Child and Youth Studies Practicum & Field Experience Handbook

For Students & Supervisors

Revised January 2020
Florida Gulf Coast University
College of Education
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I ____________________ sign this affidavit as proof of my having printed and read the Student Handbook. This handbook contains policies and procedures of the Child and Youth Studies 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 practicum/field experience program at Florida Gulf Coast University. A copy of this document must be present in my file in the College of Education Internship Office prior to my first day of practicum/field experience.

Student’s Printed Name_________________________
Student’s Signature ____________________________
Student Field Supervisor __________________________

Sign and bring with you to your Field Experience/Practicum Orientation.
INTRODUCTION

This handbook has been created to clearly identify the roles and responsibilities of all persons involved in the student field experience process. Student field experiences and practicum will 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 learning in significant ways, and practicing professional dispositions.

This handbook will serve as a common resource for the Child and Youth Services Student and the University Supervisor. This handbook is organized into two parts: the General Guide and the Appendices. The General Guide provides general guidelines which apply to students, site supervisors and university supervisors. The Appendices provide specific checklists for students, site supervisors and university supervisors. Evaluation forms and instructions are also located in the Appendices. Together, this Handbook serves as a comprehensive reference for all professionals participating in the Child and Youth Services field experience.

Overview of Child and Youth Studies

The Child and Youth Studies major prepares students to address the complex issues facing children, youth, families, and communities in the 21st century. The program is designed to serve a larger population of future educators who want a program that includes an internship, or students who have a major not covered by one of our state approved teacher preparation programs. The BS in Child and Youth Studies is flexible enough to accommodate all of these populations while retaining the highest level of practice and pedagogy and prepares graduates for careers in public, private, nonprofit, and for-profit organizations.

Students acquire critical skills to assist children, youth, families, and communities in meeting their needs, including:

- Interpersonal Communication
- Leadership
- Program Planning, Management, and Administration
- Social Policy
- Applied Research and Evaluation
- Community-based Education

Concentrations

Education Studies Concentration-- The Education Studies concentration prepares graduates who may decide to pursue teaching in childcare or other educational settings by providing them with the fundamentals of teaching and learning.

Community Engagement Concentration-- The Community Engagement Concentration prepares graduates for leadership roles in informal learning environments such as youth organizations, museums, non-profit organizations, parks and recreation, and other community destinations.

This major is administered by the College of Education and leads to a Bachelor of Science Degree. The BS in Child and Youth Studies is not a Florida approved teacher preparation program and does not lead to a teaching certification.
Careers

There are a variety of careers that graduates of CYS can apply for including but not limited to:

- Child Protection Services
- Preschool Teacher
- Case Manager
- Youth Worker
- Health Educator
- Non-Profit Administration
- Volunteer Coordinator
- Adoption and Foster Care
- Extension and 4-H
- Family Life Educator
- Program Planning and Evaluation

Listed below are some examples of graduates of our program and how a degree in CYS helped them in the ‘real world:’

- **Marie Francillon Ovincy (2011)**, Mental Health Clinician, Salus Care (M.A. Mental Health Counseling, 2016)
- **Samuel Laguerre (2015)**, Substance Abuse Counselor, Oasis Youth Shelter
- **Auriel Williams (2015)**, 5th Grade Math Teacher, Unity Charter School
- **Kaitlynn Orlandi, MEd (2016)**, Residence Life Coordinator, University of North Florida
- **Shannon Pickett (2016)**, Admissions Counselor, University of Alabama-Birmingham
- **Joan Bray (2017)**, Manager, HealthPark Child Development Center
- **Anna Boyer (2018)**, 3rd Grade Teacher, Collier County Public Schools
## Faculty and Staff

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<thead>
<tr>
<th>Name</th>
<th>Specialization</th>
<th>Office</th>
<th>Phone</th>
<th>Email</th>
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WHAT IS A HIGH QUALITY PROFESSIONAL?

