

HANDBOOK FOR STUDENT TEACHING



**EDUCATOR PREPARATION UNIT
OFFICE OF ACADEMIC SERVICES AND
INTERN SUPPORT**

**FLORIDA STATE UNIVERSITY
TALLAHASSEE, FLORIDA**

2015

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INTRODUCTION

Student Teaching is the culminating experience in Florida State University's Professional Education Program. As such, it is the ultimate realization of the conceptual framework on which the Educator Preparation Unit is structured: Instruction that moves, leadership that inspires, and scholarship that makes a difference in the 21st century.

Because of the special significance of the Student Teaching experience in the professional preparation of our teachers, Florida State University Educator Preparation Unit is particularly indebted to the district schools and to the Cooperating Teachers and their administrators who make this clinical experience possible.

While this handbook is intended to be a resource guide addressing all facets of the Student Teaching experience, it is focused primarily on detailing the responsibilities of the principal participants:

- The Student Teacher
- The Cooperating Teacher
- The University Supervisor and Area Coordinator

This handbook is designed to provide each member of this professional team with the procedures and materials necessary to assure maximum professional growth for the Student Teacher.

This handbook is organized into two parts: the General Guide, and the Appendices. The General Guide provides broad guidelines which apply to **all** Student Teachers at Florida State University. The Appendices include general information applicable to **all** Student Teachers at Florida State and general forms, including Student Teaching evaluation forms and instructions. As two parts combined into one volume, this Handbook serves as a comprehensive reference for all professionals participating in the Student Teaching experience.



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EDUCATOR PREPARATION UNIT MISSION AND CONCEPTUAL FRAMEWORK THE FLORIDA STATE UNIVERSITY

Professional education at FSU is the work of a broad-based cross section of educators spread throughout the FSU campus. We are joined by a sense of common purpose in one Educator Preparation Unit.

Mission of the Educator Preparation Unit

The Florida State University Educator Preparation Unit is based on a conceptual framework that engages faculty, teacher candidates, and community constituents in instruction that moves, leadership that inspires, and scholarship that makes a difference in the 21st century.

The Florida State University Educator Preparation Unit prepares educational leaders who uphold high professional and academic standards, engage in scientific inquiry, and implement positive results as a basis for the continual improvement of student learning. They assess the needs and abilities of students from diverse backgrounds through the use of appropriate instructional strategies and technologies, demonstrating care and commitment to the belief that all students can learn. Candidates develop these qualities while they study and work within a community of professional partners.

Conceptual Framework

FSU Professional Education: Instruction that moves, leadership that inspires, and scholarship that makes a difference in the 21st century.

Instruction that *moves*

- from campus-based courses into pre-school, elementary, middle, and high school classrooms; community-housed literacy programs; settings for populations with disabilities; art and music studios; recreational complexes; and other educational settings so that lessons learned on campus are applied to life;
- across academic disciplines, from one subject into others, in order to emphasize the fact that teaching and learning among adults requires attention to the whole person;
- within the intellectual and affective domains, giving attention to the academic, psychological, and emotional development of teachers, so that graduates have the knowledge and the dispositions of successful, effective teachers (Rosaen, C. & Florio-Ruane, S., 2008; Cochran-Smith, 1995; Jennings, 2007).

Leadership that *inspires*

- by modeling the dispositions of effective teaching through demonstrating a belief that every student can learn, and by supporting each student in his and her efforts to succeed while demonstrating the FSU moral code of “responsible freedom guided by ethical standards;” FSU Unit Indicators are used by Cooperating Teachers, University Supervisors, and Student Teachers themselves to evaluate the dispositions and professional attitudes of Student Teachers (see Section G below). The actions, dispositions, and attitudes are measured by both the formative and summative Student Teaching evaluation processes.
- by participating in life-long learning through continual dedication to the professional development that grows in on-going scholarship and reflection, and systematic evaluation of one’s academic strengths and areas for improvement;
- by exploring and experimenting with the use of available technologies that can enhance teaching and learning;
- by treasuring the works that have shaped the field, while providing time and space for consideration of new ideas to challenge the existing ideas (Lambert, 1998; Beveridge, 2005; Westheimer, J., 2008; Freire, P., 1998; Goodlad, 2008; Apple, M., 2008; Greene, M., 1988).

Scholarship that *makes a difference*

- through asking important questions about teaching and learning;
- through engaging in studies that explore significant issues related to teaching and learning, and to the ways that education is conducted and occurs in formal and informal settings;
- through disseminating results of studies to various groups of stake-holders who need to be informed about trends, improvements, weaknesses, and potential changes in education, including teachers, researchers, parents, policy-makers, schools, districts, state, and national-level, administrators, and politicians;
- through collaboration with counterparts in other schools and colleges across Florida State University and other colleges and universities, who can help us better understand the issues that are most pressing today and that will be most in need of attention tomorrow;
- through demonstrating unfailingly high ethics as we engage in scholarship of all kinds, including research that leads to the preparation of published manuscripts, research grants, personnel preparation and other service grants, professional presentations, and any other scholarship by which we represent Florida State University, the field of education, and the collective group of teacher educators (Borko, H., Whitcomb, J., and Byrnes, K., 2008; Cochran-Smith, M. & Demers, K., E., 2008; King, J. E., 2008; Cochran-Smith, 2006; Cochran-Smith, 2005; Cochran-Smith & Zeichner, K. (Eds.), 2005; Cochran-Smith, 1990; Ball, 1990, Shulman, 1986; Wilson, Shulman, & Richert, 1987).

DEFINITION OF TERMS

Area Coordinator – The Area Coordinator is the university faculty member responsible for the administration and coordination of all phases of the Student Teaching program within his or her geographical area. The coordinator provides for the placement of Student Teachers and ensures a University Supervisor has been assigned to the Student Teacher.

Cooperating Teacher – The Cooperating Teacher is a certified teacher who has completed clinical educator training and is responsible for working daily to assist in developing the professional growth of the Student Teacher through demonstration of and instruction in teaching skills and attitudes. The Cooperating Teacher works with the University Supervisor and Area Coordinator to support and continuously evaluate the Student Teacher.

Student Teacher – The Student Teacher is a “student of teaching” completing the university's educator preparation program in a clinical setting and under the guidance of a qualified, certified teacher.

Student Teaching Coordinator – The Student Teaching Coordinator is the university faculty member responsible for the administration and coordination of **all** phases of the Student Teaching program at FSU.

Student Teaching – That period of the professional education program, organized and directed by the university, during which the student is placed in an accredited public or private school for a period of consecutive weeks, under the supervision of a qualified classroom teacher and a university faculty member.

Student Teaching Placement – The process of collaborating with schools or appropriate agencies to secure mutually beneficial learning environments in which Student Teachers work to gain supervised teaching experience and demonstrate the Florida Educator Accomplished Practices. The Student Teaching coordinator receives approved placement requests from program personnel and communicates those requests to schools or appropriate agencies. A positive dialog continues until a suitable placement with qualified personnel is secured and confirmed by the exchange of properly executed agreements. Ultimately, the final decision of accepting a Student Teacher for internship rests solely with the school or placement agency.

University Supervisor – The University Supervisor represents the Student Teacher's academic program or department and is the person directly responsible for supervision and evaluation of the Student Teacher. Services provided by the University Supervisor include observation of Student Teachers and direct assistance to both student and Cooperating Teachers.

GENERAL POLICIES AND PROCEDURES FOR STUDENT TEACHING

- A. **First Day in School** – Prior to beginning Student Teaching, the Student Teacher must establish contact with the Cooperating Teacher. The Student Teacher reports to school at the same time Cooperating Teachers are expected to report. The Student Teacher should report first to the school office and then to the Cooperating Teacher. The Student Teacher should meet the school principal at the earliest opportunity. Note: The Student Teacher will follow the *school district calendar*, **not** the FSU semester calendar.
- B. **Absences During Student Teaching** – Student Teachers are permitted *no* absences during Student Teaching. If illness or an emergency should require the Student Teacher to be absent from school for any period of time, it is the *sole* responsibility of the Student Teacher to notify the Cooperating Teacher and University Supervisor as soon as possible. Absences of three or more days **must** be reported to the University Supervisor and Area Coordinator. In cases of prolonged or repeated absence, the University Supervisor will, after consulting with the University Supervisor, Cooperating Teacher and School Principal (or designee), determine whether the Student Teacher's experience will be terminated or extended.
- C. **Attire and Grooming** – The attire and grooming of the Student Teacher should meet or exceed accepted professional practices of the institution in which a Student Teacher has been placed. Student Teachers will be subject to the attire and grooming guidelines of the institution and may be dismissed by the institution for failure to comply with the institution's grooming and dress code requirements. Student Teachers should observe the professional attire of other teachers and seek the guidance of the Cooperating Teacher or the School Principal in these matters.
- D. **Outside Activities** – The Student Teacher should make no plans for involvement in out-of-school activities that would interfere with teaching responsibilities in any way. If there is a pressing need for participation in any activity, first, it **must** be cleared with the University Supervisor and Area Coordinator **and** second, Cooperating Teacher.
- E. **Taking Additional Courses Concurrently with Student Teaching Course(s)** – Because of the intensity of the Student Teaching experience, students must not enroll in additional courses during the Student Teaching semester.
- F. **Restrictions on Placement** – Student Teachers should not be placed in a high school from which they have graduated or in a school in which an immediate relative is a student or staff member.
- G. **Students with Disabilities** - In keeping with Section 504 of the 1973 Vocational Rehabilitation Act and with The Americans with Disabilities Act, students with disabilities, who have successfully completed all necessary prerequisites, will be allowed to student teach. Given the circumstances in identifying and securing an appropriate placement and arranging any necessary accommodations, such candidates should consult with the FSU Student Teacher Coordinator and their program advisor early in the Student Teaching application process.
- H. **Temporary Physical Conditions** – It is **strongly advised and encouraged** that students inform the FSU Student Teaching Coordinator of special health conditions (pregnancy, temporary medication, etc.) prior to the negotiation of placements for Student Teaching. This notification will afford the school site personnel and the Student Teaching Coordinator an opportunity to secure appropriate assignments.
- I. **FSU Career Center** – The Student Teacher is encouraged to contact the FSU Career Center prior to Student Teaching or, at the latest, during the semester of Student Teaching. The Career Center has staff to assist with preparation of resumes, cover letters, interviewing skills, professional networking and other services to prepare you for your job search. Visit

www.career.fsu.edu for more information.

- J. Housing** – Arrangements for living accommodations in the area of the state where the Student Teacher interns is the sole responsibility of the Student Teacher. If the Student Teacher needs assistance in making such arrangements, he or she is encouraged to contact the Cooperating Teacher or the school principal, as well as teacher associations and other appropriate agencies in the area.
- K. Transportation** – It is the sole responsibility of the Student Teacher to arrange his or her own transportation throughout Student Teaching.
- L. Conveyance of Funds** – The Student Teacher should make proper arrangements for the conveyance of funds (banking transfers), if necessary, to the area in which he or she will student teach before leaving campus.
- M. Substitute Teaching** – The planned program of Student Teaching does not imply the use of the Student Teacher as a substitute teacher.
- N. Social and Professional Activities**
 - 1. Extracurricular activities - It is appropriate for the Student Teacher first to observe and later participate, as appropriate and approved, in various extracurricular activities present in the school (e.g., interest clubs, athletic teams, field trips, and public performances). Appropriate protocol, including the assistance and securing of permission from the Cooperating Teacher, school administration, and University Supervisor, must be followed prior to the Student Teacher's engagement in extracurricular activities.
 - 2. Social Activities - It is expected that Student Teachers will lead normal lives both professionally and socially. They should, in fact, seek to broaden contacts with the community through social activities open to teachers, but must exercise mature judgment, tact, and discretion in all relations with students.
 - 3. Professional Activities - The Student Teacher should attend and participate in, when appropriate, professional meetings. These include in-service seminars, faculty meetings, PTA sessions, subject area meetings, etc.
- O. Teacher Strikes or Work Stoppages** – If a teacher strike or work stoppage occurs after the Student Teacher has begun his or her assignment:
 - 1. The Student Teacher will, in the case of complete work stoppage, be directed to not report to the assigned school, but rather to the University Supervisor and Area Coordinator.
 - 2. The Student Teacher will, in cases of prolonged work stoppage extending two weeks or more, be reassigned.

