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Greetings Respected Peers and Teacher Candidates,

Congratulations and welcome to the Student Teaching Experience; the final and most challenging steps in your Initial Teacher Preparation Program at Florida Gulf Coast University. You are now ready to apply the evidenced based pedagogy you have learned in 21st century classrooms. Your student teaching experiences are made possible and supported by deep and rich collaboration between our district partners and the College of Education faculty. We thank in advance each cooperating teacher for the countless hours you will spend mentoring your student teacher toward success. Without your tireless commitment to the profession, our students could not meet the diverse challenges they will face during their long careers.

This handbook is a resource for your student teaching experience, for cooperating teachers and university supervisors. We encourage each stakeholder to use it as a guide to successful completion of the Level I and Level II experiences. It is vitally important all stakeholders understand the policies and procedures which guide the student teaching experiences; your adherence to these policies will scaffold the professional growth of our teacher candidates and ensure a strong teaching profession for the future. In addition to the handbook, all documents can be found on the Student Teaching website, http://coe.edu/internship.

Thank you for your part in creating a supportive environment in which our student teachers can thrive and develop the skills necessary to be effective classroom practitioners upon graduation. Our collaborative work guarantees a positive experience for our teacher candidates.

Sincerely,

Dr. Michael Houdyshell
Assistant Dean
College of Education
College of Education

Student Teacher Handbook

Affidavit

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

Student Teacher’s Printed Name_________________________

Student Teacher’s Signature ____________________________

Student Teaching Coordinator __________________________

Sign and bring with you to your Student Teaching Orientation.
Office of Advising and Clinical Experiences
Florida Gulf Coast University
College of Education

Internship Website: http://coe.edu/internship.

Hours of Operation:
Monday-Friday 8:00 AM-5:00 PM

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Introduction

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

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

Student Teaching Experiences

During their professional preparation teacher candidates experience various levels of teaching practice including coursework and exposure to diverse classrooms and students. The initial level of classroom exposure includes field experiences integrated with specific courses. In their field experiences teacher candidates develop skills and techniques for working collaboratively with educational professionals, observe teaching practice, and work with diverse populations of students in 21st century classrooms. These experiences prepare teacher candidates for success in their two levels of student teaching. The Student Teaching/ Clinical Experience program at Florida Gulf Coast University is a two semester experience which occurs during a student’s senior year.

Level I Student Teaching

Eligibility for Level I Student Teaching

Application Deadlines: February 15 for Fall, September 15 for Spring

Admission to Level I Student Teaching will be granted to College of Education students who meet the following requirements at the time of application.

- Possess minimum overall GPA of 2.5
- Complete a formal application of Level I Student Teaching online by the deadlines
- Meet any and all additional departmental or program requirements (including Disposition review and passage of Florida Teaching Certification Exams-Subject Area Exam (SAE)
- Participate and pass background check in the district where they are assigned. Certain criminal histories may prevent clearance.
Experience Specifics

During the Level I Student Teaching program each teacher candidate is placed at a school site for two days each week for the duration of at least 12 weeks. Candidates are also taking co-requisite courses at FGCU. During the Level I Student Teaching program each teacher candidate will plan and teach a minimum of three lessons per week and be active in all facets of classroom life. In addition, Level I teacher candidates are expected to successfully complete assignments from their co-requisite courses. Candidates are observed by their cooperating teachers and university supervisors and receive essential feedback about their performance. After successfully completing the Level I Student Teaching experience each teacher candidate is placed at a different school site to complete their Level II Student Teaching Program.

Level II Student Teaching

Application Deadlines: February 15 for Fall, September 15 for Spring

Admission to Level II Student Teaching will be granted to College of Education students who meet the following requirements at the time of application.

- Complete all coursework required by program
- Possess minimum overall GPA of 2.5
- Passing scores on all sections of the Florida teacher Certification Exam-Professional Educator Exam (PED) Catalog Year 2016-2017 and beyond
- Complete a formal application for Level II Student Teaching by the deadline
- Participate and pass background check in the district where they are assigned. Certain criminal histories may prevent clearance.

Experience Specifics

The Level II Student Teaching program is a full semester, capstone clinical experience where each teacher candidate is expected to report to an assigned school site each day and eventually take on increasing responsibility for planning and delivering/co-delivering instruction to their assigned classroom. The Level II Student Teaching program typically takes place during a candidate’s last semester prior to graduation. The experience is structured so teacher candidates gain extensive practice in teaching and in the knowledge, skills, and dispositions of their chosen teaching field. The Level II Student Teaching experience is the summative assessment of the program.

College of Education faculty members and University Supervisors supervise all teacher candidates and work closely with all cooperating teachers to scaffold each student teacher’s skill development. Candidates are observed by their cooperating teachers and university supervisors and receive essential feedback about their performance. Teaching practices are evaluated according to indicators of the Florida Accomplished Practices (FEAPs) and INTASC Standards. Formative and summative evaluations of student teachers are the result of collaboration between the University Supervisor and the Cooperative Teacher.
Guest Away Level II Student Teaching Experiences

Teacher candidates may apply to complete their Level II Student Teaching experience at a location other than Southwest Florida. To qualify, the candidate must meet rigorous criteria established by the College of Education for Guest Away Student Teachers. To initiate an application to pursue a Level II Student Teaching experience at a location other than Southwest Florida, candidates must make an appointment with the Student Teaching Level II Coordinator two semesters prior to their Level II Student teaching Experience.

Guidelines for Placement Level I and Level II

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

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

2. The Florida Department of Education requires that all cooperating teachers have completed three-four years of successful teaching and the Clinical Educator Training as described in Florida State Statutes, section 240.529 prior to mentoring a Teacher Candidate. The COE Placement Office and our school partners work collaboratively to follow these guidelines in the placement process. Specific eligibility requirements can be found in the Appendix.

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

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

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

6. The Office of Advising and Clinical Experiences must make all arrangements for student teaching. Arrangements made any other way will not be recognized as valid.

Posting Placement Locations

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

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

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**WHAT IS A HIGH QUALITY PROFESSIONAL EDUCATOR?**

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

**A HIGH QUALITY PROFESSIONAL EDUCATOR Conducts Themselves With Professionalism and Ethical Conduct During Student Teaching Level I and Level II**

**Conduct:**

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

**Confidentiality:**

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

**Attendance:**

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

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

**Outside Commitments:**

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

**Substitute Teaching:**

Student Teachers **may not** serve as substitute teachers during their student teaching experience. A substitute teacher must be provided by the school should the cooperating teacher be absent.