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 field experiences, students are assessed in domains related to the values and behaviors specified by the College of Education. 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.
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<th>Year 1</th>
<th>Fall</th>
<th>Credits</th>
<th>Prerequisites/Notes</th>
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<tbody>
<tr>
<td>ENC 1101</td>
<td>English Composition I</td>
<td>3</td>
<td>State Core</td>
</tr>
<tr>
<td>MGF 1107</td>
<td>General Math</td>
<td>3</td>
<td>MAT 1033 with min. grade C/State Core</td>
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<tr>
<td>GENC</td>
<td>BSC 1005 w/lab, AST 2002C, CHM 1020, OR EVR 1001C</td>
<td>3</td>
<td>State Core</td>
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<tr>
<td>GEHM</td>
<td>ARH 2000, LIT 2000, MUL 2010, PHI 1010, OR THE 2000</td>
<td>3</td>
<td>State Core</td>
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<tr>
<td>Elective</td>
<td>PSY 2012 or SYG 2250</td>
<td>3</td>
<td>SYG 2250 meets INKN</td>
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<tr>
<td>ENC 1102</td>
<td>English Composition II</td>
<td>3</td>
<td>ENC 1101 with min. grade C/University Requirement</td>
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<tr>
<td>STA 2023</td>
<td>Statistical Methods</td>
<td>3</td>
<td>MGF 1107 with min. grade C/University Requirement</td>
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<tr>
<td>EDF 2005</td>
<td>Intro to the Teaching Profession</td>
<td>3</td>
<td>Elective</td>
</tr>
<tr>
<td>GENC</td>
<td>BSC 1020C or BSC 1051C</td>
<td>3</td>
<td>(OR General Education Natural Science)</td>
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<tr>
<td>SPC 1608</td>
<td>Effective Speaking</td>
<td>3</td>
<td>Elective</td>
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<th>Credits</th>
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Attendance at a Mandatory COE Orientation is required during Year 2 prior to admission.

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<tr>
<th>Year 2</th>
<th>Fall</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDF 2085</td>
<td>Intro to Diversity for Educators</td>
<td>3</td>
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</tr>
<tr>
<td>CRW 2001</td>
<td>Intro to Creative Writing</td>
<td>3</td>
<td>(OR General Education Humanities)</td>
</tr>
<tr>
<td>ECO 1000</td>
<td>Survey of Economics</td>
<td>3</td>
<td>Elective</td>
</tr>
<tr>
<td>ENT 2000</td>
<td>Intro to Entrepreneurship</td>
<td>3</td>
<td>(OR General Education Social Science)</td>
</tr>
<tr>
<td>HSC 2106</td>
<td>Choosing Wellness</td>
<td>3</td>
<td>Elective</td>
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<th>Year 2</th>
<th>Spring</th>
<th>Credits</th>
<th>Prerequisites/Notes</th>
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<tr>
<td>EME 2040</td>
<td>Intro to Technology for Educators</td>
<td>3</td>
<td>Elective</td>
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<tr>
<td>POS 2041</td>
<td>American National Government</td>
<td>3</td>
<td>(OR General Education Social Science)</td>
</tr>
<tr>
<td>REL 2306</td>
<td>Contemporary World Religions</td>
<td>3</td>
<td>(INKN) (OR General Education Humanities)</td>
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<tr>
<td>WHO 1030</td>
<td>World Civilization since 1815</td>
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<td>Elective</td>
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<tr>
<td>AMH 2020</td>
<td>US History Since 1877</td>
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The course recommendations are based on competencies assessed on the Florida Teacher Certification Exams (FTCE) and meet the general education requirements of FGCU. Students wishing to transfer to another institution with a FGCU AA must meet the computation & communication requirements within these 60 hours.*

*See approved course listing from the general education checklist in the FGCU Catalog: [http://www.fgcu.edu/Catalog/genedreq.asp](http://www.fgcu.edu/Catalog/genedreq.asp)

After registration, check your DegreeWorks audit to ensure the course schedule meets the intended requirements.

Program Admission is required before Block 1 (Fall Semester-Year 3) the application process and paperwork is available at your mandatory COE Orientation.
PRACTICUM & FIELD EXPERIENCE

Background

The Student Practicum and Field Experiences in the Child and Youth Studies Program at Florida Gulf Coast University are two separate one semester experiences which occur at two periods in the student’s program, one prior to their final semester, called a Field Experience and one during the end of a student’s senior year call a Practicum. These two experiences are often referred to as Internships. During the 12-week student field experience program (Level I internship) each candidate will be placed at a site for 200 hours. During the 12-week student practicum (Level II internship) each candidate will be placed at a site for 400 hours per semester. An internship is a short-term, mutually beneficial relationship between a student and an employer known as the Field Experience and final Practicum in Child and Youth Studies. It is not a clerical position but, rather, one in which students may gain experience in their fields of study while earning academic credits.