If the strike or work stoppage begins prior to the start of the Student Teaching assignment, the Student Teacher will report to the University Supervisor and Area Coordinator instead of the assigned school. In the event that a strike or work stoppage is called by any group other than the recognized teacher bargaining agent for the district, the Student Teacher will report to his or her Student Teaching assignment, providing the Cooperating Teacher is on duty. During a strike or work stoppage, no Florida State University Student Teacher will act as a substitute teacher or in any capacity other than that specified in the original Student Teaching placement agreement.

- P. Graduation Responsibilities** – Student Teachers **must** arrange for a graduation check with their program and the registrar’s office as they complete 100 semester hours in a given semester. The student **must** also apply for graduation during the first two weeks of the graduation semester. If the Student Teacher plans to participate in graduation exercises, he or she **must** make reservations by the published deadline (see FSU Registrar’s website).
- Q. Cancellation of an Assignment** – When cancellation of a Student Teaching assignment becomes necessary, the appropriate academic program or departmental head should initiate such cancellation through the office of the FSU Student Teaching Coordinator. Student Teachers **must not** leave their assignments without the permission of their University Supervisor and Area Coordinator.
- R. Reassignment During Student Teaching** – When advisable, a field assignment may be changed only with the approval of the academic program, school, and district personnel. Steps to initiate such a change should originate with the academic program supervisor and in cooperation with the FSU Student Teacher Coordinator and the appropriate school and district personnel.
- S. Unsatisfactory Performance of a Student Teacher:**
- 1. Steps Necessary for the Provision of Due Process**
 - a. In situations where the Student Teacher is not progressing at a rate that, in the view of the University Supervisor and the Cooperating Teacher, will allow successful completion of Student Teaching, the Student Teacher shall be notified by the University Supervisor (both verbally and in writing via student’s FSU email account) of the specific deficiencies requiring improvement. This notification shall be provided as early as reasonably possible in the Student Teaching experience.
 - b. After such notification, but before a decision to render an unsatisfactory grade or to terminate the Student Teaching experience is made, the University Supervisor and Cooperating Teacher, will meet with the Student Teacher to discuss the performance concern(s), and shall identify a **specific** period of time in which the Student Teacher must demonstrate the **required** performance. Very specific identification of the competencies requiring improvement and of what the Student Teacher must do to bring about such improvement shall be provided (both verbally and in writing via student’s FSU email account, using official remediation planning forms, available in OASIS). During this agreed upon period, the University Supervisor and the Cooperating Teacher shall regularly provide the Student Teacher with assistance and feedback regarding his/her progress in correcting the deficiencies.
 - c. If the Student Teacher continues to perform unsatisfactorily, continues to demonstrate unacceptable behavior, or is not able to sustain an adequate level of learning on the part of his/her assigned students as determined by the University Supervisor and the Cooperating Teacher in their sole discretion, then, the University Supervisor may issue a grade of unsatisfactory or in extreme cases, in cooperation with the College’s Office of Academic Services and Intern Support, terminate the Student Teaching experience before the end of the term.
 - d. In rendering decisions affecting the Student Teacher, it is imperative that the Student Teacher participate in these decision processes. If the Student Teacher does not participate in these decision processes, the University in its sole discretion may render a decision.

2. Administrative Removal

- a. A Student Teacher may be removed from Student Teaching, without prior notice, if the School Principal or the Cooperating Teacher, in their sole discretion, determine that the presence of the Student Teacher is a threat to the health, safety, welfare, or learning of the pupils with whom the Student Teacher is assigned to work. This process shall be known as Administrative Removal.
- b. The University Supervisor shall give the Student Teacher written notice of the Administrative Removal within a 24-hour period, or as soon as reasonably possible, which will also inform him/her of the right to discuss and review such Administrative Removal with the appropriate Program Coordinator.

3. Reassignment

At any point in the Student Teaching experience a Student Teacher may be reassigned to another classroom *if* such reassignment is deemed necessary by the University Supervisor in consultation with all appropriate parties concerned, and, a Remediation Plan, if required, has been completed successfully. Such reassignment arrangements must be made through the Office of Academic Services and Intern Support.

In the event a second Student Teaching assignment *is deemed necessary* due to a Student Teacher's unsatisfactory performance, the Director of Student Teaching and/or the Associate Dean for Academic Affairs will work with the Student Teacher's program to explore the *possibility* of a second Student Teaching placement. Nothing in this policy should be construed as a guarantee for a second placement attempt.

As part of the exploration process for a *possible* second placement, the student must:

- (1) Successfully complete an appropriate Remediation Plan which includes sufficient evaluation data that indicates clearly the Student Teacher has demonstrated the expected performance to the appropriate level, as determined by the program faculty in their sole discretion and consistent with stated standards (e.g., affiliation agreements executed between Florida State University and a respective school/agency and Florida's Code of Ethics and Professional Code of Conduct (Rule 6A-10.080, FAC; Rule 6A-10.081, FAC; Florida Educator Accomplished Practices);
- (2) Reapply for Student Teaching placement, beginning with the respective academic program, and then, through the Office of Academic Services and Intern Support.

To protect the integrity of a partnership between Florida State University and a respective school/agency, Florida State University through the College of Education's Office of Academic Services and Intern Support reserves the right to fully discuss with the placement agency reasons for the second placement. Ultimately, the final decision of accepting a Student Teacher for Internship (Student Teaching) rests solely with the placement agency.

- T. Students Arranging Their Own Student Teaching Assignments.** Student Teachers *shall not*, in any way, attempt to or independently arrange their own Student Teaching assignments, or contact an agency to discuss any aspect of the placement unless so directed by an appropriate FSU official.

- U. **Grade Appeal Procedure** – A Student Teacher who receives an unsatisfactory grade may appeal that grade through the regular University grade appeals system.
- V. **Initial Teacher Certification Procedures and Materials** – Guidelines and materials for securing initial teacher certification in Florida are available in the Office of Academic Services and Intern Support (2301 Stone Bldg.) and Florida Department of Education, Educator Certification Section.

SUBSTITUTING AND/OR ABSENCE OF COOPERATING TEACHER

The following describes Florida State University policy on use of Student Teachers as substitutes:

Substitute Teaching – The planned program of Student Teaching does not include the use of the Student Teacher as a substitute teacher. To assure continued success for both the Student Teacher and the pupils, the school administration will use the Student Teacher as a substitute for the Cooperating Teacher only in an emergency and only for a short period of time. The policy guidelines for substitute teaching are:

- A. In the absence of the Cooperating Teacher, the Student Teacher may be allowed to assume responsibility only for the class or classes of the Cooperating Teacher.
- B. The Student Teacher should not be asked to assume this responsibility earlier than the completion of the first month of his/her experience and *only* if the Student Teacher's progress is satisfactory as determined by the Cooperating Teacher and University Supervisor.
- C. The school must arrange for another teacher or administrator to provide on-going supervision of the Student Teacher.
- D. Should the Cooperating Teacher's absence extend beyond three (3) days, the school should, in cooperation with the University Supervisor and Area Coordinator, arrange for continued supervision and/or possible change of assignment.
- E. All parties should recognize that a Student Teacher may not accept pay for substitute teaching.

BASIC CONCEPTS AND COMPONENTS OF THE STUDENT TEACHING PROGRAM

Student Teaching represents the culminating experience in the University's teacher preparation program, integrating the various elements of basic studies and professional education for application to the “real world” of a teacher. Student Teachers synthesize and apply theoretical knowledge from previous courses in realistic, planned, professional settings. These experiences are intended to prepare the Student Teacher for success in full-time teaching in a Florida public school. Student Teachers are expected to demonstrate competency in the Florida Educator Accomplished Practices at the pre-professional level during Student Teaching. Student Teachers are also expected to demonstrate the ability to have a positive impact on student learning.

Student Teachers are learners. Planning for full-time instruction means assigning some easily-accomplished responsibilities with a gradual induction into the various phases of teaching.

Student Teachers participate in all activities normally expected of regular faculty members, including non-teaching duties, communication with parents, faculty professional development and other meetings and extracurricular activities.

Student Teachers adapt assignments to the pupils, content, and instructional methods of their Cooperating Teachers. Student Teachers are at their best, however, when initiating, negotiating, and successfully implementing their own teaching ideas.

Outlined below are several components of the Student Teaching Program. These include: major phases of the Student Teaching Program, Sequential Plan for Student Teaching, Student Teaching Reports, and Student Teaching Evaluation.

MAJOR PHASES OF THE STUDENT TEACHING PROGRAM

The Cooperating Teacher should assist the Student Teacher in *planning* a program of experiences that includes: Observation, Participation, Planning, Conferring, Teaching, and Evaluation.

A. Observation

1. Purposeful observation helps the Student Teacher grow and provides him or her with a diversity of perspectives. A carefully planned Student Teaching program should include the following observations:
 - a. The Cooperating Teacher and assigned class(es);
 - b. Other teachers and classes beginning early in the semester, including other teachers at the same grade level or within the discipline, students of diverse ability levels and backgrounds, the same students taught by other teachers, and/or other observations specified in academic program/departmental guidelines;
 - c. School services such as administration, health, guidance, and media/technology (a checklist is provided for this purpose in Appendix);
 - d. Other features of the school program that may be of special interest or value to the Student Teacher;
 - e. Extracurricular and other activities involving parents and the community.
2. Arrangements for observations should be made in advance by the Cooperating Teacher. School observations outside the Student Teacher's assigned classes should occur early in the program, prior to the assumption of much teaching responsibility.
3. Classroom observation, to be effective, must be specific. The Student Teacher should not approach the task casually, but rather should identify specific observational goals. For example, specific observation should be made in the areas of:
 - a. Classroom management techniques;
 - b. Instructional techniques;
 - c. Techniques useful in gaining the participation of all class members;
 - d. Ways of structuring effective routines and transitions;
 - e. Identification of differences among learners;
 - f. Teacher behaviors to which learners respond in positive ways;
 - g. Use of technology in instruction and classroom administration;
 - h. Physical conditions of the classroom and their influence on teaching.
4. Student Teachers should be encouraged to note effective techniques and to be positive in assessing observations. Student Teachers should thank other teachers and staff members for the opportunity to observe them.

B. Participation

1. Because it gives the Student Teacher practice, participatory activities should begin on the first day and gradually increase until the Student Teacher has full teaching responsibility. Participatory activities should include three kinds of experiences:
 - a. Instructional - brief, teaching-related activities;

- b. Routine - classroom and school-wide activities;
 - c. Supplementary - non-teaching activities such as bus or cafeteria duty.
2. Suggested participatory experiences are:
- a. Working with individuals, small groups, and students with special needs;
 - b. Care of the classroom and instructional supplies, equipment, and technology;
 - c. Keeping records and making reports;
 - d. Administrative duties of the classroom teacher;
 - e. Assistance with student activities such as clubs, athletic events, and social functions;
 - f. Attendance at professional meetings (e.g., faculty meetings, English council, Association of Childhood Education) and attendance at parent teacher student conferences and School Advisory Council meetings.