**Corporal Punishment:**

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

**Professional Liability Insurance:**

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

1. **Follow the directions on the Internship Website or in the pamphlet from FEA to obtain liability insurance.** You join NEA/FEA as a student member then apply for liability insurance.
2. **You will receive an email confirmation AND a confirmation letter from FEA.** Print 2 copies of the email confirmation and the letter of confirmation. **Put the original in a safe place, put one copy in your student teaching binder, bring the other copy of both the letter and email confirmation to your initial Orientation meeting.**
Professional Attire:

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

<table>
<thead>
<tr>
<th>Suggested Attire- Women</th>
<th>Suggested Attire - Men</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skirts: Knee length or longer</td>
<td>Shirt, tie and dress pants (Day 1).</td>
</tr>
<tr>
<td>Dresses- Knee length or longer, NO spaghetti strap dresses.</td>
<td>Sport coat or blazer (not necessary unless mandated by school)</td>
</tr>
<tr>
<td>Non-denim casual slacks-Dockers/Khaki pants</td>
<td>Non-denim casual slacks-Dockers, Khaki</td>
</tr>
<tr>
<td>Dress Pants/Pant Suits</td>
<td>Polo type shirts</td>
</tr>
<tr>
<td>Dress Blouses, sweaters and jackets- not see through, mesh, tank tops, halter tops</td>
<td>Short sleeve button down shirts, long sleeve dress shirts.</td>
</tr>
<tr>
<td>Dress turtlenecks/banded collar shirts/crewnecks- non T-shirt material. No T shirts. Shirts, dresses must not expose cleavage.</td>
<td>Dress turtlenecks/sweaters/banded collar shirts/crewnecks- NO T shirts or T shirt material or shirts with logos or slogans.</td>
</tr>
<tr>
<td>Dress or casual shoes, NO flip flops, crocs, beach shoes or stiletto heels.</td>
<td>Dress or casual shoes, NO flip flops, crocs, beach shoes. Socks must be worn.</td>
</tr>
<tr>
<td>Body piercing jewelry - ears only</td>
<td>Body piercing jewelry- none</td>
</tr>
<tr>
<td>No visible tattoos</td>
<td>No visible tattoos</td>
</tr>
</tbody>
</table>
Student Teaching represents a crucial point in the candidates’ preparations to becoming professional educators. It is a time when theory and practice meet and when candidates may discover whether they even want to teach. The traditional model of clinical practice consists of a triad of the teacher candidate, cooperating teacher, and the university supervisor. Each member makes unique contributions to the process.

- The focus of the University Supervisor is primarily the teacher candidate and how he/she is fulfilling the college program’s expectations.
- The Cooperating Teacher is focused on how the teacher candidate is functioning in the classroom and how the teacher candidate supports student learning and development.
- The Building Principal provides insight into the connection between district and school goals and how these are integrated with classroom practice.
- Teacher Candidates should be focused on their impact on student learning and their professional development.

All parties of the triad share mutual responsibility for the development of the teacher candidates’ efficacy concerning their practice and their ability to deliver strong instructional practice. The candidate’s professional efficacy will be strengthened by a collaborative culture with rigorous expectations and proactive peer review which will focus on the candidate’s impact on student learning.

The clinical model embraced by Florida Gulf Coast University builds on the traditional model and is strengthened by the inclusion of the building principal as supported by Varrati, LaVine, & Turner, 2007. The table below illustrates the responsibilities of each member in supporting the professional development of the teacher candidate.

Table 1.

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

(Varrati, LaVine, & Turner, 2007).
Observing Classroom Practice

The College of Education requires consistent student teacher supervision and observation on a regular basis through formal and informal approaches. Both student teaching experiences require multiple observations weekly with actionable, consistent feedback on the teacher candidate’s performance according to the FEAP standards, evidenced based teaching practices, and INTASC Standards. Cooperating teachers and university supervisors must complete a minimum of four (4) formal classroom observations using the Danielson Model Observation Protocol located in Appendix. The Post-observation conference provides the coaching required to scaffold areas of needed improvement into the effective practice realm. Student teachers need specific and ongoing feedback related to their performance. Cooperating teachers and university supervisors are expected to provide this critical and meaningful feedback.

Components of the Clinical Supervision Model

Pre-observation Conference

The purpose is to obtain information of the teacher candidate’s lesson objective, planned procedures, and criteria for evaluation and to further review the lesson plan. The teacher candidate and the observer should establish one or two areas of classroom practice on which to focus the observation. The Pre-observation conference form is located in Appendix.

The Observation

The purpose of the observation is to view a complete lesson cycle as planned and to collect data that may be used to improve knowledge, skills, and dispositions of the student teacher. Observation Protocol and forms can be found on in Appendix.

Data Analysis

The purpose of this step is to allow the observer a few moments to review, sort, and plan the post-observation conference.

Post-observation Conference

This conference occurs shortly after the classroom observation. The conference must occur on the same day as the observation in order to facilitate accurate representation of the classroom happenings. The purpose is to discuss the lesson, address concerns, and develop an action plan for enhanced student teacher growth and performance. Post-observations forms can be found in Appendix.

Post- conference Analysis

This analysis allows the observer to process the entire cycle, evaluate whether the teacher candidate and observer came to a consensus on the actions needed to scaffold the student teacher’s improvement in their classroom practice. It also provides the observer an opportunity to reflect on the effectiveness of their performance during the cycle.
Co-teaching and Student Teaching

Collaboration/Co-Teaching

The College of Education embraces a co-teaching model of the student teaching experience. This belief is built upon research into strong teacher preparation models where student teachers and cooperating teachers work together to maximize student achievement. The student teaching experience is designed to provide the opportunity to gradually increase responsibilities to novice level teacher candidates. The Level II Student Teacher should have at least 5 weeks of full responsibility in planning all instruction in their experience. **Level I student teaching does not have a full responsibility component but we highly suggest that Level I Student teachers teach as much as the cooperating teacher and university supervisor think is realistic.**

Full responsibility does not mean that the student teacher is left completely alone all day with the classroom. The Cooperating teacher should always be in the school building and accessible. The cooperating teacher is not expected to relinquish all responsibility to the Student Teacher; the Cooperating Teacher and Student Teacher should always work as a team to provide a positive academic experience for all students. During the “full responsibility” period the Student Teacher will have primary responsibility for all lesson planning, deciding on the roles of each member of the teaching team, and record keeping. Below are some co-teaching approaches team members can assume during classroom instruction.

**One Teach/One Observe:** This model is very effective at the beginning of the student teaching experience. The cooperating teacher models effective practice and the student teacher would observe, take notes on an observation form. The CT and ST then discuss what the student teacher observed in terms of effective practice, student responses and modifications made during the lesson. The conversations following this approach can result in strong gains in lesson development. Level II student teachers are required to complete four of these observations during their first two weeks in the classroom and post the forms to Canvas.

**One Teach/One Assist:** One teacher teaches a group of students, while the other is assisting. Either the cooperating teacher or the student teacher can take the lead. The extra support during the lesson keeps students focused and provides guidance to students.

**Parallel Teaching:** Both teachers are teaching the same content, but to different groups of students at the same time. This reduces the student teacher ratio and permits the teachers to focus on individuals during the teaching cycle.

**Station Teaching:** Both teachers are teaching at the same time, but different concepts to different students.

**Alternative Teaching:** One teacher is teaching a larger group while another is teaching a smaller group.

**Team Teaching:** Both teachers deliver the instruction to the same group of students at the same time. The lesson is co-presented by both teachers.