During the Final Practicum experience, each candidate will plan and teach/lead three lessons/activities per week and be active in all facets of the program where they are assigned for the final experience. The practicum experience is a full semester, capstone clinical experience where each candidate is expected to report to an assigned site each scheduled day and eventually take on the full responsibility of the job placement in which they are assigned. This may include planning and delivering instruction to their assigned individuals.

Guidelines for Placement of Student Field Experience

The College of Education’s Conceptual Framework explicitly values diversity in student preparation. Candidates are required to participate in field experiences that may include individuals with exceptionalities and individuals from diverse backgrounds, including ethnic, racial, gender, linguistic, and socioeconomic diversity. The CYS program coordinator works with our partners to identify high-performing, safe, stable, supportive and collegial environments in which candidates can perform the duties of an internship. A candidate is not permitted to complete a field experience at the same site where he/she is employed, where relatives are employed, or where a candidate’s children attend. University policy requires that candidates with disabilities be provided reasonable accommodations to ensure their equal access to course content. If a candidate has a documented disability and requires accommodations, he/she must inform the Office of Student/Clinical Practice at the time of application for field experience so that an appropriate placement can be secured.

Benefits of Internships

Internships enable students to perform meaningful work in the discipline of their choosing, gaining experience that can prove valuable upon graduation. They also allow both the student and the employer to see how compatible they are before committing to a full-time position. Internships serve as great recruiting tools for full-time jobs and provide employers with staffing for special projects that full-time staff may not have time to tackle. Interns also provide full-time staff with an opportunity to gain supervisory experience while the interns gain valuable experience working for a variety of supervisors.

Internship Compensation

While most CYS internships are unpaid, internships may be paid or unpaid. Paid internships are on a selection process and are an agreement between the internship and the university. You cannot, however, work at your job and be paid for an internship.
Types of Internship Experiences
Internship experiences should enhance a student’s learning of child and youth development. Types of experiences that qualify for internship approval are:

- Assisting a teacher in a preschool or VPK classroom
- Working with children or adolescents with developmental disabilities
- Providing support services for children and adolescents
- Creating programs for the betterment of the community
- Assisting in the administration of resources to various community agencies

If an agency seeks an intern to do work other than that specifically related to child and youth development (such as exclusively filing papers or completing general office clerical or administrative work), it will not be selected as an eligible site because the experience does not align with the goals of the internship.

Internship Learning Outcomes
Upon completion of the internship, students will:

- Participate in a work environment reflective of today’s diverse society
- Integrate academic theory with workplace practice
- Analyze realistic problems associated with the workplace and be given an opportunity to resolve these problems
- Demonstrate appropriate workplace ethics and personal behavior patterns
- Apply written and verbal communication skills within all appropriate levels of the organization setting
- Integrate a variety of professional experiences, job-seeking and networking skills

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

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

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

**Initial Planning**

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

**Action**

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

**SELECTING AN INTERNSHIP**

All community partners that wish to host CYS interns must enter a legal agreement with Florida Gulf Coast University. The process for establishing the agreement is available through the FGCU Office of Internships and Cooperative Programs.

Examples of community partners that host CYS interns include but are not limited to:

- FGCU Wings of Hope
- FGCU Family Resource Center
- Oasis Youth Shelter
- Golisano C’Mon Children’s Museum
- Imaginarium Hands-On Museum
- Community School of Lehigh Acres
- IMPACT for Developmental Education
- Grace Place for Children and Families
- Lee Memorial Child Development Centers
- Harlem Heights Community Charter School
- Boys and Girls Clubs
- Sports CLUB Naples
- Quality Life Center of Southwest Florida
- Creative World School
APPLICATION AND PLACEMENT PROCEDURE

The Student Practicum and Field Experience in the Child and Youth Studies Program at Florida Gulf Coast University is a two-semester experience that occurs during a student’s senior year. During the 15-week student Field Experience (Level I internship) each candidate will be placed at a site for 200 hours. During the 15-week student Final Practicum (Level II internship) each candidate will be placed at a site for 400 hours per semester.

The **semester prior to entering** Student Field Experience or Practicum, each candidate who meets the eligibility requirements will submit an application for internship through the website. All coursework must be completed with a minimum GPA of 2.0, and the dispositional standards must be satisfactory. The Field Experience link on the COE Website contains complete directions for the completion of this process. **It is the responsibility of each candidate** to become familiar with this process and complete it **within the designated deadlines**.