C. Planning

Student Teachers have received in their coursework some training in planning; however, they have not had a chance to implement such plans under the conditions afforded by full-time teaching. Some general suggestions concerning planning for instruction follow.

1. Lesson Planning Considerations:
- a. Lesson planning should be a cooperative endeavor between the Cooperating Teacher and Student Teacher, particularly in the early stages of the internship;
 - b. As confidence and skill develop, the Student Teacher will have less need to call upon the Cooperating Teacher in planning for instruction;
 - c. The Student Teacher should always submit lesson plans to the Cooperating Teacher for suggestions and approval before using them;
 - d. The Student Teacher should be encouraged to show initiative and creativity in planning for teaching.
2. Suggested Sequence for Inducting the Student Teacher into Planning for Instruction:
- a. Examination of the Cooperating Teacher's daily lesson plans by the Student Teacher;
 - b. Cooperative development of daily plans. The Cooperating Teacher's role should gradually change from that of thinking through the plan aloud, to thinking aloud with the Student Teacher, to allowing the Student Teacher to plan independently.
3. Remember:
- a. Student Teachers are expected to produce and keep daily, weekly, and unit plans;
 - b. Planned learning outcomes and means of assessing learning should be evident;
 - c. Classroom activities should make use of appropriate technology;
 - d. All plans should be submitted prior to use and should be approved by the Cooperating Teacher. The University Supervisor may review lesson plans when he/she visits or should let the Student Teacher know how to submit them;
 - e. What works for the Cooperating Teacher may not work for the Student Teacher.

D. Conferring

Daily conferring is critical to the growth of the Student Teacher and to the communication necessary for a successful experience. Conferences will be both informal and formal.

1. The Informal Conference
- a. Brief informal conferences may take place between classes, at lunch, or at other times during the day and include specific topics, questions, or incidents to discuss.
 - b. The Cooperating Teacher and the Student Teacher use informal discussions to explore teaching strategies and evaluate their results based on student learning.
 - c. This type of conference provides opportunities for immediate feedback.

2. The Formal Conference
 - a. Specific times for formal conferences should be scheduled on a regular, frequent basis throughout the Student Teaching experience.
 - b. Formal conferences have these added characteristics:
 - (1) Purpose - to review the Student Teacher's progress in light of program expectations and clearly defined teaching competencies related to the Florida Educator Accomplished Practices;
 - (2) Preparation - Cooperating Teacher and Student Teacher will have questions, observation notes, video or audio tapes, or other evaluative data available;
 - (3) Procedure - mutual participation and pooling of ideas;
 - (4) Result - to identify strengths and weaknesses within an atmosphere of mutual respect and cooperation.

3. Effective Behaviors for Conferences

In their conferences, the Cooperating Teacher and Student Teacher should routinely use the following practices, shown by research to promote both Student Teacher growth and harmonious working relationships:

 - a. Cooperating Teacher:
 - (1) Provides constructive and **specific** suggestions;
 - (2) Provides objective data;
 - (3) Praises and encourages;
 - (4) Asks for ideas, opinions, and clarifications of the Student Teacher;
 - (5) Accepts ideas and opinions of Student Teacher.
 - b. Student Teacher:
 - (1) Reflects and evaluates own teaching with a focus on continual improvement;
 - (2) Offers ideas, opinions, and clarifications;
 - (3) Asks for Cooperating Teacher's ideas, opinions, and clarifications;
 - (4) Accepts ideas and suggestions.

E. Teaching

1. The Student Teacher should follow a plan of **gradual induction** into full teaching responsibilities for the following reasons:
 - a. To allow time for specific observation of the Cooperating Teacher's techniques;
 - b. To allow time for careful planning of initial teaching experiences;
 - c. To allow time for analysis of early teaching experiences;
 - d. To allow time for the Cooperating Teacher to confirm the Student Teacher's demonstrated readiness.

2. **Demonstrated Readiness** is always the most important factor in considering when and how much a Student Teacher teaches. If the Student Teacher assumes full responsibility for teaching before demonstrating readiness, an unsatisfactory situation may develop. The desirable state of readiness should occur as a result of gradual induction into teaching.

3. The Student Teacher begins teaching a class:
 - a. When sufficiently acquainted with the pupils, with suitable teaching methods, and with available teaching materials;
 - b. When a degree of confidence has been developed;
 - c. When the Cooperating Teacher has confidence in the Student Teacher's ability to teach the class.

(For an example of an adequate schedule of induction into teaching responsibility, see the "Plan of Experiences and Content" in Appendix.)

F. Evaluation

Evaluation of the Student Teacher's progress toward becoming an Educational Leader is central to the professional education program at Florida State University. This performance-based evaluation is a continuing and cooperative effort among the Student Teacher, the Cooperating Teacher, and the University Supervisor. It is viewed as the beginning of a life-long process of continuous professional improvement.

1. The Formative and Summative Evaluation Forms
 - a. It is expected that the electronic form (see Appendix) will be employed, although programs may continue to use paper copies of the scheduled evaluation. The Student Teacher's performance in relation to the Accomplished Practices provides the framework for Student Teaching evaluations.
 - b. The Final Student Teaching Evaluation Form (Summative) will be provided online toward the end of the semester. The University Supervisor will complete the form in consultation with the Cooperating Teacher and the Student Teacher.
2. Scheduled Evaluative Reports

At scheduled intervals throughout the program, the Cooperating Teacher records his or her judgments of the Student Teacher's progress based on the established standards. It is vital that the Student Teacher be made aware of both strengths and weaknesses at every stage in the program. Sufficient time must be provided so the Student Teacher can work to eliminate any deficiencies that might otherwise appear on the final evaluation.
3. The Scheduled Evaluations:
 - a. Should show cumulative progress over each period of time;
 - b. Are completed by the Cooperating Teacher, but should be the result of mutual evaluative conferences in which the Student Teacher evaluates his or her own teaching;
 - c. Should include specific recommendations for improvement;
 - d. May be completed via electronic or hardcopy means.
4. The Final Evaluation Report

The Final Evaluation Report should reflect the level of performance attained by the Student Teacher at the **completion** of Student Teaching. While parts of this final report may be program specific, a general final report based upon the Accomplished Practices outlined by the Florida Education Standards Commission and the Florida Department of Education should also be completed (see Appendix). Final Evaluation Report(s) are the summative results of a final meeting that includes the Cooperating Teacher, University Supervisor, and Student Teacher. The University Supervisor is responsible for ensuring the Summative (Final) Evaluation Report has been completed and uploaded. Evaluation forms used during Student Teaching must provide the Student Teacher with formative or final/summative feedback. Only FSU approved evaluation forms should be used.
5. Grading

The University Supervisor assumes final responsibility for assigning the grade at the completion of Student Teaching; however, the Cooperating Teacher's evaluations are a major factor in assigning the grade. Each Student Teacher will receive a grade of **S** (Satisfactory) or **U** (Unsatisfactory).
6. Summary

A complete program of Student Teacher evaluation should include these six principles:

 - a. Recording and Interpreting Data

Employ a variety of techniques for recording and interpreting data. The broader the base of evaluation data, the more reliable will be the evaluation of the Student Teacher's readiness for teaching. Examples might include:

1. An Evaluation Form which covers an agreed-upon list of teaching competencies including the Accomplished Practices;
 2. Systems for coding teaching behavior;
 3. Systems for analyzing teacher questions;
 4. Lesson planning;
 5. Evidence of the extent to which the Student Teacher is meeting his or her objectives;
 6. Evidence of sound principles of learning in the Student Teacher's instruction;
 7. Pupil evaluations of the Student Teacher's teaching;
 8. Checklist of professional attitudes and working relationships;
 9. Other appropriate techniques (e.g., video recording, outside observation).
- b. Feedback
To allow time for improvement, the Student Teacher must be provided continuing feedback about his or her performance.
- c. Cooperation
The Student Teacher should be given the opportunity to reflect upon not only his or her own teaching throughout the program, but also that of the Cooperating Teacher. The final evaluation of the Student Teacher will be enhanced by a mutual willingness to analyze one another's teaching. The Student Teacher should be encouraged to practice self-evaluation so that critical analysis becomes a regular part of his or her teaching behavior. The Cooperating Teacher should set the example.
- d. Agreed-Upon Base
Early in the program, the Cooperating Teacher and Student Teacher should agree upon teaching-experience evaluation benchmarks. The Florida State University FEAP Indicators and the FSU Descriptive Rubrics for Student Teaching Evaluation (see Appendix) must be used to form the basis of evaluation. Each Accomplished Practice should be individually reviewed and discussed along with its indicators. Agreement on meaning of these practices increases the validity of the evaluations.
- e. Documentation of Outcomes
The Cooperating Teacher and the Student Teacher should document the Student Teacher's positive impact on P-12 student learning in light of the stated objectives reflecting the state standards. Here evaluation is then more apt to be based upon verifiable evidence than on subjective judgment.
- f. Specificity
Above all, evaluation must be **specific**. The Student Teacher should be told exactly what he or she is doing well and what he or she needs to do to improve.

G. Dispositions (attitudes, values, and beliefs) in FSU Unit Indicators

The Educator Preparation Unit developed a Unit wide dispositions survey based on The Code of Ethics and The Principals of Professional Conduct of The Education Profession in Florida (<http://www.fldoe.org/edstandards/pdfs/ethics.pdf>) published by Florida Department of Education.

The scoring for each item is based on a four point scale:

- 1 = Inadequate;
- 2 = Needs Improvement;
- 3 = Prepared;
- 4 = Distinguished.

A rating of 3 (Prepared), or higher is required on *every* element in every semester. Any candidate who receives a 1 or 2 on any element must complete a remediation plan as guided by

the program faculty. If the remediation plan is not completed successfully, the candidate is dismissed from the program.

All programs evaluate candidate dispositions based on the following areas:

Dispositions Evaluation

(Note: EP numbers refer to items in The Code of Ethics and The Principals of the Professional Conduct in The Education Profession in Florida.)

Attitudes

1. **Character** (refers to having integrity, being responsible, being honest, modeling professional behaviors, being committed to doing the best job, being dependable) EP 2 & 3
2. **Caring** (refers to empathetic, thoughtful, compassionate, understanding toward students & others) EP 2 & 3
3. **Personal and Social Competence** (refers to being independent, possessing study and technology skills, recognizing appropriate situations in which to share personal information, and the ability to demonstrate mature social skills.)
4. **Approachable** (refers to being easy and willing to talk to, non- threatening or intimidating, trusting) EP2&3
5. **Patient** (refers to being understanding with students & others, taking the time to actively listen to concerns or problems) EP 2 & 3
6. **Sense of Humor** (refers to being appropriately funny, being able to laugh with others/students, being able to laugh at one's self, discerning when humor is appropriate) EP 1
7. **Belief That All Students Can Learn** (seeing the good in others/students and the process of education, having a positive outlook on education) EP 1

Professional Attributes

8. **Commitment to Teaching** (refers to wanting to be a teacher, liking the job and working with students, having a passion for education/ teaching, seeing teaching as more than just a job) EP 2
9. **Open-mindedness/Acceptance of Others** (refers to respecting and tolerating diversity, being non-judgmental, being sensitive or empathetic to diversity) EP 1
10. **Role Model** (refers to upholding personal standards and appropriate behavior, earning the admiration of others, being the kind of individual that others aspire to be like) EP 2 & 3
11. **Work Ethic** (refers to being a hard worker, having dedication, getting the job done, willing to go the extra mile, submits course assignments in a timely manner) EP 2 & 3

12. **Cooperative Nature** (refers to the ability to work with others, to collaborate, to work with colleagues, to share ideas, to seek input) EP2 & 3

13. **Use of Teaching Methodology/Progressive Teaching** (refers to willingness to try different methods, desire to try new ideas, effort to teach in a more student-centered approach) EP 1 & 2 EP2 & 3

14. **Awareness of Organizational Hierarchy** (refers to knowing and utilizing the appropriate way to express a concern or problem, maintaining confidentiality) EP 3 EP2 & 3

15. **Acceptance of Feedback** (refers to willingness to listen in a non-defensive manner, desire to improve, acceptance and willingness to take and apply suggestions, openness to suggestions) EP 2 EP2 & 3

16. **Communication** (refers to having verbal and non-verbal skills, including; writing, communicating directions, speaking, and listening) EP 2

17. **Organization** (refers to planning, being orderly, providing structure to what is done, knowing what, where, why in the class/teaching, arrives to class on time and prepared) EP 1 & 2

18. **Flexibility** (refers to calmly handling unexpected changes, adapting to situations, modifying instruction based on student responses) EP 1 & 2

SEQUENTIAL PLAN FOR STUDENT TEACHING

The sequential plan for Student Teaching provides for the gradual induction of the Student Teacher into teaching. The development of the semester Sequential Plan of Experiences and Content should be a cooperative effort between the Cooperating Teacher and the Student Teacher during or prior to the first full week of the teaching experience. Use the following plan **as a guide**. It **may be modified** to meet the special needs and circumstances of your classroom setting or program.