Various stages of co-teaching will occur during the experience. Each cooperative teacher and student teacher will find and adopt the approaches that work with their particular students.
The following charts provide a suggested schedule for Level I and Level II teacher candidates and cooperating teachers. Individual classroom situations may prompt variations in this **SUGGESTED** schedule.

### Suggested Schedule for Increased Responsibility

**CT** = Cooperating Teacher  
**ST** = Student Teacher

#### Level I

<table>
<thead>
<tr>
<th>Week</th>
<th>Activity</th>
</tr>
</thead>
</table>
| 1      | Assist CT  
Observe classroom and Begin Directed Observation  
ST introduces self to class using lesson plan |
| 2      | ST assists CT, Complete Directed Observations, plan and teach 2 lessons. |
| 3 & Beyond | ST assists CT, complete required assignments **plan and teach a minimum of 3 lessons per week.** Work with individuals, small groups. Learn and facilitate classroom procedures and transitions. |
| 12     | If appropriate, ST leads the classroom for at least 1 entire day.        |

#### Level II

<table>
<thead>
<tr>
<th>Week</th>
<th>% CT/ST</th>
<th>Activity</th>
</tr>
</thead>
</table>
| 1      |         | ST ACTIVELY observes classroom & assists as necessary  
ST completes journal entries  
ST introduces self to class using lesson plan  
ST introduces self to staff, administration  
ST becomes familiar with building procedures  
ST/CT collaborate on what lessons ST will teach during week 2  
CT reviews lesson plans  
CT shares relevant student information like IEP goals for students with active IEPs, RTI information, health information, etc. |
| 2      | CT/ST 90/10 | ST assumes assisting role as appropriate  
ST assumes routine tasks like attendance and leading students to specials  
ST assists individual students  
ST/CT Begins some Co-teaching responsibility  
ST/CT Collaborate and plan for following week’s lesson plans and ST assumption of responsibilities as appropriate  
CT reviews lesson plans, **begins a discussion about the Teacher Work Sample Unit Plan Topic**  
Observe ST and give specific, constructive feedback |
| 3      | CT/ST 75/25 | ST continues to assume routine tasks  
ST continues to assist students  
ST/CT continue to co-teach  
ST/CT plan for following week’s lessons/ST plans for half of classes  
CT reviews lesson plans, TWS **Unit Plan topic decision**  
Give specific and constructive feedback on the ST's practice. |
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
</table>
| 4   | CT/ST 50/50 | ST/CT continue to co-teach with ST gradually taking the lead or more responsibility for approximately half of classes.  
ST assumes all routine tasks  
ST continues to assist individual students  
ST assumes lesson planning for all lessons.  
CT reviews plans and gives daily constructive feedback to the ST. |
| 5-12| CT/ST 30/70 | ST has primary responsibility for planning, assignment of teaching roles management of the classroom as a full team member  
Co-teaching is expected  
ST initiates TWS Integrated Unit Plan  
CT may work with cooperative groups of students and individuals that need assistance.  
CT reviews lesson plans and gives daily constructive feedback to the ST. |
| Last 2 weeks of placement | CT/ST---CT/ST 25/75—90/10 | Gradually return responsibility to CT throughout these 2 weeks  
ST observes 4 other teachers at different grade levels.  
CT/ST meet with University supervisor to complete evaluations. |
Responsibilities Level I and Level II Student Teachers

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

Specific Student Teaching Responsibilities Level I and Level II

Prior to the First Day Each Student Teacher Must:

- View the website of their assigned school.
- Read and become familiar with the Student and Parent Handbooks which are usually available on the school website. Especially note sign-in procedures and starting times.
- Locate the School Calendar on the website and mark important dates in their personal calendar to facilitate their involvement in the full range of instructional and professional activities. These activities might include: Open House, Parent-Teacher Conferences, professional development days etc.
- Locate the school and determine at least 2 driving routes.
- Call the school or email the teacher to set up an appointment for you to visit the school prior to the beginning of the semester.
- Read the Course Syllabus which will be located on Canvas.

During the Student Teaching Experience Each Student Teacher Must:

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

Florida Gulf Coast University appreciates the time and effort involved in fulfilling the complex role of the cooperating teacher. This role involves mentoring and evaluating the teaching practice and dispositions of the teacher candidate. Cooperating teachers will also fulfill a number of other roles: role model, guide, advisor and colleague.

Some of the most important roles involve initiating the candidate into the professional and established norms of the school culture, sharing your wisdom and expertise, and respecting and encouraging innovations. Remember, this is a new situation for the teacher candidate, he/she might not have a sense of what to expect or where he/she will fit into the “scheme of things.” Do not assume that the teacher candidate has background knowledge specific to your classroom situation; by being specific in your directions and expectations you and the candidate will experience less anxiety.

All partner districts embrace a co-teaching model of student teaching as best practice. Therefore, planning and teaching lessons as a team embraces the Gradual Release of Responsibility paradigm for most of the student teaching experience. Co-planning and co-teaching are effective ways to model sound techniques and guarantee a quality experience for all. As you prepare to assume this role, the Internship Office hopes you find this list of expectations helpful.

The cooperating teacher is expected to:

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

**Responsibilities of the University Supervisor**

The major roles of the University Supervisor are to be a facilitator in the student teaching experience and to act as a liaison between the school and the University. These roles share the same complexity as that of the cooperating teacher in that the University Supervisor is both an advocate and evaluator for the candidate.

Although the supervision of the teacher candidate is a joint responsibility, University Supervisors must meet with both the teacher candidate and the cooperating teacher on a regular basis to ensure the efficacy of the program and the candidate’s progress.

University Supervisors will make at least four/five observations at regular intervals throughout the semester and provide formative feedback and suggestions for improvement. They may also make unannounced visits and observations during the semester. Supervisors must also plan and conduct three seminars. University Supervisors also must:

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

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

Lesson Planning

Planned instruction incorporates a creative environment and utilizes varied, motivational strategies and multiple resources for providing comprehensible instruction for all students. Successful teaching begins with effective planning. The first step in the planning process is recognizing students’ backgrounds and developing clear learning goals based on their assessed needs and the Sunshine State Standards.

The College of Education (COE) considers lesson plans to be a vehicle which helps the Student Teacher organize the material to be taught. Within the profession there is agreement that good planning contributes to good teaching; however, there is no agreement that any particular format is best. Keeping this thought in mind, the COE agrees that some lesson plan models are better suited for novice level teacher candidates and therefore adheres to the following lesson plan policy:

For the Level I and Level II Student Teaching experiences teacher candidates will use an extended lesson plan format which can be found on the Internship website and in the Appendix of this handbook. The cooperating teacher and University supervisor will examine and approve all lesson plans prior to the lesson being taught.

In order to help the teacher candidate, cooperating teacher and university supervisor analyze the effectiveness of the lesson plan we offer the following guidelines.