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

**Placement for Summer Term**: Application Deadline is February 15

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

The CYS program coordinator will work with students to help identify an appropriate internship for the candidate’s area of interest. Once a potential site is identified, students are responsible for sending a cover letter and resume to the site supervisor so that arrangements can be made to meet and discuss the internship opportunities and responsibilities. **This will include obtaining the necessary fingerprinting and background checks as required by the specific agency you are placed.**

**Candidates are responsible for all transportation arrangements.**
GUIDELINES FOR PLACEMENT OF STUDENT FIELD EXPERIENCE

The Office of Student/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 candidates. The College Conceptual Framework explicitly values diversity in student preparation. Candidates are required to participate in field experiences that may include individuals with exceptionalities and individuals from diverse backgrounds, including ethnic, racial, gender, linguistic, and socioeconomic diversity.

2. The COE Office of Student/Clinical Experience works with our partners to identify high-performing, safe, stable, supportive and collegial environments in which to place candidates.

3. A candidate is not permitted to complete a field experience at the same site where he/she is employed, where relatives are employed, or where a candidate’s children attend.

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

5. The Office of Student/Clinical Practice must make all arrangements for student field experience. Arrangements made any other way will not be recognized as valid.

Posting Placement Locations

It is the responsibility of the candidate to watch the Internship website for the details of their placement. After the location of the practicum site is posted the candidate should contact the site supervisor to make arrangements to acquire the site schedule, site materials (if any), and to schedule a visit prior to the first week of the field experience.

Fingerprinting:

Candidates may be required to be fingerprinted prior to beginning their student field experience. Information concerning this component should be requested from the site supervisor during the visit and prior to beginning the field experience.

PROFESSIONALISM AND ETHICAL CONDUCT DURING STUDENT FIELD EXPERIENCE

Conduct:

While participating in the field experience, candidates should consider themselves to be pre-service professionals and should conduct themselves in a professional manner in and out of all professional settings. The candidate agrees to follow the policies of each field site as well as the Codes of Conduct set forth by Florida Gulf Coast University and Florida DOE documents. The candidate agrees to follow the rules of each site as well as University policies. Upon arriving at the site, the candidate should immediately become familiar with site policies. Candidates should view the student experience as an opportunity to demonstrate what they can do as a professional. Actions and words should be carefully considered as they will impact the candidate evaluation and written recommendations given by the Site Supervisor and the University Supervisor. Candidates demonstrating behaviors and dispositions unbefitting a professional may be subject to termination of their field experience.

Confidentiality:

The site supervisor and any individuals the candidate may come in contact with along with the site within which each candidate is placed have an expectation of total and complete confidentiality.
Realizing the legal, professional and personal importance of confidentiality to the profession is a necessary disposition for all candidates. The expectation of all stakeholders is that the candidates’ apply and practice this disposition on a daily basis.

**Attendance:**
Candidates are expected to report to their assigned site either 200 or 400 hours per semester. Attendance at any type of staff meetings, parent meetings, conferences, and professional development days is highly suggested. Candidates should seek permission from their site supervisor to attend such meetings. Professional obligations may require the candidate to work beyond the scheduled workday. There are no excused absences during the student field experience and any days missed due to illness, bereavement, and other special situations must be made up.

In case of illness or emergency, the candidate must contact the site supervisor immediately, and the university supervisor must be notified, whether an observation is planned or not. 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 site supervisor, university supervisor and the Student/Internship Office will collaborate to determine whether the candidate’s experience will be terminated or extended.

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

**Corporal Punishment:**
Candidates are never to administer corporal punishment as a means of discipline.

**Fingerprinting:**
Candidates may be required to be fingerprinted prior to beginning their student field experience. Information concerning this component should be requested from the site supervisor during the visit and prior to beginning the field experience.
PROFESSIONAL LIABILITY INSURANCE FOR ALL STUDENTS

Student 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 candidates are required to obtain the protection of professional liability insurance. Candidates must provide the Internship Office with proof of Professional Liability insurance policy prior to beginning their experience. You will receive specific directions concerning how you will provide the program leaders with proof of insurance in your orientation email. Professional liability insurance can be obtained in several ways:

Read more: How to Get Student Liability Insurance | eHow.com
http://www.ehow.com/how_4530632_get-student-teaching-liability-insurance.html#ixzz1P5GbAXN4

1. Visit the NEA Website www.nea.org/student-program as this organization can provide information about obtaining student liability insurance. You will have to join Student Florida Education Association as a student member then apply for liability insurance. An instruction pamphlet is available on the Internship website under Liability Insurance.