A. Orientation (Week One)

1. Observation - Observe in Cooperating Teacher's classes, learning names and pertinent information about the students, techniques used, and materials available.
2. Teaching - Tutor one student; teach one phase of a lesson, etc.
3. Participation - Assist teacher in collecting papers, checking roll, organizing groups, and be involved in some participation from the first day.
4. Planning – Cooperatively develop plans for next week's teaching with the Cooperating Teacher.
5. Conferring - Confer daily with the Cooperating Teacher regarding mutual expectations.
6. Student Teacher Information Form/Plan of Experiences & Content - The Student Teacher should forward a completed copy of the Student Teacher information form (see Appendix) and the Plan of Experiences and Content (see Appendix) to the University Supervisor by the end of the first week.

B. Expanding Responsibilities (Week Two)

1. Observation - Begin some observations of teachers other than Cooperating Teacher. (Always request permission well in advance.)
 - a. Elementary-school Student Teachers may observe other classroom teachers teaching the same grade and grades above and below, preferably within same school.
 - b. Secondary-school Student Teachers may observe other teachers, especially in their own (and possibly) other disciplines.
 - c. Both elementary and secondary Student Teachers may begin some observation in school service areas. The guide provided in the Appendix can be used for this purpose.
2. Teaching - Assume responsibility for teaching one class if Student Teacher is at the secondary-school level or one subject if at the elementary-school level. Increase participation in class or subject for which the Student Teacher will next assume responsibility.
3. Participation - Continue and increase participation activities to include instructional, routine, and supplemental non-teaching activities.
4. Planning - Continue cooperative development of plans with Student Teacher assuming more responsibility.
5. Conferring & Evaluating - Confer daily with the Cooperating Teacher for the purpose of planning and continuous evaluation.

C. Gradual Induction (Weeks Three to Five)

1. Observation - Continue various types of observation as time permits. Observation should decrease as teaching responsibilities increase.
2. Teaching – Gradually assume responsibility for additional class(es) or subject(s).
3. Participation - Continue participation in all areas of the teacher's responsibility.
4. Planning - Plan as necessary for increased teaching responsibility.
5. Conferring & Evaluating - Continue daily conferences and evaluation.

D. Full Time Teaching (Weeks Six Through Next to Final Teaching Week)

1. Teaching - Teaching responsibility should have increased gradually so that the Student Teacher assumes a full schedule during these weeks.
2. Participation - Continue participation as necessary for increased responsibility.
3. Planning - Plan as necessary for increased teaching responsibility.
4. Conferring & Evaluating - Continue daily conferences with Cooperating Teacher for the purpose of planning and continuous evaluation.
5. Complete the Final Evaluation by the last week of Student Teaching.

E. Wrap-Up (Final Teaching Week)

1. Gradually, teaching responsibility should be returned to the Cooperating Teacher so that Student Teacher responsibility is concluded during the final week of teaching.
2. Observations in different grade levels and diverse schools with students representing different backgrounds are recommended during the last week of Student Teaching. These arrangements should be completed well in advance with the advice, approval, and assistance of the Cooperating Teacher and principal.

Note: *The Student Teacher's progress should be formally evaluated by the Cooperating Teacher on at least two-week intervals throughout the experience (see evaluation in Appendix). The Student Teacher should forward copies of evaluations to the University Supervisor. Copies should be retained by the Cooperating Teacher and the Student Teacher.*

Summary

The Sequential Plan you have just reviewed and the information found in the Major Phases of the Student Teaching Program are the primary guides to structuring the Student Teaching experience.

The Appendix includes a sample elementary and secondary Plan of Experiences and Content, along with a checklist. The samples and the checklist are provided as additional **guides** to assist the Cooperating Teacher and Student Teacher as they cooperatively develop the plan.

STUDENT TEACHING REPORTS

Every effort is made to minimize the number of reports the Cooperating Teacher makes to the university. While certain reports are requested of both Cooperating Teachers and Student Teachers, it is the responsibility of the **Student Teacher** to send all such reports to the University Supervisor and, if requested, the Area Coordinator.

Reports include:

- A. Student Teacher Information Form** - This form (see Appendix) should be completed by the Student Teacher and sent to the University Supervisor by the end of the first full week of Student Teaching.
- B. Plan of Experiences and Content** - The Cooperating Teacher is asked to work with the Student Teacher in the development of the Plan of Experiences and Content (see Appendix) to ensure that the six major phases of Student Teaching (Observation, Participation, Planning, Conferencing, Teaching, Evaluation, Dispositions) are included in the Student Teacher's internship experience.

As a guide for the completion of this plan, please use *The Sequential Plan for Student Teaching* (previous section). Sample Plans for both Elementary and Secondary are provided in Appendix. The Student Teacher is to submit a copy of this completed plan, signed by the Cooperating Teacher, to the University Supervisor prior to the beginning of the second week of Student Teaching. The Student Teacher and the Cooperating Teacher should retain copies for their own reference. A checklist (see Appendix) is included to guide the planning of the teaching experience. The checklist should be attached to the copy the Student Teacher forwards to the University Supervisor and Area Coordinator.

Please note that the plan includes:

1. A **gradual** assumption of teaching responsibilities;
 2. Attention to the six phases of Student Teaching; and
 3. The identification of major teaching units or topics.
- C. Formative Evaluations** - The Cooperating Teacher is asked to complete formative evaluations of the Student Teacher's work using an on-line form (see Appendix) or other approved evaluation forms (check with the University Supervisor and Area Coordinator if questions exist about evaluation forms). The mid-term and final evaluation forms should be completed in a mutual conference at the scheduled times. Student Teachers and Cooperating Teachers are strongly urged to retain copies of all evaluations.
 - D. Summative Evaluations** - The summative evaluation will be completed at mid-term and end-of-term points of Student Teaching. This evaluation is a joint conversation between the University Supervisor, Cooperating Teacher, and Student Teacher. A hardcopy of the final evaluation should be signed and kept by all three parties (see Appendix). The University Supervisor will enter the final ratings in Chalk & Wire.
 - E. Special Reports** - If the Student Teacher's academic program requires any additional reports or projects, specific information will be provided by that program.

STUDENT TEACHING EVALUATION – GENERAL INFORMATION

A. Purpose

Florida State University provides formative and summative instruments intended to provide the Student Teacher constructive feedback regarding his or her performance throughout the Student Teaching experience. The evaluation reports serve as formative evaluations, alerting the Student Teacher to present strengths and weaknesses during student the teaching experience. The final evaluation is a formal summary evaluation completed at the conclusion of Student Teaching. It summarizes the Student Teacher's attained competence aligned with the Florida Educator Accomplished Practices. The Student Teacher must also demonstrate a positive impact on student learning.

B. Scheduled Use

It is recommended that the Cooperating Teacher complete formative and summative (with University Supervisor) evaluations of the Student Teacher's progress as scheduled. Copies of both formative and summative evaluations should be retained by the Student Teacher and the Cooperating Teacher. In addition, some academic programs may require a portfolio of demonstration products documenting achievement of the pre-professional level of the Accomplished Practices.

C. Important General Points

1. Evaluate the Student as a Beginning Teacher
For the purpose of evaluation the Student Teacher should be viewed as a beginning teacher throughout the experience. The Student Teacher should not be evaluated upon standards appropriate for experienced teachers, but rather upon those appropriate for beginning teachers.
2. Show Cumulative Progress
Evaluations should demonstrate the cumulative growth of the Student Teacher. On early reports do not expect to rate all skills. As the experience progresses, there will be increasing opportunity to rate more skills. The Accomplished Practices Indicators and Florida State University Descriptive Rubrics for Student Teaching Evaluation (see Appendix) should be used to form the basis of evaluation. The following rating terms are used in formative and summative evaluations:
 - U** Unsatisfactory: The Teacher Candidate does not demonstrate the standards.
 - N** Needs Improvement: The Teacher Candidate struggles with demonstrating the standards even with assistance and guidance.
 - D** Developing: The Teacher Candidate demonstrates the standards with assistance and guidance.
 - P** Prepared: The Teacher Candidate demonstrates the standards independently, but may occasionally need assistance and guidance.
 - D** Distinguished: The teacher candidate demonstrates the standards consistently and independently.
 - NA** Not Applicable or observed for this observation/evaluation There is not enough data to make a judgment or no opportunity to observe these skills.

3. **Be Honest**
It is important that both Cooperating Teachers and University Supervisors be honest and fair in completing their evaluations. Use evaluation data and the rubric to guide ratings.
4. **Employ Cooperative Evaluation**
The student should participate in all of his or her evaluations. Evaluative conferences afford the Student Teacher the opportunity to practice self-evaluation as well as respond to the supervisor's assessment of his or her progress.
5. **Provide Specific Feedback and Assistance**
When the Student Teacher needs to improve, he/she should receive suggestions for doing so in as specific terms as possible. For purposes of documentation, such suggestions should be made in writing as well as discussed, and copies retained by both the Student Teacher and the Cooperating Teacher.
6. **Review Accomplished Practice Definitions and Indicators**
Definitions of Accomplished Practices, FSU Indicators and Descriptive Rubrics are included in the Appendix. It is important for the reliability of all formal evaluations that these definitions be mutually reviewed early and regularly during the experience. The Cooperating Teacher and Student Teacher should reach agreement on their interpretations.
7. **Provide Written Comments**
In addition to completing the rating scale, Cooperating Teachers are strongly encouraged to make written comments in the space provided. Written comments provide more information than check marks and are particularly helpful to University Supervisors, Area Coordinators, and potential employees.
8. **Complete Final Summative Student Teaching Evaluation**
The Student Teacher, Cooperating Teacher, and University Supervisor should be involved in the final evaluation (University Supervisor files electronic copy). It is recommended that a hardcopy be dated, signed, and kept by all three parties. Written comments may accompany the form and are especially important because the Student Teacher may use them in seeking employment.

This is a summative evaluation and indicates behavior and competencies you have observed throughout the Student Teaching experience.

9. **Explanation of Ratings for Final/Summative Evaluation**
For the summative evaluation you should review the student's overall performance this semester to determine whether he/she has demonstrated each of the Accomplished Practices. During any one of your formative evaluations you may not have seen all Accomplished Practices demonstrated. However, this evaluation requires that you provide your feedback as to how the student should be rated on each of the Accomplished Practices during their entire Student Teaching experience.

The Accomplished Practices Indicators and the FSU Descriptive Rubrics for Student Teaching Evaluation should be used to form the basis of evaluation (See Appendix).