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

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

Evaluation Level I and Level II

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

It is the responsibility of the University Supervisor to report any concerns to the Office of Advising/Clinical Experience. If the Student Teacher is not progressing in their placement the University Supervisor must inform the Office of Advising/Clinical Experience so that a determination can be made as to how best to proceed.

Every attempt should be made to identify areas of concern by the midpoint in the semester. However, the Office of Advising/Clinical Experience reserves the authority to make final grade and placement determinations. Options include the development of a support plan, repetition of the student teaching experience during a subsequent semester, or removal from the program.

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

Level I Midterm Evaluation:

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

Level I Final Evaluation:

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

- Student Teacher observation forms.
- The Classroom Student Teacher Evaluation Instrument
- Video Rubric
- Level I Student Teaching Disposition Document.

Criteria for a Passing Grade: Level I Student Teaching

- Level I Student Teachers must have satisfactorily completed all Student Teaching components as evidenced by their scores on all evaluation rubrics and assessment instruments.
- It is expected that scores on the Classroom Student Teacher Evaluation Instrument total a minimum of 10 points in each evaluation domain. In addition to these minimum point totals, no student may receive more than two Unsatisfactory scores in any one domain or more than four Unsatisfactory Scores for the entire Summative Evaluation.
- Scores in this range would indicate that the candidate has demonstrated readiness to enter the Level II Student Teaching experience.
- All rubric scores on the Disposition Assessment Form must be in the Target, Acceptable or Not Observed range. Scores within this range indicate that the candidate has demonstrated acceptable professional dispositions to enter the Level II Student Teaching experience.
- Any days missed must have been rescheduled and completed.
- All course assignments must be completed on a Satisfactory level or higher.

Level II Midterm Evaluation:

The purpose of the Midterm evaluation is to verify the readiness of the student teacher to assume increased teaching/planning responsibilities and to identify professional strengths and areas of concern. The Student Teacher uses the mid-term evaluation to target areas which need strengthening prior to the final evaluation.

The Cooperating Teacher and the University Supervisor will work together to complete the The Classroom Student Teacher Evaluation Instrument and will discuss the results with the Student Teacher. The Student Teacher will assume increased responsibilities if the need for a support plan is NOT identified at Mid-Semester.

Level II Final Evaluation:

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

Evaluation forms for the Level II Student Teaching Experience are:

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

Criteria for a Passing Grade: Final Student Teaching

• Final Teacher Candidates must have satisfactorily completed all Student Teaching components as evidenced by their scores on all evaluation rubrics and assessment instruments.
• A score of 15 points in each domain of the final The Classroom Student Teacher Evaluation Instrument is required to meet the criteria for passing the student teaching experience. In addition to these minimum point totals, no student may receive more than two Unsatisfactory scores in any one domain or more than Four Unsatisfactory Scores for the entire Summative Evaluation.
• Scores within the required range would indicate that the Teacher Candidate has demonstrated readiness for assuming the professional responsibilities of teaching.
• ALL of the rubric scores on the Disposition Assessment Form must be in the Target or Acceptable range. Scores within this range indicate that the candidate has demonstrated acceptable dispositions for assuming the professional responsibilities of teaching.
• All evaluations must provide evidence of growth in the application of all Florida Educator Accomplished Practices.
• All rubric scores on the Teacher Work Sample Portfolio must be in the Developing or Higher range.

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

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

Procedure to Follow if Problems Arise Level I and Level II

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

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

• Discuss any specific concerns with the Cooperating Teacher and University Supervisor early in the semester.
• Be an active listener and communicator.
• If Intervention is necessary, work to overcome any weaknesses and follow the Intervention Plan in all areas.

The Cooperating Teacher has the following responsibilities:

• Clearly communicate any concerns to the teacher candidate and the University Supervisor immediately.
• Develop an Intervention Plan with the University Supervisor and the Teacher Candidate as soon as major concerns are identified.
• Inform and/or involve the Office of Student Teaching/Clinical Experience in the process.
• Provide specific feedback to the Student Teacher and University Supervisor.
• Document any concerns, interventions and progress of the teacher candidate.

The University Supervisor has the following responsibilities:

• Communicate with the Cooperating Teacher about any concerns.
• Develop an Intervention Plan with the Cooperating Teacher and Student Teacher.
• Inform/Involve the Office of Student Teaching/Clinical Experience in the process.
• Provide written documentation about any concerns, interventions and progress.

The School Administrator has the following responsibilities:

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

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

• Collaborate with the Educational Team and collaborate in the development of a support plan.
• Observe Student Teachers when necessary.
• Follow up with the Educational Team concerning the progress of the Student Teacher.
• When necessary, remove the Teacher Candidate from placement.
Policy on Intervention and/or Removal during the Level I and Level II Student Teaching

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

At the four/five-week checkpoint, or before if warranted, the University Supervisor, in collaboration with the Classroom Teacher will assess for the Level II Student Teacher’s demonstration of sufficient mastery of skills and professional attitudes necessary for taking increased classroom responsibility. A satisfactory performance is mandatory in all areas of evaluation.

A rating of “needs improvement” in any area requires that a Student Teaching Intervention/Support Plan be generated by the team consisting of the Coordinator(s) of the Level I and Level II Student Teaching program, University Supervisor, and Cooperating Teacher.

1. The team, in a planned meeting, will share the plan with the Teacher Candidate. The plan will specify an Intervention Plan of action with a timeline for its completion and recommended support for the Teacher Candidate.
2. The format for the development plan can be found in the Appendices or on the COE website using the Field Experiences Link. It includes an overview of the current status of the Student Teacher’s progress, strengths, and specific concerns, plan of action, support needed, and date to reconvene the team to review the progress.
3. A follow-up meeting is held within two weeks to determine if necessary skills and professional attitudes are in place for the student teacher to remain in the placement.
4. If improvement is noted, the student may continue in the current placement, and continue to work on specific aspects of the support plan. Extending the time in the placement to meet internship requirements may be necessary to earn a grade of Satisfactory.
5. If, at the two week check, the skills and professional attitudes are not present, the team may recommend withdrawing the student teacher from the placement and consider future options for the student teacher.
6. If the recommendation is for withdrawal a meeting with the Level I or Level II Coordinators, the Assistant Dean of the College of Education and the candidate’s advisor should be held to determine if the student’s repetition of internship is merited.
7. Upon being recommended for Student Teaching repetition, repetition would occur in the following fall or spring semester; another Intervention plan will be developed by the Level II Student Teaching Coordinator in cooperation with University Supervisors and/or Cooperating Teachers and remain in effect during the semester of student teaching.
8. If the Intervention Plan is completed satisfactorily during the repeated internship, the Student Teacher will receive a grade of Satisfactory for the course.
9. If the Intervention Plan is not completed satisfactorily during the repeated internship and within the specified time schedule, the Student Teacher is dismissed from the internship and removed permanently from the teacher education program.
10. If a student wishes to appeal the decision he/she may submit a request through regularly established channels for grade appeals at Florida Gulf Coast University.
Removal of a Student Teacher

The Office of Student Teaching/Clinical Experience recognizes that there may be circumstances beyond the teacher candidate’s practice which may warrant removal and will consider requests by the University Supervisor, Cooperating Teacher, and the Building Administrator to remove a Teacher Candidate when any of the following situations occur:

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

All requests for the removal of a teacher candidate should be made through Florida Gulf Coast University’s Office of Student Teaching/Internship.