2. When you apply for insurance you will receive an email confirmation AND a letter of confirmation. Keep both in your records as you will be asked to provide the letter to the Internship Office as proof in insurance.

3. At Present, the only liability insurance accepted by the Internship office is the insurance issued through the NEA Student Program. This is the same insurance which cover all teachers in Florida and which local districts recognize as valid coverage.

Professional Attire:
The attire of the candidate should conform to the accepted dress code of the profession and the site where they are placed. It is the responsibility of the candidate to ascertain the dress codes of individual sites. The chart below gives College guidelines for professional attire but individual sites may have other regulations.

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

Supervisor’s represent a crucial point in the candidates’ preparations to becoming professionals. It is a time when theory and practice meet and when candidates may discover whether they even want to work in their chosen profession. The traditional model of clinical practice consists of a triad of the candidate, site supervisor, and the university supervisor. Each member makes unique contributions to the process. The focus of the University Supervisor is primarily the candidate and how he/she is fulfilling the college program’s expectations. The Site Supervisor is focused on how the candidate is functioning at the site and how the candidate supports client learning and development. The site Director provides insight into the connection between national, state, and local program goals and how these are integrated with practices at the site. Candidates should be focused on their impact on client learning and their professional development.

All parties of the triad – student/candidate, university supervisor, site supervisor – share mutual responsibility for the development of the 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 client learning.
SPECIFIC STUDENT/CANDIDATE RESPONSIBILITIES

Responsibilities of the Field Experience Student

Candidates are novice professionals and reflective learners who must realize and fulfill the responsibilities of both roles. Candidates must follow the same policies and expectations for licensed or experienced professionals; they are to be guided by the site supervisor who must provide clear directions and closely monitor their behaviors in these areas.

Prior to the First Day Each Student Must:

- View the website of their assigned site.
- Read and become familiar with any Practicum Site Handbook. Especially note sign-in procedures and starting times.
- Locate the site Calendar and mark important dates in their personal calendar to facilitate their involvement in the full range of instructional and professional activities.
- Locate the site and determine at least 2 driving routes.
- Call the site or email the site supervisor to set up an appointment for you to visit the site prior to the beginning of the semester.

During the Field Experience Each Student Must:

- Begin the experience by attending the appropriate orientation session.
- Conduct himself/herself in a professional manner at all times, including dress, speech and personal habits such as punctuality and being prepared.
- Give the field experience first priority regardless of other compelling concerns.
- Be punctual in arriving to site, seminars and meetings.
- Notify the site supervisor and university supervisor as early as possible of absences.
- Become acquainted with and abide by site policies.
- Show an interest and initiative in assuming the increasing responsibilities of the agency field experience position.
- Demonstrate practice which integrates technology and differentiated instruction.
- Reflect and analyze the impact of their instructional practice on client learning gains.
- Demonstrate effective site/client management skills.
- Communicate with the site supervisor and university supervisor in order to keep both informed about progress, problems or other issues which might impact their development.
- Attend site functions such as parent meetings, Open House, parent conferences, and professional development opportunities.
- Complete the requirements of the field experience including attending all seminars.
- Maintain client and professional confidentiality.
RESPONSIBILITIES OF THE SITE SUPERVISOR

Florida Gulf Coast University appreciates the time and effort involved in fulfilling the complex role of the site supervisor. This role involves mentoring and evaluating the practice and dispositions of the candidate but site supervisors 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 professional and site culture, sharing your wisdom and expertise, and respecting and encouraging innovations. Remember, this is a new situation for the 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 candidate has background knowledge specific to your site or situation; by being specific in your directions and expectations you and the candidate will experience less anxiety. Consider working with the student as a co-leader; plan and teach lessons/activities as a team embracing the Gradual Release of Responsibility paradigm for most of the candidate experience. Co-planning and co-teaching are effective ways to model sound techniques and better guarantee a quality experience for all. As you prepare to assume this role, the Internship Office hopes you find this list of expectations helpful.

