College of Education Vision

“Learners and leaders of today and tomorrow”

SECTION 1: Course Information

A. Course Information
Level II Student Teaching Syllabus

CRNs: 11966, 11968, 11939, 11945, 11954, 11909

Semester: Spring Semester 2016

Time and Location: Off Campus, five days per week, student teaching experience in local classrooms.

B. Instructor Information
Instructor: Diane Kratt
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C. Course Description
Candidates will be in a twelve-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:

Each major has at least one required textbook. See listing at FGCU bookstore for exact titles until the start of spring semester when I will revise this part of the syllabus.

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

SECTION 2: Outcomes, Objectives, Assessments

A. College of Education Proficiencies
As a capstone experience it is expected that students will apply all College of Education Proficiencies and Dispositions.

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

CAEP Standard 1.1: Candidate Knowledge, Skills, and Professional Dispositions.
Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.

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. (FEAPs 2.a.1.b, 2.a.1c, 2.a.1.d, 2.a.3.e; Reading 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. (FEAPs 2.a.3.c, 2.a.3.d, 2.a.3.h; Reading 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. (FEAPs 2.a.1.e, 2.a.2.d, 2.a.2.h; Reading 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. (FEAPs 2.a.1.f, 2.a.2.c, 2.a.3.a, 2.a.3.b, 2.a.3.f, 2.a.3.g; Reading 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. (FEAPs 2.a.2.a, 2.a.2.b, 2.a.2.f; Reading 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. (FEAPs 2.a.2.e, 2.a.2.g, 2.a.2.i, 2.a.3.i, 2.a.3.j; Reading Competencies 4, 5, 6)

Principle 7:
The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals. (FEAPs 2.a.1.a, 2.b.1.d; Reading 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. (FEAPs 2.a.4.a, 2.a.4.b, 2.a.4.c, 2.a.4.d 2.a.4.f; Reading 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. (FEAPs 2.b.1.e; 2.b.1.f; Reading 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. (FEAPs 2.a.4.e, 2.b.1.a, 2.b.1.b, 2.b.1.c; Reading Competencies 4, 5, 6).

C. Course Outcomes/Objectives/Assessments

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<th>Course Outcomes</th>
<th>Assessment</th>
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<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>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>Integrated Field Experience Rubric</td>
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<td>4. Design and implement an evaluation program to monitor student achievement</td>
<td>Teacher Work Sample</td>
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<td>and report progress.</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</td>
<td>Integrated Field Experience Rubric</td>
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<td>team member.</td>
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D. 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 **January 11, 2016**.
- Student Teachers will participate in District Professional Development Days, such days will be counted as attendance days.
- All Absences will be made-up after the 12 week requirement is met.
- 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

Confirmation of Attendance
As of fall 2015, all faculty members are required to confirm a student’s attendance for each course by the end of the first week of classes. Failure to do so will result in a delay in the disbursement of your financial aid. *The confirmation of attendance is required for all students, not only those receiving financial aid.*

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 to know the students’ backgrounds and developing clear learning goals based on their needs and the 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 initially 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 at the beginning 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.

The due date for weekly lesson plan submission 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/](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 a Support Plan and may result in a failing grade.
Supervisor Seminars

Each University Supervisor will schedule two seminars; attendance at each seminar is required. Failure to attend these seminars will result in extra assignments or a Support Plan.

Initial Assignments/Student Teaching Notebook/Professional Journal

You will continue the notebook you began in your Level I 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. 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 (Level I 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.

A minimum of four 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 a Support Plan.

**E. Grading Policy**

**Satisfactory:**

1. “Satisfactory” rating on all Level II Student Teaching Evaluation Forms.
2. “Satisfactory” rating on the Student Teaching Support 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.
   - Absences from classroom teaching experiences must be rescheduled and attended.
   - 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.
   - Lesson plans signed and dated by the cooperating teacher prior to the lesson presentation.
   - Lesson plans kept in the Student Teaching Notebook.