- Written documentation must accompany any request for removal.
- If a student teacher is removed from their student teaching classroom, the student teacher MAY be eligible to repeat the student teaching experience the next available semester in a district different from the one from which they were removed.
- Student Teachers removed from their student teaching experience may be subject to discipline through the University Student Conduct Office, or, the COE Office of Student Affairs and possible dismissal from the University.

Receiving a Grade of Unsatisfactory

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

FEAPS

Definition of Terms

Eligibility Requirements for Cooperating Teachers
Florida Educator Accomplished Practices (FEAPs)

**FEAPs**

**Instructional Design and Lesson Planning:**
- The pre-professional educator applies concepts from human development and learning theories in designing and planning instructional lessons.

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

**Instructional Delivery and Facilitation:**
- The pre-professional educator consistently utilizes a deep comprehensive knowledge of the content to be taught.

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

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

**Professional Responsibility and Ethical Conduct:**
- The pre-professional educator adheres to the Code of Ethics and Principals of Professional Conduct and fulfills the expected obligations to students, the public and the profession.

**DEFINITION OF TERMS**

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

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

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

**Student Teaching Placement:** The process of collaborating with partner school districts to obtain strong and supportive learning environments in which Student Teachers work to demonstrate growth in the Florida Educator Accomplished Practices. School district, University Coordinators, and school district Human Resources personnel coordinate their efforts to identify highly qualified Cooperating Teachers who have established supportive learning environments in which to place university candidates. An ongoing dialog between partners assures quality placements which are confirmed by the exchange of partner agreements.

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

The cooperating teacher must meet the following State of Florida requirements:

- Completed three years of successful teaching with effective/highly effective, or equivalent ratings
- Completed clinical Educator Training as described in Florida State Statutes, Section 240.529
- Be recommended by their building administrator

Demonstrate outstanding performance in:

- Receive “effective” or “highly effective rating on performance ratings
- Classroom management strategies that consistently result in improved student performance
- Proven ability to mentor adults as evidenced by the completion of Clinical Educator Training
- In-corporation of technology into classroom instruction and record keeping
- Methods of linking instructional plans to state and national standards
- Development and use of strategies that address various exceptionalities, achievement levels, and other special circumstances
- Use of formative and summative assessment strategies
- Use of effective teaching strategies for instruction of English Learners

The Student Teacher Acceptance Form, signed by the principal, the collaborating teacher, also outlines these criteria and attests to the teacher meeting the criteria.
Appendix B

Checklists and Evaluation Forms
Level I and Level II Student Teacher Checklist

I Have:

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

___ Printed/Downloaded and read University Student Teaching Handbook.

___ Completed district fingerprinting requirements.

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

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

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

___ Reviewed school website:

- Read School Student Handbook
- Marked important dates on calendar
- Found two routes to the school.

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

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

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

___ Signed and submitted the Clinical Student Teaching Handbook Agreement.

___ Obtained a three-ring binder and labeled each divider as follows:

- Reflections
- Lesson Plans
- Evaluations
- TWS Unit Plan (Level II Student Teaching)
- Senior Seminar (Level II Student Teaching)

___ Marked important dates in personal calendar:

- Lesson Plan Submission Information
- Supervisor Seminars and Locations of Seminars
- University Supervisor and Cooperating teacher contact information.
- School/District functions.

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

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

Preparing for your Student Teacher

I Have:

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

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

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

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

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

Week 1

I Have:

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

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

___ Explained the procedures for record keeping.

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

WE HAVE:

___ Exchanged personal contact information.

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

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

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

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

**I Have:**

___ Helped my ST develop plans for his or her teaching experiences.

___ Helped my ST identify specific competencies to strive to improve.

___ Followed the practice of cooperative development of lesson plans for each phase or class.

___ Co taught lessons with my ST, gradually relinquishing some typical classroom responsibilities like attendance, dismissal.

___ **Observed my ST very closely and consistently during their teaching experiences to provide continuing, specific feedback and evaluation, including specific suggestions for improvement and specific praise for successes.**

___ Communicated openly with my ST regarding professional issues and encouraged my ST to evaluate his or her own plans and teaching practice.

___ Examined my ST's lesson plans daily throughout the program, initialed the plans and given feedback.

___ Allowed my ST the flexibility to choose his or her own teaching methods, so long as those methods did not impede student learning.

___ Encouraged initiative and creativity on the part of my ST.

___ Conferred with the University Supervisor at each observation visit.

___ Provided my ST with some written evaluations of their teaching.

___ Provided opportunities for my ST to observe other classes and other teachers.
Level I and Level II University Supervisor Checklist

I have:

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

___ Read the Student Teaching /Clinical Experience Handbook.

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

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

___ Conducted Hello and Welcome with Cooperating Teacher.

___ Met the building administrator.

___ Prepared materials for the initial Student Teaching Seminar.

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

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

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

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

___ Planned and executed 3 seminars.

___ Checked each student teacher’s Journal.

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

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

___ Consulted with the Cooperating Teacher on each observation visit.

___ Completed mid-term evaluation.

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

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

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

___ Completed all evaluation forms, including obtaining all signatures.
___ Placed all completed forms in each student teacher’s folder.

___ Created an alphabetical list of my student teachers and their grades. (S or U)

___ Completed on-line assessments for all student teachers.

___ Attended the end of semester meeting, turned in all folders to the Department along with the list of students’ grades.
**Lesson Plan Format:**

Name:  
Level:  
Date:  

Content:

**Daily Lesson Plan**

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<th>Standards:</th>
<th>Big Idea / Essential Question</th>
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</tr>
</tbody>
</table>

**Introduction to the Lesson:** How will you motivate and inform your students of what they will be learning? Complete script of what you will say.
**Presentation of Lesson:** Must include a complete script of what the teacher will say, reviews, transitions. Must show evidence of differentiation, evidence of differentiation must be highlighted or bolded.

Specific accommodations, interventions, notes, etc...

Follow-up Reflection (completed after the lesson has been taught)

| Regarding Classroom Management: Describe the strengths and weaknesses you noticed during this lesson. | Students: Based upon the formative/summative assessments, describe the student learning that took place. |
**General Weekly Lesson Plan Format for Level II Student Teaching Only:**

<table>
<thead>
<tr>
<th>Subject and Time</th>
<th>Day of Week:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Objective:**

**Procedure:**

**Assessments:**

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
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</tr>
</tbody>
</table>

**Objective:**

**Procedure:**

**Assessments:**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

**Objective:**

**Procedure:**

**Assessments:**
Please place an X on the appropriate line.

### Video Lesson Scoring Rubric Level I

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

The Classroom Student Teacher Evaluation Instrument will be used as the final evaluation instrument to assess the performance of Level I Student Teachers.