The site supervisor is expected to:

- Demonstrate a positive attitude towards all learners and a belief that all students can learn.
- Prepare your clients and families for the arrival of the 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.
- Provide opportunities for the candidate to interact with families and the community in meaningful ways.
- Explain the role of all site personnel to the candidate and how each supports the classroom community; facilitate introductions to site personnel.
- Provide the candidate with appropriate books and reference materials for review and use.
- Provide the emergency and safety plan to the candidate.
- Identify health issues of any client - allergies, diabetes, epilepsy etc.
- Provide candidate information about attendance, policies and procedures.
- Exchange contact information with the candidate and a procedure to follow if the candidate is absent.
- Share and demonstrate ways to meet the needs of diverse learners.
- Preview and observe lessons/activities and provide constructive feedback on a daily basis.
- Help the candidate focus on their impact on client learning as well as on their own professional development.
- Assist the candidate in maintaining a site 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 the 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/candidate field experience and to act as a liaison between the school and the University. These roles share the same complexity as that of the site supervisor in that the University Supervisor is both an advocate and evaluator for the candidate. Although the supervision of the candidate is a joint responsibility, University Supervisors must meet with both the candidate and the site supervisor on a regular basis to ensure the efficacy of the program and the candidate’s progress. University Supervisors will make at least 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 site supervisor, candidate and site director (if possible). Discuss all evaluation forms, procedures and expectations of the student field experience.
- Provide the Student Field Experience Handbook to the site supervisor.
- Develop and maintain a personal file for each candidate. Keep a schedule for observations and try to vary the time and day you observe.
- Attend the Student Orientation meeting which will be held during the first week of each semester.
- Plan, schedule and deliver three seminars with assigned candidates.
- Schedule a MINIMUM of three observation visits and provide specific, constructive feedback orally and in writing to document the progress of the candidate.
- Confer with the candidate following each observation. A pre-observation conference is suggested; a post-observation conference is required.
- Obtain the signature of the student on all observation forms.
- Confer with the site supervisor at each observation visit.
- Be available to the student and site supervisor whenever support is needed.
- Provide timely responses to professional problems, including inadequate performance and inappropriate behavior by the candidate.
- Communicate with the Internship Office when problems arise, co-write a Professional Development Plan when necessary, and provide information to the University to help resolve problems with the candidate.
- Complete assessment forms and surveys by established deadlines and turn all forms into the Internship Office along with the candidate’s grade.
PROCEDURE TO FOLLOW IF PROBLEMS ARISE DURING THE FIELD EXPERIENCE/PRACTICUM

The admission standards to the student field experiences serve as an attempt to place only those candidates who have a reasonable chance of successfully completing the field experience. All parties must keep in mind that candidates are novice practitioners with unique strengths and insights into the process. With that reality in mind, the College of Education will support the candidate and serve as a resource; however, the candidate must realize that placement does not guarantee completion. Many practicum sites do not allow for an intervention plan and may remove the candidate immediately from the site without prior notice. Successful completion of the student field experience is the responsibility of each candidate.

When an issue impacting the successful completion arises the Student has the following responsibilities:

- Immediately discuss any specific concerns with the Site Supervisor and University Supervisor.
- Be an active listener and communicator.
- If intervention is necessary, work to overcome any weaknesses and follow an intervention plan if appropriate. Many practicum sites do not allow for an intervention plan and thus the candidate may be removed immediately from the practicum site without notice.

The Site Supervisor has the following responsibilities:

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

The University Supervisor has the following responsibilities:

- Communicate with the Site Supervisor about any concerns.
- Develop an Intervention Plan, if appropriate, with the Site Supervisor and Candidate.
- Inform/Involve the Office of Student/ Clinical Experience in the process.
- Provide written documentation about any concerns, interventions and progress.

The Site Director has the following responsibilities:

- Communicate with the site Supervisor/report any problems.
- Communicate with the University Supervisor or the Office of Student/ Clinical Experience if any problems are not resolved.
- Provide written documentation and/or recommendation of removal. The site must document to the University any issues with the candidate prior to dismissal.

The Office of Student/ Internship has the following responsibilities:

- Collaborate with the Educational Team and collaborate in the development of a remediation plan.
- Observe Candidates when necessary.
- Follow up with the Educational Team concerning the progress of the Candidate.
- When necessary, remove the Candidate from placement.
POLICY ON INTERVENTION AND/OR REMOVAL DURING THE PRACTICUM/FIELD EXPERIENCE

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

At approximately four weeks into the final Practicum, the University Supervisor, in collaboration with the Site Supervisor will assess for the Candidate’s demonstration of sufficient mastery of skills and professional attitudes necessary for taking full site responsibility. A satisfactory performance is mandatory in all areas of evaluation. Any area noted as “needs improvement” will require intervention. The team may generate a Candidate Intervention Plan coordinated by the University and Site Supervisors along with the candidate. The team, in a planned meeting, will share the plan with the Candidate. The plan will specify an Intervention Plan of action with a timeline for its completion and recommended support for the Candidate. In some cases, a practicum/field experience site will not allow the candidate to continue and will call for immediate removal and the University must comply with their request.