Only a **P**repared or **D**istinguished rating is sufficient to indicate the Student Teacher has demonstrated a given Accomplished Practice:

- U** Unsatisfactory: The Teacher Candidate does not demonstrate the standards.
- N** Needs Improvement: The Teacher Candidate struggles with demonstrating the standards even with assistance and guidance.
- D** Developing: The Teacher Candidate demonstrates the standards with assistance and guidance.
- P** Prepared: The Teacher Candidate demonstrates the standards independently, but may occasionally need assistance and guidance.
- D** Distinguished: The teacher candidate demonstrates the standards consistently and independently.
- NA** Not Applicable or observed for this observation/evaluation There is not enough data to make a judgment or no opportunity to observe these skills.

In addition to completing the evaluation using the rating scale above, Cooperating Teachers are strongly encouraged to make written comments in the space provided. Written comments provide more information than check marks and are particularly helpful to Student Teachers, University Supervisors, and Area Coordinators.

NOTE: The Student Teacher (Intern) must receive either an **P** (Prepared) or **D** (Distinguished) rating on each of the **FEAPs** to pass Student Teaching.

ROLES AND RESPONSIBILITIES OF STUDENT TEACHERS

A. Preparation

Application Process for Student Teaching. The application process ensures Student Teachers have (1) been admitted to teacher education, (2) passed the appropriate FTCE examination elements, (3) applied for Student Teaching and met all associated guidelines and timeframes, and (4) successfully completed the clearance procedures required by the respective school district or agency, the Educator Preparation Unit and program, and the university.

The assignment of a Student Teacher in a school or agency is a decision made mutually by the Cooperating Teacher, the principal, and the district/agency and university representatives, after each has studied carefully the information included in the application form. In accordance with University policy, Student Teachers are placed only with those teachers who are qualified, who have completed clinical educator training, who have been identified by their principals as having successful classroom management strategies, and who are willing to accept this responsibility.

The Student Teacher shall agree to abide by all policies, rules and regulations of the University and the School Board in which the Student Teacher is placed. Failure to abide by this provision shall be grounds for removal from the program.

Early Communications between the Student Teacher and the Cooperating Teacher. After official notification of placement, the Student Teacher should contact the Cooperating Teacher before Student Teaching officially begins for the purposes of planning the Student Teacher's experiences. It is important for the Cooperating Teacher to share instructional materials, information about student population, content to be taught, and school policies.

Early Communications between the Student Teacher and the University Supervisor. After official notification of placement, the Student Teacher should be in contact with the University Supervisor. Paperwork found in Appendix E of this handbook should be submitted to the University Supervisor by the end of the first week of Student Teaching. This documentation is used by the University Supervisor to maintain records, facilitate communication, and plan observations of the Student Teacher. In addition, Student Teachers should reference Appendix A to gain an understanding of the requirements for beginning, maintaining, and completing successfully a Student Teaching placement.

B. Expectations

Student Teachers consistently rank their Student Teaching experiences among the most valuable components of their preparation for teaching. Student Teaching is indeed the culmination of one's college training and a time to "put it all together" to learn in the "real world" of schools. Therefore, Student Teachers should place a high priority on Student Teaching responsibilities. It is strongly advised that students not work or engage in any other outside activities that will compete with the Student Teaching experience. Allowing non-Student Teaching activities to interfere with Student Teaching, as deemed so in the sole discretion of the Cooperating Teacher and University Supervisor, may jeopardize a Student Teaching placement.

Your Cooperating Teacher, University Supervisor and Area Coordinator have the following expectations of you:

Your Cooperating Teacher expects you to demonstrate:

- Good judgment and professional behavior;
- Knowledge in your major teaching discipline(s);
- Enthusiasm for your work;
- Full attention to and preparation for all activities associated with Student Teaching;
- A cooperative attitude, willingness to learn, and the ability to accept and use positive suggestions;
- Loyalty to your school, students, and Cooperating Teacher;
- Regular and punctual attendance and attention to all administrative and instructional responsibilities;
- Absolute confidentiality in dealing with student information, as required by Federal and Florida law; and
- A continuing improvement in your performance in relation to the Florida Educator Accomplished Practices.

Your University Supervisor and Area Coordinator expect you to demonstrate:

- Professional demeanor including appropriate dress, language, and interaction with students;
- Timely completion of all program requirements;
- A cooperative attitude in accepting and using suggestions;
- Timely communication of any problems or concerns;
- Good judgment and professional behavior;
- Initiative;
- Priority given to your Student Teaching responsibilities; allowing no outside activities to interfere with Student Teaching;
- Responsibility in securing advanced approval for any special requests, both professional and personal; and
- A continuing improvement in your performance in relation to the Accomplished Practices and demonstration of positive impact on student learning.

C. Resources and Regulations

As you make use of this handbook pay particular attention to the following sections:

- General Policies and Procedures for Student Teaching.
- Major Phases of the Student Teaching Program.
- The Sequential Plan for Student Teaching and its accompanying planning forms.
- Student Teaching Reports.
- Student Teacher Professional Liability Insurance.
- Tips on Obtaining a Teaching Position.
- The Student Teaching Evaluation Forms and Directions for Use.

You may also access resources posted online (see FSU/COE/OASIS website). It is expected that you will follow these guidelines unless your academic program provides different instructions and materials.

If you have serious concerns regarding the Student Teaching experience, first, bring the issue to the person(s) involved (e.g., Cooperating Teacher, University Supervisor) for a discussion and possible resolution regarding these concerns. Experience has shown that most student concerns can be resolved during positive, respectful discussion **with the person involved**. If the concerns cannot be resolved during this discussion, contact the department chairperson (see procedures for resolving a complaint outlined in FSU *Student Handbook*).

ROLES AND RESPONSIBILITIES OF COOPERATING TEACHERS

A. Introduction

Selection as a Cooperating Teacher is tacit endorsement of your competence as a teacher, commitment to students, skill in human relations, and commitment to prepare future educators. Student Teachers consistently rank the Student Teaching experience among the most valuable components of their teacher education programs. In large part, this is a tribute to the dedication and quality of you, the Cooperating Teacher.

This section is intended to describe professional recognition of Cooperating Teachers and to review your responsibilities as a Cooperating Teacher. Your Student Teacher, University Supervisor, and Area Coordinator depend on your support as outlined below.

B. Professional Recognition of Cooperating Teachers

The Florida State University extends a Certificate of Participation (waiver-of-tuition privileges) to teachers who serve as Cooperating Teachers for its Student Teachers:

This Certificate entitles the holder to exempt the “tuition” for up to six hours during one term of instruction, including credit courses offered through continuing education programs, at any State University (“X” courses *not* covered). The holder will be required to pay all current “fees” applicable at the time of registration and comply with all applicable statutes and policies of the State of Florida and its agencies regarding admission and registration. The Certificate may be issued only upon the completion of the activity or program, except to persons who attend a required training session as approved by the University. A Certificate is non-transferable and may be used only for the purpose designated by the stated policies prior to the date of expiration (which is 36 months after issuance). The certificate must be surrendered to the appropriate University personnel at the time of registration. The holder of this certificate must otherwise comply with all other rules and policies regarding its award or usage as may be required by a University or any other agency of the State of Florida at the time of issuance or usage (see BOG Regulation 7.001 and 7.008).

It is Florida State University policy that when considered necessary or desirable for a Student Teacher to work with more than one Cooperating Teacher, two teachers may be designated as Cooperating Teacher(s), and each may be issued a Certificate of Participation, provided each supervisor works with the Student Teacher at least one-third of the time and that each has completed clinical educator training and met all other requirements for serving as a Cooperating Teacher.

Upon submission of all required documents to the Office of Academic Services and Intern Support, the office provides the name of the Cooperating Teacher to the Dean of Faculties. The Office of the Dean of Faculties issues the certificate of participation. The name and last four digits of the social security number of the recipient will appear on the Certificate of Participation.

The **original** Certificate of Participation must be surrendered, in lieu of the payment of tuition, at the time of registration. Possession of the Certificate of Participation does not guarantee admission to or registration at any institution. The holder will be required to pay all other current fees applicable at the time of registration and to comply with all applicable statutes and policies of the State of Florida and its agencies, regarding admission, registration, and matriculation.

C. Expectations

The Student Teacher expects:

- The opportunity to learn by observing your teaching;
- Assistance in learning to plan for instruction;
- Provision of specific suggestions for improvement;
- Recognition of demonstrated improvement and strengths;
- A gradual induction into full teaching responsibilities;
- Awareness that he or she is a beginning teacher and should be evaluated at the pre-professional level;
- A willingness to listen.

The University Supervisor and Area Coordinator expect:

The academic program will assign a University Supervisor who will provide support to both the Cooperating Teacher and Student Teacher. It is the responsibility of the University Supervisor to provide an orientation session, normally prior to the beginning of the internship. The University Supervisor will maintain weekly contact with the Student Teacher and make at least four visits (to be arranged in advance with the Cooperating Teacher and Student Teacher) to the school to observe the Student Teacher and to monitor progress.

- A positive attitude in working for the benefit of the Student Teacher;
- A commitment to follow university and departmental guidelines in structuring the Student Teacher's experience;
- Regular (as scheduled) reporting of the Student Teacher's progress;
- **Early alert** about any problems;
- Mutual confidence and open communication regarding the Student Teacher's progress;
- Support in ensuring the Student Teacher's timely completion of responsibilities.
- A qualified teacher will supervise the Student Teacher in the event of the Cooperating Teacher's absence (see Substituting/Absence of Cooperating Teacher section).

D. Responsibilities

1. Planning for the Arrival of the Student Teacher

The Student Teacher is accorded the same status as certified teachers. The Cooperating Teacher should assemble materials and equipment which might include:

- Instructional materials including textbooks, manuals, and curriculum guides;
- Desk or table for individual use;
- Name of Student Teacher on classroom door and chalkboard along with that of the teacher;
- Copy of the faculty handbook, pupil handbook, school policies, plan book, and other useful information;
- Confidentiality guidelines according to school and district policies;
- Sources of information on the background of the pupils to identify ability, program of study, achievement, socioeconomic status, and individual problems;
- Parking permit or lunch permission instructions (if required).

2. The Cooperating Teacher Welcomes the Student Teacher

The initial days of Student Teaching are crucial for the Student Teacher. Each Cooperating Teacher should ensure that the Student Teacher feels welcome. Introductions to teachers and staff members, as well as other personnel employed in the school, are important. The Student Teacher should know about the building and grounds, matters of school routine, and appropriate working relationships with other members of

the school staff.

3. **The Cooperating Teacher Introduces the Student Teacher into the Classroom**
A desk or table is always useful for the Student Teacher. The Student Teacher should be introduced to the students in a way that encourages them to respond to the Student Teacher as a classroom teacher.
4. **Cooperating Teacher Guidance**
Many Cooperating Teachers who have worked with us in the past have found that the Cooperating Teacher Checklist (see next section) has been especially useful in helping them know their responsibilities. This checklist is for your guidance. Not all suggestions may apply to all situations.
5. **Major Program Components**
The following descriptions of major program components are intended to guide you in meeting your responsibilities (see appropriate section in this handbook):
 - a. Substituting and Absence of the Cooperating Teacher.
 - b. Major Phases of the Program.
 - c. A Review of Student Teaching Reports.
 - d. Professional Liability Insurance.
 - e. The Sequential Plan for Student Teaching and its accompanying planning forms.
 - f. The Student Teaching Evaluation Forms and Directions for Use.
6. **General Policies and Procedures**
For all questions regarding general policies and procedures related to Student Teaching.