Criteria for successfully completing the Level I Student Teaching Experience: Students must receive a minimum number of points for the summative evaluation in each domain listed on the Classroom Student Teacher Evaluation Instrument. Those minimum point totals for each domain are listed below.

Domain 1: Planning and Preparation-10 Points
Domain 2: The Classroom Environment-10 Points
Domain 3: Instruction-10 Points
Domain 4: Professional Responsibilities-10 Points

In addition to these minimum point totals, no student may receive more than two Unsatisfactory scores in any one domain or more than Four Unsatisfactory Scores for the entire Summative Evaluation.

Directions for Level II Student Teaching Evaluation

The Classroom Student Teacher Evaluation Instrument will be used as the Mid-Term and Final evaluation instrument to assess the performance of Level II Student Teachers. Mid-term use is for the purpose of establishing the readiness of the student teacher to continue in their placement, identify areas that need improvement or a support plan, and recognize strengths in teaching pedagogy.

Criteria for successfully completing the Level II Student Teaching Experience: Student teachers must receive a minimum number of points for the summative evaluation in each domain listed on the Classroom Student Teacher Evaluation Instrument. Those minimum point totals for each domain are listed below.

Domain 1: Planning and Preparation-15 points
Domain 2: The Classroom Environment-15 Points
Domain 3: Instruction-15 Points
Domain 4: Professional Responsibilities-15 points

In addition to these minimum point totals, no student may receive more than two Unsatisfactory scores in any one domain or more than Four Unsatisfactory Scores for the entire Summative Evaluation.
<table>
<thead>
<tr>
<th>School District of Lee County</th>
<th><strong>Performance Rating</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Domain 1: Planning and Preparation</strong></td>
<td></td>
</tr>
</tbody>
</table>
| 1a. Demonstrating Knowledge of Content and Pedagogy  
FEAP 1.a  
FEAP 4 (b) 1.b  
InTASC 7 | **Unsatisfactory- 0 Points**  
Lesson plans and practice display no knowledge of the state standards, content, or the instructional practices specific to that discipline.  
Lesson plans are incomplete.  
Lesson plans are not evident on a consistent basis.  
No evidence of extension activities. | **Needs Improvement Developing- Two Points**  
Lesson plans and practice reflect some knowledge of the state standards, content and instructional practices specific to that discipline.  
Lesson plans are lacking basic elements.  
Some evidence of extension activities, methods, and higher level thinking skills. | **Effective Three Points**  
Lesson plans and practice reflect consistent and appropriate knowledge of the state standards and the instructional practices specific to that discipline.  
Lesson plans include all basic elements of lesson design including objectives.  
Consistent evidence of extension activities and higher level thinking skills. | **Highly Effective Four Points**  
Lesson plans and practice reflect detailed knowledge of state standards, content and instructional practices specific to that discipline.  
Lesson plans include extensive use of higher level thinking skills, activities, and application.  
Research and new or innovative methods are extensively incorporated into lesson plans and instructional strategies. |
| 1b. Designing Student Assessment  
FEAP 4.b  
FEAP 4.d  
FEAP 1.e | Plan for assessing student learning contains no clear criteria or standards,  
Plan is poorly aligned with the instructional outcomes, or  
Plan is not appropriate for most students.  
The results of assessment have minimal impact on the design of future instruction. | Plan lacks clear criteria but some standards are present.  
Plan for student assessment is loosely aligned with the instructional outcomes,  
Plan is not appropriate for some students.  
The assessment results are used to plan future instruction for the class as a whole | Plan uses clear criteria  
Plan for student assessment is aligned with the instructional outcomes,  
Plan is appropriate to the needs of students.  
Assessment results are used to tailor future instruction for groups of students. | Plan for student assessment is fully aligned with instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development.  
Assessment methodologies may have been adapted for individuals.  
Utilization of results to tailor future instruction for individual students.  
Assessments provide multiple ways and opportunities to demonstrate mastery. |
| 1c. Setting Instructional Outcomes  
FEAP 1.c | Measurable student achievement goals are lacking or underdeveloped.  
Goals are absent or not aligned to state standards. | Instructional outcomes are of moderate rigor and are suitable for some students  
Goals are stated, and aligned, but not suitable for most students. | Instructional outcomes are stated as goals reflecting high-level learning and state standards,  
Goals are suitable for most students.  
Outcomes reflect opportunities for extension and interdisciplinary application.  
Measurable student achievement goals or outcomes for the class are developed and are differentiated based on the needs of the class. | Achievement goals are collaboratively developed and monitored.  
Goals are attainable, measurable and are appropriate for individual students, as well as for the class or course.  
Goals are aligned to the state standards.  
Outcomes reflect ranges of performance and support differentiation of content, process and product. |
<table>
<thead>
<tr>
<th>School District of Lee County</th>
<th>Performance Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Un satisfactory</td>
</tr>
<tr>
<td>1d. Demonstrating Knowledge of Resources and Technology</td>
<td>Minimal familiarity with resources and available technology is demonstrated. Some familiarity with resources and basic technology available through the school or district to enhance teaching, or to provide for students who need them is demonstrated. Limited attempts to extend knowledge of resources and technology is made. Consistently utilizes the basic or required resources and technology available through the school or district to enhance teaching, or to provide for students who need them. Utilizes available support for required knowledge of resources and technology. Extensively integrates resources and technology (as available) in and beyond the school to enhance own knowledge, to use in teaching, and to provide for students who need them. Provides support to others for required knowledge of resources and technology.</td>
</tr>
<tr>
<td>FEAP 2.g</td>
<td></td>
</tr>
<tr>
<td>FEAP 2.i</td>
<td></td>
</tr>
<tr>
<td>1e. Designing Coherent Instruction that Demonstrates Knowledge of Students</td>
<td>Lessons reflect limited knowledge of grade level, school, or district strategies and resources. Lessons are not differentiated. Minimal knowledge of students’ backgrounds, cultures, skills, language proficiency, interests, and special needs is demonstrated. Does not seek such understanding. Lessons reflect moderate knowledge of grade level, school, or district strategies and resources found in the instructional standards and/or Academic Plan. Lessons are inconsistently differentiated. Some knowledge of the importance of understanding students’ backgrounds, cultures, skills, language proficiency, interests, and special needs is demonstrated. Attains this knowledge for the class as a whole. Lessons have a clear structure that reflects effective knowledge of grade level, school, or district strategies and resources found in the instructional standards and/or Academic Plan. Lessons are often differentiated and suitable for groups of students, and are likely to engage students in significant learning. Clearly demonstrates the importance of understanding students’ backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole. Lessons have a clear structure, are reflective of detailed knowledge of grade level, school, or district strategies and resources found in the instructional standards and/or Academic Plan, and allow for different pathways. Lessons are differentiated, where appropriate, suitable for individual students, and expected to engage all students in significant learning. Actively seeks knowledge of students’ backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.</td>
</tr>
<tr>
<td>FEAP 1.f</td>
<td></td>
</tr>
<tr>
<td>Feta 1.b</td>
<td></td>
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<tr>
<td>InTASC 2</td>
<td></td>
</tr>
</tbody>
</table>