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 Candidate’s progress, strengths, specific concerns, plan of action, support needed, and date to reconvene the team to review the progress.

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

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

If, at that point, the skills and professional attitudes are not present, the team may recommend an incomplete grade for the Candidate followed by a meeting with the Internship Intensive Assistance Review Board (IIARB) to determine if the candidate’s repetition of internship is merited. The IIARB membership will consist of the COE Department Chair for CYS, University Supervisor, and a COE Advisor.

Upon being recommended for Candidate repetition in the following fall or spring semester, an Intervention plan may be developed by the University Supervisor in cooperation with the Site Supervisor.
INTERVENTION GUIDELINES AND REMOVAL OF A STUDENT FROM PRACTICUM/FIELD EXPERIENCE

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

Removal of a student:

The removal of a Student from his/her placement will only be done for compelling reasons. In some cases, a practicum/field experience site will not allow the student to continue and will call for immediate removal and the University must comply with their request. The Office of Student/Clinical Experience recognizes that there may be circumstances which may warrant removal and will consider requests to remove a Candidate when any of the following situations occur:

- Unethical behavior has been exhibited by either the Student or the Site supervisor (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.
- Excessive absenteeism, tardiness, and or failure to comply with established site polices on the part of the candidate.
- The appropriate site authority or the administrator, requests that the Student be removed.

All requests for the removal of a candidate should be made through Florida Gulf Coast University's Office of Student/Internship. Written documentation must accompany any request for removal. If a student is removed from their site the student WILL repeat the complete student experience the next available semester in an agency different from the one from which they were removed. Students removed from their student experience may be subject to discipline through the University Student Conduct Office and possible dismissal from the University.
CRITERIA FOR A PASSING GRADE: STUDENT PRACTICUM /FIELD EXPERIENCE

Candidates must have satisfactorily completed all student field experience and practicum components. Evidence may include site supervisor assessments and evaluations and/or rubrics.

Evaluations must be within the required a range that would indicate that the candidate has demonstrated readiness for assuming the responsibilities of their profession.

- 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 responsibilities of their profession.
- All evaluations must provide evidence of growth.

All candidates who receive a grade of Satisfactory for student field experience, provided that all course work has been completed, become eligible for graduation from the Child and Youth Services program.

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

RECEIVING A GRADE OF UNSATISFACTORY

A Student 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 Site supervisor, documentation must include evaluation and assessment documents which indicate areas of concern or inability to fulfill the duties normally expected of students. Written documentation may include observational notes, letters of complaint, or legal documents.
APPENDICES

Appendix A

Student Field Experience Checklist

I Have:

___ in addition to applying for Student field experience, I have registered for all coursework associated with the Student field experience semester.

___ printed and read University Student Field Experience Handbook.

___ completed fingerprinting (if required by site).

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

___ obtained Liability Insurance printed 2 copies of confirmation of insurance.

___ contacted site supervisor and made an appointment to visit site prior to beginning of semester.

___ reviewed site website (if there is one):
   • Read site information and literature
   • Marked important dates on calendar
   • Found two routes to the site.

___ visited site and obtained any pertinent materials from Site supervisor.

___ introduced myself to the site Office Staff and the Director.

___ attended University Orientation arrived on time and brought Confirmation of Insurance to orientation.

___ signed and submitted the Field Experience Handbook Agreement.

___ obtained a three-ring binder and labeled each divider as follows:
   • Reflections
   • Plans
   • Evaluations
   • Senior Seminar

___ marked important dates in personal calendar:
   • Plan Submission Information
   • Supervisor Seminars and Locations of Seminars
   • University Supervisor and Site supervisor contact information.

___ obtained the site Policy and Procedures Manual and read it to make myself familiar with policies especially in regard to the safety plans and health concerns.

___ become familiar with the materials supplied by my Site supervisor (maps, short and long range plans, site procedures, site management plan etc.).
Appendix B
Site Supervisor Checklist

Preparing for your Student:

I Have:

___ prepared my site for the arrival of “another employee” who will have the same authority as I.
___ Arranged for a desk or some form of personal space for the student (desk, table, and chair).
___ welcomed my student’s call to set up a meeting to visit the site prior to officially beginning.
___ Met with the University Supervisor and read the material supplied by the University to provide background information about my Student and the program components.
___ Prepared/acquired a collection of pertinent information and material that my Student will be working with.