F. 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 the 12 week requirement.
Level II Student Teaching Specific Directions
For:

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

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 assignment to Canvas by Tuesday, January 12th. 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.

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, and 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, if you weren’t present, the process she employed to teach her students the procedures and the rules?

**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. *(Secondary Majors placed in content rooms: What literacy strategies or instruction is provided to your students, or is the expectation that they “know how to read”?)*

Your supervisor will inform you of how, when, where they wish you to submit this assignment.

**Professional Journal**

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

You learned how to write behavioral objectives early on in your program 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.

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**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
The College of Education has adopted the use of LiveText software to assist in the assessment of student performance and program quality. As a degree-seeking student or as a student admitted to a state-approved program, you are responsible for purchasing a membership in LiveText during your first course in the College of Education. If you do not have a membership in LiveText, you will need to purchase it immediately from www.livetext.com. This is a one-time only purchase, and your LiveText account is available to you for five years. Students enrolled in this class will be required to submit critical tasks (assignments that are linked to standards, relevant to the field you have chosen). 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

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 see me or contact the Office of Adaptive Services. The Office of Adaptive Services is located in the Wellness Building. The phone number is 239-590-7956 or Video Phone (VP) 239-243-9453. In addition to classroom and campus accommodations, individuals with disabilities are encouraged to create their personal emergency evacuation plan and FGCU is committed to providing information on emergency notification procedures. You can find information on the emergency exits and Areas of Rescue Assistance for each building, as well as other emergency preparedness materials on the Environmental Health and Safety and University Police Department websites. If you will need assistance in the event of an emergency due to a disability, please contact Adaptive Services for available services and information.

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 grades 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 your professor in writing at the beginning of the course.

G. **Important University Dates**
   Please see Academic Calendar for important dates: [http://www.fgcu.edu/Registrar/academiccalendar.asp](http://www.fgcu.edu/Registrar/academiccalendar.asp)

H. **Incomplete Grade**
   A student who is passing a course but who has not completed all of the required coursework by the end of the term may, with the permission of the instructor, be assigned a grade of I. A grade of I is not computed in a student’s GPA.

   An incomplete grade cannot be assigned to a course if the student fails to attend the course, drops the course after the drop/add period, or withdraws from the university. A student, who registers for a course but fails to meet the course requirements, without officially dropping the course, will receive a grade of F in the course.

   To initiate consideration for a grade of I, a student must contact the instructor before grades are reported. The decision to award a grade of I is solely the decision of the instructor. Should a professor decide to assign the grade, both the student and the professor must complete and retain a copy of an Incomplete Grade Agreement Form. The maximum amount of time to complete coursework to remove a grade of I is one year from the ending date of the semester for which the grade was assigned or graduation, whichever comes first; however, instructors may restrict the amount of time given to the student to complete the coursework. After one year, a grade of I will be changed to an F if the instructor has reported no grade. A student may not re-register for a course in which he or she currently has an incomplete (I) grade.

I. **FGCU Writing Center**
   The FGCU Writing Center assists student writers through free, accessible, learning-based writing consultations. [http://www.fgcu.edu/WritingCenter/index.html](http://www.fgcu.edu/WritingCenter/index.html)

J. **Online Tutorials**
   Information on online tutorials to assist students is available online at [http://www.fgcu.edu/support](http://www.fgcu.edu/support)
K. **Canvas Learning Management System and Demonstration Site**
   Information on Canvas is available online at http://canvas.fgcu.edu/ and
   https://fgcu.instructure.com/courses/7692

L. **Library Resources**
   
   Main page: http://library.fgcu.edu/
   Tutorials & Handouts: http://library.fgcu.edu/RSD/Instruction/tutorials.htm
   Research Guides: http://fgcu.libguides.com/
   Faculty Support: http://library.fgcu.edu/faculty_index.html
   Contact Us: http://library.fgcu.edu/LBS/about/contactus.htm