Score: 0/0 /10 /15 /20

Domain One Comments:
<table>
<thead>
<tr>
<th>School District of Lee County</th>
<th>Performance Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td><strong>Domain 2: The Classroom Environment</strong></td>
<td></td>
</tr>
<tr>
<td>2a. Creating an Environment of Respect</td>
<td>Classroom interactions, both between student teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds or developmental differences, and are characterized by sarcasm, put-downs, or conflict.</td>
</tr>
<tr>
<td>FEAP 2.d</td>
<td>The student teacher has created a positive culture for learning. Student pride in work is evident.</td>
</tr>
<tr>
<td>FEAP 2.f</td>
<td>Considerable instructional time is lost because of inefficient classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties.</td>
</tr>
<tr>
<td>InTASC 3</td>
<td>There is no evidence that standards of conduct have been established. Response to student misbehavior is repressive or disrespectful of student dignity. Off-task, inappropriate, or challenging behavior is not addressed efficiently, thereby creating significant negative impact on the learning of students in the class. Positive behavior is not reinforced.</td>
</tr>
<tr>
<td>FEAP 2.a</td>
<td></td>
</tr>
<tr>
<td>FEAP 2.b</td>
<td></td>
</tr>
<tr>
<td>InTASC 3</td>
<td></td>
</tr>
</tbody>
</table>
## Domain Two Comments:

<table>
<thead>
<tr>
<th>School District of Lee County</th>
<th>Performance Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>2e. Organizing Physical Space</td>
<td>The physical environment is unsafe, or students don't have access to learning. There is poor alignment between the physical arrangement and the lesson activities.</td>
</tr>
</tbody>
</table>

<p>| Score | 0/0 | /10 | /15 | /20 |</p>
<table>
<thead>
<tr>
<th>Domain 3: Instruction</th>
<th>Performance Rating</th>
</tr>
</thead>
</table>
| **3a. Communicating with Students**  
FEAP 2.e  
InTASC 1 | **Unsatisfactory**  
The student teacher has an ineffective presence in the classroom.  
The student teacher does not have a clear objective, or the lesson does not connect to the objective.  
**Needs Improvement/Developing**  
The student teacher has a positive presence in the classroom.  
The student teacher states the objective by communicating what students will know or be able to do by the end of the lesson.  
**Effective**  
The student teacher has a positive presence in the classroom.  
The student teacher effectively develops students’ understanding of the objective by communicating what students will know or be able to do by the end of the lesson, connects the objective to prior knowledge and explains the importance of the objective in language appropriate to grade level.  
**Highly Effective**  
The student teacher has a positive presence in the classroom.  
The student teacher extensively develops students’ understanding of the objective by communicating what students will know or be able to do by the end of the lesson, connects the objective to prior knowledge and explains the importance of the objective. Refers to the objective at key points during the lesson. |
| **3b. Using Questioning and Discussion Techniques**  
FEAP 3.f  
FEAP 3.c  
FEAP 3.d  
InTASC 4 | The student teacher checks for understanding of content, but misses key moments.  
Checks do not provide an accurate pulse of the class’ understanding.  
The student teacher asks questions that are low-level or inappropriate, elicits minimal or no student participation and recitation rather than discussion  
Student Teacher does not respond to students’ correct answers by probing for higher level understanding in an effective manner.  
The student teacher does not use guided discussion techniques.  
The student teacher checks for understanding of content, but misses several key moments.  
Checks sometimes provide an accurate picture of the class’ understanding that supports adjusting subsequent instruction,  
The student teacher asks few questions that elicit a thoughtful response, attempts to engage all students in the discussion but is only moderately successful.  
The student teacher sometimes responds to students’ correct answers by probing for higher level understanding in an effective manner.  
The student teacher attempts to use guided discussion techniques.  
The student teacher checks for understanding of content, but misses one or two key moments.  
Checks consistently provide an accurate picture of the class’ understanding, modifications based on information occur during the lesson.  
The student teacher asks many questions that elicit a thoughtful response and consistently allows sufficient time for students to answer, engages most students in the discussion.  
The student teacher consistently responds to students’ correct answers by probing for higher level understanding in an effective manner.  
The student teacher uses guided discussion techniques with success.  
The student teacher checks for understanding of content at all key moments.  
Checks always provide an accurate picture of the class’ understanding modifications occur during the lesson.  
The student teacher regularly asks questions that reflect high expectations and are culturally and developmentally appropriate, always allows sufficient time for students to answer, promotes critical and creative thinking, ensures that all voices are heard, and frequently responds to students’ correct answers by probing for higher level understanding in an effective manner.  
The student teacher frequently uses guided discussion techniques with success. |
<table>
<thead>
<tr>
<th>School District of Lee County</th>
<th><strong>Performance Rating</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Unsatisfactory</strong></td>
<td><strong>Needs Improvement/ Developing</strong></td>
</tr>
<tr>
<td>3c. Engaging Students in Learning</td>
<td>Activities and assignments, materials, and groupings of students are not appropriate for the instructional outcome or level of understanding, resulting in minimal intellectual engagement. Lessons lack structure, academic focus. The student teacher does not use technology (as available) in the teaching and learning processes. Student teacher’s knowledge of subject matter is poor.</td>
</tr>
<tr>
<td>3d. Using Assessment in Instruction</td>
<td>Formative assessment is not used in instruction, no student feedback is provided. Students are unaware of the assessment criteria used to evaluate their work.</td>
</tr>
<tr>
<td>School District of Lee County</td>
<td>Performance Rating</td>
</tr>
<tr>
<td>------------------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td></td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>3e. Demonstrating Flexibility and Responsiveness</td>
<td>The delivery of instruction is not aligned with the instructional standards and/or Academic Plan.</td>
</tr>
<tr>
<td>FEAP 3.h</td>
<td>The student teacher does not adjust the lesson plan or instructional momentum to address student needs.</td>
</tr>
<tr>
<td>FEAP 4.a</td>
<td>The student teacher does not re-teach or attempt to differentiate instruction to ensure or reinforce student learning.</td>
</tr>
<tr>
<td>InTASC 8</td>
<td>Score</td>
</tr>
</tbody>
</table>

Domain Three Comments:
<table>
<thead>
<tr>
<th>School District of Lee County</th>
<th><strong>Performance Rating</strong></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td><strong>Domain 4: Professional Responsibilities</strong></td>
<td></td>
</tr>
<tr>
<td><strong>4a. Showing Professionalism</strong></td>
<td></td>
</tr>
<tr>
<td>InTASC 9</td>
<td>The student teacher does not adhere to standards for professional conduct and overall performance requirements, including attendance and punctuality. The student teacher fails to comply with school and district regulations and timelines. The student teacher has difficulty demonstrating respect, responsibility, honesty and integrity, requires frequent support supervision, and resists feedback from colleagues and administration.</td>
</tr>
<tr>
<td><strong>4b. Maintaining Accurate Records</strong></td>
<td>The student teacher’s systems for maintaining both instructional and non-instructional records are nonexistent or in disarray, resulting in errors and confusion. The student teacher does not use student grades to monitor and analyze student progress.</td>
</tr>
<tr>
<td><strong>4c. Communicating with Families</strong></td>
<td>The student teacher’s communication with families about instructional programs or about individual students is sporadic and/or insensitive.</td>
</tr>
<tr>
<td>School District of Lee County</td>
<td>Performance Rating</td>
</tr>
<tr>
<td>------------------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td></td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>4d. Participating in a Professional Community</td>
<td>The student teacher avoids participating in a professional community or in school and district events and projects, minimally collaborates with colleagues, and has negative or self-serving relationships with colleagues.</td>
</tr>
<tr>
<td>FEAP 4 2</td>
<td></td>
</tr>
<tr>
<td>4e. Growing and Developing Professionally</td>
<td>The student teacher does not participate in professional development activities, and makes no effort to share knowledge with colleagues. The student teacher is resistant to feedback from supervisors or colleagues.</td>
</tr>
<tr>
<td>FEAP 4 (b) 1.e FEAP 4 (b) 1.f</td>
<td></td>
</tr>
<tr>
<td>Score</td>
<td>0/0</td>
</tr>
</tbody>
</table>

Domain Four Comments:
**MAKING THE TEACHING LEARNING CONNECTION**

Integrated Teacher Education Program

**Unit Assessment Point 2**

**Undergraduate Candidates**

**Disposition Assessment: Emerging Competence Level**
**Completed at the Conclusion of the Block 4 Experience**

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

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

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

Commits to engage in continuous learning and improvement

- Develops a problem solving and experimental orientation through questioning and reflection
- Connects theory with observed classroom practices
- Reflects upon and then revises evolving personal and professional philosophy
- Demonstrates a willingness to learn and accept constructive feedback from instructors, peers, and students

Embraces high professional standards

- Demonstrates punctual and reliable attendance in college and field settings.
- Seeks out differing points of view
- Exhibits appropriate professional appearance and behavior
- Investigates current ideas and concepts relevant to the teaching profession
- Follows legal and ethical guidelines
- Participates in professional activities in addition to regular coursework

Emerging Competence Level Dispositions (Seeking Admission to Clinical Practice)

<table>
<thead>
<tr>
<th>Not Observed</th>
<th>Seldom Unacceptable</th>
<th>Usually Acceptable</th>
<th>Always Target</th>
</tr>
</thead>
</table>

- Values collaboration
  - Seeks to work cooperatively
  - Balances personal initiative with recognition of others’ contributions in group work

- Values and respects individual differences
  - Recognizes talents and strengths in individuals
  - Recognizes favoritism and disrespectful behavior
Develops respectful and productive working relationships in cooperative endeavors

Seeks information about the beliefs, values, traditions of self and others within family, community, and cultural contexts.

Refrains from applying generalizations to individuals

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

____________________________________________________________________________________

Reviewers Name (Please Print): ________________________________

Signature: ___________________________________________ Date: __________________

TO THE CANDIDATE:

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

Name (Please Print): ________________________________ Student ID Number: ________________________________

Signature: ___________________________________________ Date: __________________


**MAKING THE TEACHING LEARNING CONNECTION**

**Integrated Teacher Education Program**

**Unit Assessment Point 3**

**Undergraduate Candidates**

**Disposition Assessment: Competent Level**

*Completed by the Conclusion of Block 5 Internship*

___________________________ is a candidate for recommendation for certification as a teacher. There is a set of dispositions that can be observed in the behavior of effective teachers. These dispositions guide their actions inside and outside of the classroom. Listed below are the behaviors we expect to observe in this candidate at this point in his/her development. Scores in the target range are ideal and expected; those in the acceptable range indicate that the candidate is acceptable but has room to grow and improve. Scores in the seldom or not observed columns indicate areas of concern.

Thank you for taking the time to rate this candidate on all of the dispositions and for providing us with your comments.

<table>
<thead>
<tr>
<th>Competent Level Dispositions</th>
<th>Not</th>
<th>Unacceptable (Seldom On Target)</th>
<th>Acceptable (Usually On Target)</th>
<th>Target (Always On Target)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Believes that all individuals can learn to high expectations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Makes knowledge accessible to all students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advocates for all students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creates responsive and supportive classroom environments that nourish and promote each student’s learning and development</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Competent Level Dispositions</th>
<th>Not</th>
<th>Unacceptable (Seldom On Target)</th>
<th>Acceptable (Usually On Target)</th>
<th>Target (Always On Target)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commits to advocacy for students/clients</td>
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<tr>
<td>Promotes cooperation and respect in and out of the classroom</td>
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<tr>
<td>Demonstrates qualities of caring, empathy, and humor with children/youth and caregivers</td>
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<tr>
<td>Consistently and actively advocates for the best interests of learners.</td>
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<tr>
<td>Responds non-judgmentally</td>
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<tr>
<td><strong>Commits to engage in continuous learning and improvement</strong></td>
<td><strong>Embraces high professional standards</strong></td>
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<td>------------------------------------------------------------</td>
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<tr>
<td>Stays current in the evolving nature of the Profession</td>
<td>Upholds the laws and ethical codes governing the profession</td>
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<tr>
<td>Engages in discussions about ideas</td>
<td>Meets professional responsibilities in a timely and positive manner</td>
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<tr>
<td>Thinks systematically about the relationships between theory and practice</td>
<td>Maintains confidentiality of students and colleagues</td>
<td></td>
<td></td>
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<tr>
<td>Accepts differing points of view</td>
<td>Exhibits appropriate professional appearance and behavior</td>
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<tr>
<td>Teaches/works from an evolving personal understanding of self, philosophy, and practice</td>
<td>Participates in professional activities in addition to regular coursework</td>
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<thead>
<tr>
<th><strong>Competent Level Dispositions</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Values collaboration</strong></td>
<td><strong>Values and respects individual differences</strong></td>
</tr>
<tr>
<td>Establishes and fosters respectful productive relationships with professionals, agencies, community members, and caregivers</td>
<td>Demonstrates equity in daily interactions</td>
</tr>
<tr>
<td>Collaborates with other stakeholders to find and achieve mutual goals and solve problems</td>
<td>Uses multiple forms of instruction and assessment</td>
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<td></td>
<td>Actively seeks information about the beliefs, values, traditions, social and academic abilities of individuals</td>
</tr>
</tbody>
</table>
Communicates in ways that demonstrate respect for the feelings, ideas, and contributions of others

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

University Supervisor: _______________________________ Date: __________________

Please Print

Signature

Cooperating Teacher: _______________________________ Date: __________________

Please Print

Signature

TO THE CANDIDATE:

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

Name: _______________________________ Student ID Number: _______________________________

Please Print

Signature: _______________________________ Date: __________________