Week 1

I Have:

___ introduced the student to my co-workers including the administration.
___ familiarized the student with the facilities, resources and policies regarding the use of materials and equipment.
___ explained the procedures for record keeping.
___ provided time for the student to examine data from the records of clients he/she will be working with, my lesson plans and to become familiar with the various services the site provides such as guidance, ESL, client support, library, media etc.

WE HAVE:

___ exchanged personal contact information.
___ chosen a particular time for planning, i.e., on a daily and/or weekly basis.
___ developed/thought about a schedule for the assumption of duties. Refer to chart pg. 21
___ Informed student of expectations concerning the submission of plans and how approval and feedback will be communicated.
___ discussed and developed together expectations that conform to the University CYS program components.

Week 2 and Beyond:

I Have:

___ helped the student develop plans for his or her site experiences.
___ helped the student identify specific competencies to strive to improve.

___ followed the practice of cooperative development of plans for each phase or activity.

___ co-taught lessons (if applicable) with the student, gradually relinquishing teaching responsibilities.

___ observed the student closely and consistently during their activities and experiences to provide continuing, specific feedback and evaluation, including specific suggestions for improvement and specific praise for successes.

___ communicated openly with the student regarding professional issues and encouraged the student to evaluate his or her own plans and professional practice.

___ examined the student’s activity plans periodically throughout the program and provided feedback and help when necessary.

___ allowed for the student to be flexible and to choose his or her own methods, so long as those methods did not impede the learning or welfare of others.

___ encouraged initiative and creativity on the part of my student.

___ conferred with the University Supervisor at each observation visit.

___ provided the student with some written evaluations of their performance.

___ provided opportunities for the student to observe other activities and other employees.
Appendix C

University Supervisor Checklist

On site supervisors will:

___ attend the Orientation for University Supervisors, acquired a folder and evaluation forms for each student assigned.

___ Read the Student Field Experience Handbook.

___ made arrangements to have my fingerprints put on file at the site (If required).

___ contact each Site supervisor and made appointments with the candidate and supervisor to explain the program and its requirements during the first visit (usually week 3).

___ attend the initial Senior Seminar and meet the students you will be working with.

___ explain the expectations of site observations and exchanged contact information with each candidate.

___ maintain a schedule of observations.

___ Observe each candidate 3 times over the course of the semester. IF necessary, more visits may be necessary with issues arise. Contact the program coordinator if this occurs.

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

___ consult with the Site supervisor on each observation visit if appropriate.

___ complete mid-term evaluation (if necessary) and explained to the site supervisor any expectations not being met.

___ execute the established procedure and date to complete the final evaluation with the site supervisor and student.

___ complete all evaluation forms, including obtaining all signatures.

___ place all completed forms in each student’s folder and provide the student with a copy of the final evaluation.

___ created an alphabetical list of my students and their grades. (S or U)

___ attended the end of semester on the due date turn in all folders to the Department along with the list of students’ grades.

___ turn in mileage to Internship secretary Kandi Chamberlin.
## Appendix D

### Suggested: GENERAL WEEKLY ACTIVITY PLAN FORMAT

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

| Objective:       |
| Procedure:       |
| Assessments:     |

| Objective:       |
| Procedure:       |
| Assessments:     |

Date __________________  Name: __________________________
Appendix E

Suggested: CYS Field Placement Observation Form

Date: _____________________

Candidate: ________________________________________________

Evaluator: ________________________________________________

Planning
_____ Designs learning experiences
_____ Formulates objectives and outcomes
_____ Accommodates diversity
_____ Uses multiple, appropriate resources
_____ States procedures clearly
_____ Organizes materials prior to activity

Instruction
_____ Begins on time
_____ Gives clear direction
_____ Circulates
_____ Reviews
_____ Provides transition

Subject Matter
_____ Understands and presents
_____ asks effective questions
_____ Responds with feedback, praise, and probes

Communication
_____ Interacts positively and effectively
_____ Articulates well
_____ Writes effectively (grammar, spelling, punctuation, and structure)
_____ uses effective body language

Management
_____ Uses clearly defined site management plan
_____ Maintains client focus
_____ effectively deals with misconduct

Assessment
_____ Assessment strategies are used to modify instruction
_____ a variety of informal assessments are used
_____ accurately assesses individual and group performance

Comments: