The FGCU Student Guidebook is available online at http://studentservices.fgcu.edu/judicialaffairs/new.html or http://studentservices.fgcu.edu/judicialaffairs/files/Code_of_Conduct_book_08-09.pdf

Behavior in violation of these standards may result in removal from the student teaching placement, removal from the College of Education and/or completing the entire student teaching experience at a future semester.

*College of Education Students also must fully adhere to the Florida Code of Professional Ethics and any laws regarding safety of children under their charge. Failure to adhere to these standards, (University, College, Florida Department of Education, Florida Law) may result in removal from student teaching, failure to qualify for Florida Teacher Certification or legal action.*

C. **Disability Accommodations Services**

Florida Gulf Coast University, in accordance with the Americans with Disabilities Act and the university’s guiding principles, will provide classroom and academic accommodations to students with documented disabilities. If you need to request an accommodation in this class due to a disability, or you suspect that your academic performance is affected by a disability, please contact the Office of Adaptive Services. The Office of Adaptive Services is located in Howard Hall 137. The phone number is 239-590-7056 or TTY 239-590-7930.

D. **Student Observance of Religious Holidays**

All students at Florida Gulf Coast University have a right to expect that the university will reasonably accommodate their religious observances, practices, and beliefs. Students, upon prior notification to their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith. Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence. Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observance. Where practicable, major examinations, major assignments, and University ceremonies will not be scheduled on a major religious holy day. A student who is to be excused from class for a religious observance is not required to provide a second party certification or the reason for the absence.

E. **Academic Integrity**

All assignments, projects, and examinations are to be completed solely by the student. Inclusion of facts, ideas, quotes, or other materials from outside sources must be cited and referenced in all work. Evidence of cheating and plagiarism are cause for disciplinary action by the university. According to the university, plagiarism and cheating refer to the use of unauthorized books, notes, or otherwise securing help in a test; copying tests, assignments, reports, or term papers; representing the work of another person as one’s own; collaborating without authority with another student during an examination or in preparing academic work, or otherwise practicing academic dishonesty by the student. Inclusion of facts, ideas, quotes, or other materials from outside sources must be cited and referenced in all work.

F. **Turnitin.com**
Students who take this class must be prepared to submit electronic copies of some or all assignments to Turnitin.com for the detection of plagiarism. The University expects that all students will be evaluated and graded on their own work. If you use language, data or ideas from other sources, published or unpublished, you must take care to acknowledge and properly cite those sources. Failure to do so constitutes plagiarism. Papers that are submitted to Turnitin.com become part of the Turnitin.com student paper database solely for the purpose of detecting plagiarism. If you choose to request that your paper(s) not become part of the Turnitin.com student papers database this must be communicated to me in writing at the beginning of the course. (Note: If a student requests not to use Turnitin.com, the instructor may: (i) require a short reflection paper on research methodology; (ii) require a draft bibliography prior to submission of the final paper; or (iii) require the cover page and first cited page of each reference source to be photocopied and submitted with the final paper.) However, the U.S. Court of Appeals unanimously affirmed the “Fair Use” finding in April 2009 which supported TII’s use of student work (see excerpt from article below). http://turnitin.com/static/media.html#APPEAL the appeals court recognized that iParadigms' use of the student papers for purposes of plagiarism detection is a "highly transformative" use that adds something new in purpose and character and does not harm the future marketability of the students' works. The appeals court also reiterated that, "if anything, iParadigms' use of students' works fostered the development of original and creative works 'by detecting any efforts at plagiarism by other students.'" The exponential growth of the Web has presented educators with exciting collaborative learning opportunities as well as daunting challenges related to intellectual property," said John Barrie, founder and CEO of iParadigms. "The dismissal of this case affirms the role of Turnitin as an important instructional support tool that helps students learn to work properly with the intellectual property of others."

G. Important University Dates
It is the responsibility of each Candidate to ascertain University Deadlines for Drop/Add and Applying for Graduation.
Each Candidate will follow the School Calendar established by their placement district; this includes Spring Break.