E. Checklist for Cooperating Teachers

Many Cooperating Teachers who have worked with us in the past have felt that a brief checklist is useful in reminding them of their responsibilities. We hope that this checklist, covering the Cooperating Teacher's role in the Student Teaching program, will prove helpful to both inexperienced and experienced Cooperating Teachers.

We recommend that this checklist be reviewed by the Cooperating Teacher prior to the arrival of the Student Teacher, as well as periodically throughout the Student Teaching experience.

If you can answer yes to most of these items, you are adequately meeting your responsibilities as a Cooperating Teacher.

Preparing for the Coming of the Student Teacher

I Have:

- ___ 1. Familiarized myself with all the available background information on my Student Teacher.
- ___ 2. Worked with my principal and with other staff and faculty to make my Student Teacher feel welcome and accepted.
- ___ 3. Prepared my class (or classes) for the coming of “another teacher” who will have the same authority as I have.

- ____ 4. Arranged for a desk or table, mailbox, parking space, roll and plan book, computer access and other basic necessities for my Student Teacher.
- ____ 5. Contacted my Student Teacher prior to his or her arrival and have shared instructional information and material.
- ____ 6. Prepared a collection of pertinent information and material that my Student Teacher will be working with early in the program. (Examples might include: county and school policy statements including FERPA, class routines, school-wide forms, manuals and texts, report card, long-range and short-range plans, etc.).
- ____ 7. Made tentative plans for my Student Teacher's early observation of other teachers, initial teaching and participatory experiences, and orientation to the school building.

Observations

I Have:

- ____ 1. Helped my Student Teacher identify specific competencies to look for throughout all observations of teaching.
- ____ 2. Provided my Student Teacher with time to examine data from the academic records of the students he or she will be working with and to become familiar with the various services the school provides, such as administrative, guidance, ESOL, ESE, library, technology, health, etc. (usually during the first three weeks of the program).
- ____ 3. Observed my Student Teacher very closely during his or her first participatory and teaching experiences, attempting to identify any difficulties.
- ____ 4. Observed my Student Teacher consistently throughout the entire experience to provide continuing, specific feedback and evaluation.

Planning for Teaching

I Have:

- ____ 1. Provided my Student Teacher with the opportunity to study my own long-range and daily plans.
- ____ 2. Helped my Student Teacher develop plans for his or her early teaching experiences.
- ____ 3. Followed the practice of cooperative development of lesson plans for each new phase or class as my Student Teacher assumes additional responsibility.
- ____ 4. Examined my Student Teacher's lesson plans daily and have given my Student Teacher feedback about them.
- ____ 5. Encouraged my Student Teacher regularly to evaluate his or her own plans immediately after using them with a particular focus on student learning aligned with the state standards.

Conferences

I Have:

- ___ 1. Set a definite time daily to confer with my Student Teacher.
- ___ 2. Made both reinforcing and corrective conferences.
- ___ 3. Encouraged my Student Teacher to ask questions and to discuss all observed teaching.

Teaching

I Have:

- ___ 1. Provided a gradual induction into teaching for my Student Teacher.
- ___ 2. Planned early teaching experiences for my Student Teacher that promise maximum chance of success.
- ___ 3. Considered the demonstrated readiness of my Student Teacher in determining the amount of responsibility he or she assumes throughout the program.
- ___ 4. Allowed my Student Teacher the flexibility to choose his or her own teaching methods, so long as those methods did not impede student learning.
- ___ 5. Encouraged initiative and creativity on the part of my Student Teacher.

Evaluation

I Have:

- ___ 1. Provided for on-going evaluation in relation to the Florida Educator Accomplished Practices, making sure my Student Teacher knows exactly where he or she stands in relation to strengths and weaknesses at every stage of the program.
- ___ 2. Given my Student Teacher both specific suggestions for improvement and specific praise for his or her successes.
- ___ 3. Given my Student Teacher frequent opportunities to reflect on and evaluate his or her own teaching in relation to student learning.

Personal and Professional Relations with My Student Teacher

I Have:

- ___ 1. Respected the personal integrity of my Student Teacher.
- ___ 2. Accepted my Student Teacher as both a student and fellow professional.
- ___ 3. Encouraged my Student Teacher to express his or her opinions and ideas, and to discuss freely any problems of a personal or professional nature.
- ___ 4. Assisted my Student Teacher in developing suitable professional attitudes and

relationships.

Classroom Management and Discipline

I Have:

- ___ 1. Instructed my Student Teacher in methods of classroom management.
- ___ 2. Given my Student Teacher my full support when it was necessary for him or her to take disciplinary action.
- ___ 3. Encouraged my Student Teacher to try his or her own ideas for maintaining discipline.
- ___ 4. Assisted my Student Teacher in such a way that he or she will not “lose face” when classroom problems occur.

Other Considerations

I Have:

- ___ 1. Encouraged my Student Teacher to observe and participate in extracurricular and community/parent activities.
- ___ 2. Helped my Student Teacher learn to manage the routine tasks of a teacher: keeping a register, recording grades, carrying out special duties, securing resource materials, and using technology for instruction and classroom management.
- ___ 3. Arranged, early in the program, a conference with the principal, so that my Student Teacher may learn about the school's philosophy of education and what is expected of its teachers.
- ___ 4. Helped my Student Teacher become familiar with the characteristics and resources of the school and of the community from which the pupils are drawn.
- ___ 5. Helped my Student Teacher learn about the school's curriculum and how it is organized for instruction.

ROLES AND RESPONSIBILITIES OF UNIVERSITY SUPERVISORS

University Supervisor and Area Coordinator:

A. Introduction

The University Supervisor is responsible for coordinating the program of those Student Teachers under his or her supervision. In some geographical regions of the state, the functions of the University Supervisor may be either supplemented or assumed by the Area Coordinator. The University Supervisor and area supervisor serve both the Student Teacher and Cooperating Teacher and must be a readily accessible confidant, trouble shooter, resource person, and teacher. This section of the handbook describes the major responsibilities of the University Supervisor and Area Coordinator.

B. Expectations of Student Teachers and Cooperating Teachers

Your Student Teachers and their Cooperating Teachers have the following expectations of you:

Student Teachers Expect:

- An orientation to the program and its requirements;
- Timely and periodic observation, feedback, and specific suggestions for improvement;
- Identification of specific weaknesses early enough to allow for improvement during Student Teaching. This is especially critical in relation to the Student Teacher's demonstration of the Florida Educator Accomplished Practices;
- Fair and continuing assessment of performance;
- Support, especially during times of personal and professional concern;
- Recognition of success; and
- Provision of final evaluative references.

Cooperating Teachers Expect:

- Clear information about the program and its requirements, in person or by mail;
- Timely response to professional problems, including inadequate performance and inappropriate behavior by Student Teachers;
- Support throughout the Student Teaching placement;
- Professional courtesy in working together; and
- Recognition of success.

C. Prior to the Student Teaching Experience

Orientation of Student Teachers

Prior to the Student Teaching semester, Area Coordinators are responsible for providing an orientation for Student Teachers. The nature of this orientation may differ from program to program, but Student Teachers should be informed of their responsibilities prior to the Student Teaching semester. Written descriptions of any program-specific expectations (lesson planning, specific projects, portfolio, work sample, reports, etc.) are provided to the Student Teachers by their programs in the Program's Student Teaching Course Syllabus.

An orientation session is required by the Educator Preparation Unit. *If* a university-wide orientation has been scheduled during the first week of the semester, meet with your Student Teachers at that time. Otherwise, meet with your Student Teachers either before their Student Teaching assignment begins or during the first week of the assignment. This orientation should

include: expectations of Student Teachers, policies governing Student Teachers, specific assignments they are expected to complete during the term, areas that will be evaluated, who will conduct the evaluations, how often evaluations and observations will be done, and what instruments will be used for formative and summative evaluations.

Orientation of Cooperating Teachers

University Supervisors should schedule meetings and provide written guidelines for Cooperating Teachers so that they are informed of academic program expectations prior to the Student Teaching experience.

If you do not meet the Cooperating Teachers during a university-wide meeting, then meet with the Cooperating Teachers in your assigned schools before the Student Teachers begin their assignment or by the end of the first week of the Student Teaching assignment. The purposes of this meeting are to:

1. Ensure that the supervising teacher has a current copy of the Student Teaching handbook.
2. Establish an open relationship with the supervising teacher(s). (This relationship is every bit as important as the one between you and the Student Teacher).
3. Discuss the roles and expectations of the supervising teacher, University Supervisor, and the Student Teacher.
4. Discuss the need for mutual support between the Cooperating Teacher and the University Supervisor. We will fully support school policies and expect their full support of our Student Teaching policies.
5. Discuss program policies on absences, check-in/check-out time, discipline, classroom management, lesson planning, and other relevant areas (e.g. portfolios, student work samples, videotaping).
6. Discuss the Sequential Plan and the assumption of duties.
7. Discuss the specific assignments given to the Student Teacher.
8. Discuss program expectations (“A” or “E” Rating on Final Student Teaching Evaluation) for demonstration of the Accomplished Practices at the pre-professional level during Student Teaching.
9. Discuss the observations the Student Teacher is expected to make as defined by the approved program area.
10. Discuss observations and evaluations to be made by the Cooperating Teacher and the University Supervisor. Since your time with the Student Teacher will be minimal compared to that of the Cooperating Teacher, it is very important that s/he take the lead in observations. Your observations should, whenever possible build upon those done by the Cooperating Teacher. All observation/evaluation instruments that might be used by you or the Cooperating Teacher for evaluating the intern must be reviewed. (All instruments should contain evaluation of progress on demonstrating the Accomplished Practices at the Pre-Professional Level.)

D. During the Student Teaching Experience

To ensure that the necessary elements of due process are provided to each Student Teacher, the University Supervisor and Area Coordinator are expected to monitor the Student Teaching experience in the following ways:

1. The Student Teacher's progress must be observed and documented by the University Supervisor on a periodic basis throughout the program (see Section F “Timeline” below). If a Student Teacher is experiencing difficulty, *increased number of observations by the University Supervisor is expected.*
2. University Supervisors must observe and counsel Student Teachers early enough in the semester to allow them time to improve their teaching performance.

3. Comprehensive, systematic evaluation of Student Teachers shall occur during the field experience. The University Supervisor shall **document** and discuss with Student Teachers and Cooperating Teachers the results and recommendations of each observation.
4. The University Supervisor shall inform Student Teachers of less than satisfactory teaching performance in the Accomplished Practices **no later than** mid-way through the Student Teaching experience. In such cases, guidelines and expectations for the remainder of the program must be clearly identified at that time by both the University Supervisor and the Cooperating Teacher. (see Section “S” under “General Policies and Procedures for Student Teaching,” located earlier in this handbook)
5. At the end of the semester, the University Supervisor will complete and submit the appropriate forms and reports. *A final evaluation must be submitted timely for each Student Teacher.*

Contacts with Student Teachers and Formal Observations

You are expected to have contact with your Student Teachers each week. These contacts may be formal observations, informal observations, brief visits, conferences or electronic communications. You are expected to make *at least four formal observations* of each Student Teacher. A formal observation should include a pre-observation conference with the Student Teacher and Cooperating Teacher, an extended observation (at least 30 minutes or more) at one sitting, a post-observation conference, and a written evaluation. At least three copies are required of each written evaluation, distributed as follows:

1. Student Teacher,
2. Supervising teacher (s), and
3. A file you will maintain on each Student Teacher you supervise (which will be submitted to the department/unit at the end of the semester).

E. End of Student Teaching Experience

Final Student Teaching Evaluation Form Completion and Submission

All Student Teachers are to have a final evaluation completed by both the University Supervisor and Cooperating Teacher, using the approved form. The Final evaluation forms that you must complete are available electronically. These final evaluations must be completed and submitted prior to grades being filed (all parties are advised to retain a signed hardcopy). Cooperating Teachers may access the evaluation forms via the Student Teaching Handbook, the OASIS website, or from the respective University Supervisor. The Cooperating Teacher may contact the Intern Coordinator in Office of Academic Services and Intern Support for assistance. All Student Teachers are to complete a Student Satisfaction Survey/Student Assessment Profile and return it before the end of the semester. The University Supervisor should remind the student to complete and return the form prior to finals week.

End of Term Responsibilities

It is the University Supervisor’s responsibility to make sure the *following items are in the department file at the end of the term*:

1. A copy of the Student Teaching application form;
2. A copy of the placement form;

3. A minimum of four formal observation reports and/or evaluations by the University Supervisor;
 4. Copies of the supervising teacher's formal observations and evaluations;
 5. The University Supervisor's letter of recommendation (if done);
 6. The supervising teacher's letter of recommendation (if done);
 7. The Summative Evaluation from both you as University Supervisor and the Cooperating Teacher; and,
- Any other materials required by the program.

Letters of Recommendation

University Supervisor's may want to prepare a letter of recommendation for each Student Teacher at the end of the term. A copy of this letter and the prescribed evaluation form should be placed in the department file.

F. University Supervisor and Area Coordinator Responsibilities Timeline

Before

- *Required* Orientation of Student Teachers
- *Required* Orientation of Cooperating Teachers

During

- *Required Every week* Contact Student Teachers (formal observations, informal observations, brief visits, conferences or electronic communications)
- *Required Evaluation* Review scheduled performance evaluation submitted by Cooperating Teacher
- *Recommended Week 1* Meet principals, county supervisors, and Cooperating Teachers and other key persons associated with the schools where students have been placed (if you have not met with them previously).
- *Recommended Weeks 3, 6, 9, 12* Formal Observation (University Supervisors are expected to make at least four formal observations of each Student Teacher, consisting of a pre-observation conference, extended observation for at least 30 minutes, a post-observation conference and a written evaluation).
 - *These are the recommended weeks, amends may be made to fit your schedule;*
 - *Required to complete a minimum of **four** formal observations*

- *Required Week 8* LAST week to submit less than satisfactory teaching performance in the Accomplished Practices to the Student Teacher
- *Required Week 15* Final Evaluation submitted for each Student Teacher
- *Required Week 15* **Ensure** Department file is up to date

After

- *Optional* Write letters of recommendation for Student Teachers

G. General Suggestions for University Supervisors and Area Coordinators

1. Meet the principals of the schools you are visiting.
2. Meet, if possible, county supervisors of your teaching fields. Doing so often improves working relationships and helps identify prospective teachers and placement sites.
3. Inform the Student Teachers and Cooperating Teachers of supervisory visits in advance, so that schedule changes will not preclude observation.
4. Review carefully the scheduled performance evaluations submitted by Cooperating Teachers. Early identification of weaknesses should lead to early remediation. Lack of steady progress in the Accomplished Practices should be addressed.
5. Invite Cooperating Teachers to observe with you, to provide a common base for discussing performance. It is good practice to have personal conferences with Student Teachers and with Cooperating Teachers.
6. Submit evaluative references for Student Teachers who request them.

H. Other Responsibilities

Travel Authorization Request

File a "Travel Authorization Request" at least fifteen days before making any trip for which you expect to be reimbursed. Contact OASIS personnel for assistance.

The following guidelines outline the expectations of the Educator Preparation Unit for the supervision of any Student Teacher. There may be specific program expectations that are in addition to these. Please check with your program/department coordinator for specific expectations for the Student Teaching experience.

**HANDBOOK
FOR
STUDENT TEACHING**

**APPENDICES
(A – M)**

**FLORIDA STATE UNIVERSITY
EDUCATOR PREPARATION UNIT**



Appendix A: Student Teaching Requirements, Expectations, and Development and Implementation of Required Work Products

Criteria for Admission to Student Teaching

To be admitted to Student Teaching you must meet the following criteria:

- You *must* be admitted to **Teacher Education**.
- Have a minimum GPA of 2.5 (undergraduates) or 3.0 (graduates) in all upper division coursework (a higher GPA may be required by some academic programs for particular core courses).
- Successfully complete at least one semester at Florida State University.
- Successfully meet standards and complete a diversity of specific early clinical experiences set by the program or the University.
- Successfully complete subject area specialization and professional education coursework outlined under "Subject Area Specialization/Professional Education/Clinical Experience Curriculum" in the FSU General Bulletin prior to Student Teaching.
- Receive recommendation of your Teacher Education program for admission.

Admission to Teacher Education

Admission to Teacher Education must be established before you may apply to student teach. You typically would apply for admission to Teacher Education during your fifth semester (just prior to junior year) at FSU. Contact **OASIS** (2301 Stone Building) for application information.

Application for Student Teaching: Frequently Asked Questions

How do I apply for Student Teaching?

Application packets are available **online**, from programs, and OASIS.

When do I apply for Student Teaching?

Applications must be submitted early during the semester before you intern. See **Student Teaching Calendar** for submission dates.

First, check with your department and have your advisor compare course requirements with your graduation-check report. Be sure to complete (or be enrolled in) all prerequisite courses.

Your department/program advisor must sign your application form. *This signature indicates the program and its faculty recommend you for the Student Teaching/ Internship based on your GPA, Course and Field Based Performance Evaluations on critical tasks related to the FSU Indicators of Florida Educator Accomplished Practices, the FSU Conceptual Framework and other professional standards.*

Can I arrange my own placement?

No. Students should NOT contact teachers, schools or districts concerning placements. The College and school districts have developed procedures and protocols, often different for each district. The school districts require that all requests or inquiries about placements be handled by the Office of Academic Services and Intern Support staff (2301 Stone Building) which consults with the program faculty. Program faculty members meet with Area Coordinators each semester to provide specific guidance on placements.

Where will I be placed during my Student Teaching? When will I be told?

When you receive confirmation of your Student Teaching placement, it will indicate the date your Student Teaching will begin, the school where you will be Student Teaching, and the name of your Cooperating Teacher. Your program will contact you later to share the name and contact information of your University Supervisor. If you have not received notification of your placement by May 15 (fall placement) or December 15 (spring placement) contact the Office of Academic Services and Intern Support (2301 Stone Building).

What counties in Florida are accepted for Student Teaching? (Note: Program requirements vary)

The College of Education places Student Teachers in Areas I, II, III, IV, and V (Pembroke Pines/FSU K-5 Charter School in Broward County). Placement restrictions vary by program. Students must check with their program and OASIS about specific placement restrictions. **All placements are subject to availability and district and school acceptance of Student Teachers.** Therefore, **placements are not guaranteed and students should prepare a contingency plan in the event a Student Teaching placement cannot be secured.**

- Area I - Gadsden, Jefferson, Leon, Madison, Taylor, Wakulla;
- Area II – (depending on program) Bay, Calhoun, Franklin, Jackson, Gulf, Holmes, Liberty, Okaloosa, Walton, Washington;
- Area III - Lake, Orange;
- Area IV - Hillsborough, Manatee, Pasco, Polk, Pinellas, Sarasota;
- Area V – Pembroke Pines/FSU Elementary (K-5) Charter School (located in Broward County).

For FSU/PCC Students Only

- Area II - Bay, Calhoun, Franklin, Jackson, Gulf, Holmes, Liberty, Okaloosa, Walton, Washington

How and when can I appeal for a county not on the accepted list?

You must visit the Office of Academic Services and Intern Support (2301 Stone Building) and obtain an appeals form. Complete the form with required signatures, and return it by the date published in the **Student Teaching Calendar**. For your appeal to be considered, you must appear before the committee on the day of the appeals committee meeting.

What tests must I pass for admission, internship, and graduation?

You must pass the Florida Teacher Certification Examinations (**FTCE**) General Knowledge section before being admitted to Teacher Education.

ALL Teacher Education majors scheduled to Student Teach must have passed all appropriate elements of the FTCE **before you will be placed** for Student Teaching. Official copies of passing scores on all three required FTCE elements (General Knowledge, Professional Education, and Subject Area) must be on file in the Office of Academic Services and Intern Support (OASIS) before your application for Student Teaching will be processed. Because of district deadlines and calendars, ALL Teacher Education majors are advised to schedule and complete all FTCE examinations prior to the date for submission of Student Teaching Applications (see **Student Teaching Calendar**).

All 3 sections of the **FTCE (General Knowledge Test, Professional Skill Test, and Subject Area Tests)** must be passed before a degree can be conferred. Passing all sections of the Florida Teacher Certification Examination (**FTCE**) prior to final term Student Teaching internship is a COE graduation requirement. Passing the FTCE is also a Florida Department of Education requirement for teachers seeking licensure as a certified educator in Florida.

Do I need to be fingerprinted and have a background check?

Yes. All districts now require fingerprinting and background checks. Some require drug tests and/or health forms for Student Teachers. If you have any arrests, talk to the Director of Office of Academic Services and Intern Support (2301 Stone Building) about your situation. **"Sealed" records are opened for background checks of persons working with children.** An arrest does not necessarily prevent you from teaching depending on its nature, but schools districts expect **you to be honest in reporting it.**

During the Student Teaching Orientation your **Area Coordinator** will provide specific information regarding background and fingerprinting requirements, procedures, forms and deadlines in the district where you will be Student Teaching.

A Level II Security Check is required for all FSU students who will have direct contact with PreK-12 students. Students should be aware that if you have been arrested for certain crimes you may not be considered for a teaching position. A previous arrest may prevent students from Student Teaching as well. Contact the respective Area Coordinator for details about applications for the Level II Security Check.

Are any textbooks required?

Yes. You must obtain 2 copies of the Student Teaching Handbook. Copies of the handbook may be purchased from Target Copy in Tallahassee or FSU Panama City Bookstore. **You are responsible for giving your Cooperating Teacher one copy of the handbook.**

Do I need professional liability insurance?

Yes. All students who participate in any FSU Student Teaching program are required to purchase and maintain professional liability insurance for the duration of the internship. You must provide documentation of this coverage to the Office of Academic Services and Intern Support *before* you may begin your Student Teaching experience. You will receive additional information about professional liability insurance during the mandatory Student Teaching orientation.

Student Teaching Orientation

A **mandatory** orientation meeting is held each semester for students planning to intern the subsequent semester. Check the **Student Teaching Calendar (online)** for specific times and place. Requirements for successful Student Teaching are covered in depth. You will meet with your Area Coordinator to discuss some of the specifics of Student Teaching placement, professional liability insurance, and fingerprinting/background check requirements.

Preparation for Your Student Teaching

The **General Policies and Procedures for Student Teaching** should be reviewed as you prepare for your Student Teaching. These policies cover (among others) such topics as Attire and Grooming, Absences, Taking Other Courses Concurrently with Student Teaching, Restrictions on Placement and Outside Activities.

Read the **Student Teaching Handbook** before you begin Student Teaching. It will provide a very precise overview of your responsibilities as an FSU Student Teacher. The handbook includes formative and summative evaluation forms that will be used to evaluate your performance on the Florida Educator Accomplished Practices.

Development and Implementation of Required Work Products

All students planning to student teach must confer closely with their respective programs about specific details of required work products (e.g., teacher work sample, portfolios) prior to leaving campus to engage in Student Teaching. While each Student Teacher will work with a University Supervisor, a support person appointed by the program to represent the program and to work with both the Student Teacher and Cooperating Teacher, it is the responsibility of each Student Teacher to know and understand all requirements related to the development and implementation of all required work products related to the Student Teaching experience.

Because development and implementation of required work products varies among programs, the requirements will not be listed here. Student Teachers are advised to consult with their respective programs for guidance.

Appendix B: Student Teacher Professional Liability Insurance

Student Teachers are not covered by the school district's or the university's liability insurance policies. Therefore, Student Teachers must purchase their own professional liability insurance policies. Liability insurance is available from various professional organizations as well as from independent insurance agencies. Student Teachers in physical education or science should give special consideration to professional liability protection. Information about purchasing reasonably-priced professional liability insurance prior to beginning an internship is available from the Office of Academic Services and Intern Support, 2301 Stone Building, Tallahassee, FL 32306-4450 or online (FSU/COE/OASIS website).

Appendix C: Code of Ethics and Principles of Professional Conduct for Florida Educators

Code of Ethics of the Education Profession in Florida (Rule 6A-10.080, FAC)

- (1) The educator values the worth and dignity of every person, the pursuit of truth, devotion to excellence, acquisition of knowledge, and the nurture of democratic citizenship. Essential to the achievement of these standards are the freedom to learn and to teach and the guarantee of equal opportunity for all.
- (2) The educator's primary professional concern will always be for the student and for the development of the student's potential. The educator will therefore strive for professional growth and will seek to exercise the best professional judgment and integrity.
- (3) Aware of the importance of maintaining the respect and confidence of one's colleagues, of students, of parents, and of other members of the community, the educator strives to achieve and sustain the highest degree of ethical conduct.

Principles of Professional Conduct for Education Profession in Florida (Rule 6A-10.081, FAC)

- (1) The following disciplinary rule shall constitute the Principles of Professional Conduct of the Education Profession in Florida.
- (2) Violation of any of these principles shall subject the individual to revocation or suspension of the individual educator's certificate, or the other penalties as provided by law.
- (3) Obligation to the student requires that the individual:
 - (a) Shall make reasonable effort to protect the student from conditions harmful to learning and/or to the student's mental and/or physical health and/or safety.
 - (b) Shall not unreasonably restrain a student from independent action in pursuit of learning.
 - (c) Shall not unreasonably deny a student access to diverse points of view.
 - (d) Shall not intentionally suppress or distort subject matter relevant to a student's academic program.
 - (e) Shall not intentionally expose a student to unnecessary embarrassment or disparagement.
 - (f) Shall not intentionally violate or deny a student's legal rights.
 - (g) Shall not harass or discriminate against any student on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition, sexual orientation, or social and family background and shall make reasonable effort to assure that each student is protected from harassment or discrimination.
 - (h) Shall not exploit a relationship with a student for personal gain or advantage.
 - (i) Shall keep in confidence personally identifiable information obtained in the course of professional services, unless disclosure serves professional purposes or is required by law.
- (4) Obligation to the public requires the individual:
 - (a) Shall take reasonable precautions to distinguish between personal views and those of any educational institution or organization with which the individual is affiliated.
 - (b) Shall not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression.
 - (c) Shall not use institutional privileges for personal gain or advantage.
 - (d) Shall accept no gratuity, gift, or favor that might influence professional judgment.
 - (e) Shall offer no gratuity, gift, or favor to obtain special advantages.
- (5) Obligation to the profession of education requires that the individual:
 - (a) Shall maintain honesty in all professional dealings.

- (b) Shall not on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition if otherwise qualified, or social and family background deny to a colleague professional benefits or advantages or participation in any professional organization.
- (c) Shall not interfere with a colleague's exercise of political or civil rights and responsibilities.
- (d) Shall not engage in harassment or discriminatory conduct which unreasonably interferes with an individual's performance of professional or work responsibilities or with the orderly processes of education or which creates a hostile, intimidating, abusive, offensive, or oppressive environment; and further, shall make reasonable effort to assure that each individual is protected from such harassment or discrimination.
- (e) Shall not make malicious or intentionally false statements about a colleague.
- (f) Shall not use coercive means or promise special treatment to influence professional judgment of colleagues.
- (g) Shall not misrepresent one's own professional qualifications.
- (h) Shall not submit fraudulent information on any document in connection with professional activities.
- (i) Shall not submit fraudulent statement or fail to disclose a material fact in one's own or another's application for a professional position.
- (j) Shall not withhold information regarding a position from an applicant or misrepresent an assignment or conditions of employment.
- (k) Shall provide upon the request of the certificated individual, a written statement of specific reason for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.
- (l) Shall not assist entry into or continuance in the profession of any person known to be unqualified in accordance with these Principles of Professional Conduct of the Education Profession in Florida and other applicable Florida Statutes and State Board of Education Rules.
- (m) Shall self-report within 48 hours to appropriate authorities (as determined by district) any arrests/charges involving the abuse of a child or the sale and/or possession of a controlled substance. Such notice shall not be considered an admission of guilt nor shall such notice be admissible for any purpose in any proceeding, civil or criminal, administrative or judicial, investigatory or adjudicatory. In addition, shall self report any conviction, finding of guilt, withholding of adjudication, commitment to a pretrial diversion program, or entering of a plea of guilty or Nolo Contendere for any criminal offence other than a minor traffic violation within 48 hours after the final judgment. When handling sealed and expunged records disclosed under this rule, school districts shall comply with the confidentiality provisions of Sections 943.0585(4)(c) and 943.059(4)(c), Florida Statutes.
- (n) Shall report to appropriate authorities any known allegation of a violation of the Florida School Code or State Board of Education Rules as defined in Section 1012.795(1), Florida Statutes.
- (o) Shall seek no reprisal against any individual who has reported any allegation of a violation of the Florida School Code or State Board of Education Rules as defined in Section 1012.795(1), Florida Statutes.
- (p) Shall comply with the conditions of an order of the Education Practices Commission imposing probation, imposing a fine, or restricting the authorized scope of practice.
- (q) Shall, as the supervising administrator, cooperate with the Education Practices commission in monitoring the probation of a subordinate.

Appendix D: Florida State University Student Teaching Agreement

As a Florida State University student, my initials and signature below indicate I agree I must meet the following requirements prior to and as part of my engagement in Student Teaching/internship:

Please **initial** each of the following:

_____ I have received my internship packet (folder of printed materials).

_____ I have obtained/will obtain two copies of the *Handbook for Student Teaching*. I agree I am responsible for giving one copy of the handbook to my Cooperating Teacher at the beginning of my internship.

_____ I will read the entire *Handbook for Student Teaching* and, I agree I am responsible for (a) demonstrating knowledge of the contents and due dates listed or referenced in the Handbook, and (b) fulfilling all of the obligations contained therein.

_____ I will adhere to the Code of Ethics of the Education Profession in Florida and Principals of Professional Conduct for Education Profession in Florida (Rule 6A-10.080, and 10.081, FAC). I agree that any breach of this responsibility as determined by the Cooperating Teacher, school administration, University Supervisor or Student Teaching Coordinator may result in dismissal from the Student Teaching experience.

_____ I will maintain absolute confidentiality in dealing with student information, as required by Federal and Florida law.

_____ I will complete, according to the school district placement schedule, the required background clearance process in the district where I will student teach and submit verification of such to the Office of Academic Services and Intern Support (OASIS) before I begin my internship.

_____ I will obtain individual professional liability insurance coverage and will submit verification of purchase of the insurance to the Office of Academic Services and Intern Support, FSU, in Tallahassee, no later than **Date Specified for the Semester**.

_____ I agree I am responsible for providing my own medical/health insurance coverage (e.g., through my parents' policy, personal policy or other coverage) while I am Student Teaching.

_____ I will attend a mandatory area orientation meeting, if offered, normally held at the beginning of the semester, and I will confer with my Program or University Supervisor to verify the date, time, and location of the required meeting.

_____ I have read, understood and agreed to follow FSU policies, procedures and regulations concerning sexual harassment, hazing, alcohol, and other general policies as found on the FSU general website (www.fsu.edu).

PRINT NAME _____

FSU STUDENT NO. _____

SIGNATURE _____

DATE _____

Revised 10-2-14

Appendix E: Student Teacher Information Form

To be completed by the Student Teacher and forwarded to his/her University Supervisor by the end of the first week of Student Teaching.

Student Teacher: _____
 Cell Phone _____
 Address: _____
 City: _____ State: _____ Zip: _____
 Email address: _____ Telephone: _____
 School: _____
 School Address: _____ City: _____ County: _____
 Principal: _____ Telephone: _____
 Cooperating Teacher: _____ Telephone: _____
 Cooperating Teacher Email: _____
 University Supervisor: _____ Telephone: _____
 University Supervisor Email: _____
 Free time for conference: _____ With your Coop. Teacher: _____
 List any teacher workdays or holidays you will have: _____

Your schedule, including lunch (give time to the minute when possible):

Time	Grade Level/ Subject	Teacher	No. of Pupils	Room #	Order/Teaching Assumption
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

The remainder of this form is designed to provide your University Supervisor vital information about your Student Teaching experience. Please respond to the following questions as best you can at this time.

I am experiencing/or I anticipate: (Explain as appropriate or needed.)

- | | | | |
|----|-------|-------|---|
| | YES | NO | |
| 1. | _____ | _____ | A positive relationship with my teacher. |
| 2. | _____ | _____ | Adequate conferring time with my teacher. |
| 3. | _____ | _____ | Adequate guidance from my Cooperating Teacher in developing lesson plans. |
| 4. | _____ | _____ | A teaching assignment appropriate to my academic preparation. |
| 5. | _____ | _____ | Gradually assuming teaching responsibilities. |
| 6. | _____ | _____ | Regular evaluation as a learner/beginning teacher. |

Appendix F: Sample Elementary Plan of Experiences & Content

Note: Organization of weeks may vary by program and teacher candidate progress (e.g., new placement plan would differ where teacher candidate has been in a given class previous semester). Examples are provided for illustration purposes *only*.

Reminder Calendar	Observation, Confering, Evaluating and Planning	Examples of Participation and Teaching
Week 1	Take tour of school with principal Meet and confer with principal (in wk. 1-3) Observe Cooperating Teacher's class (learn names of students) Develop sequential plan of experiences and content with Cooperating Teacher Develop lesson plans with help of Cooperating Teacher Attend faculty meetings (throughout) Familiarize yourself with class and school procedures	Check attendance Read to class Give individual help Work with small group Grade some papers
Week 2	Continue observing Cooperating Teacher Confer and plan daily with Cooperating Teacher (throughout); Begin daily cooperative evaluation of teaching (throughout) Study information (folders-other) on pupils in the class Begin to visit and learn about school services (e.g. Health, Guidance, ESOL, Library/Media, Technology) Begin observing other same-grade teachers	Facilitate class procedures Collect lunch money Develop Bulletin Board Teach Science Wed. & Thurs.
Week 3	Continue observing Cooperating Teacher Continue observing other same-grade teachers Begin observing teachers in grades immediately above and below Continue to visit/learn about school services	Assume walk way duty Take roll and collect money Attendance report Teach one reading group (phonics) Science continued (magnets)
Week 4	Continue observation of above, below, and same grade level teachers Observe teachers of special programs (e.g. special education, speech therapy) Plan more independently, less cooperatively Attend faculty and PTO meetings	Pick up 2 reading groups (suffixes) Add Math Class (multiplication) Science continued (magnets)
Week 5	Observations decrease as teaching increases	Math (same) Reading (same) Science (Solar System)
Week 6	Teaching increases	Math (Division) Science (same) Reading groups (plurals & possessives) Pick up spelling (Unit 12)
Week 7	Full teaching responsibility (usually not later than this time).	Math(same) Science (Chapter 26)

		Reading & English (Contractions & Negative) Spelling (Unit 13) Social Studies (Trans.)
Week 8	Full teaching responsibility	Math (same) Science (Chapter 26) Reading & English (Punctuation) Spelling (Unit 14) Social Studies (Ch. 27)
Week 9	Full teaching responsibility (additional content should be identified on actual plan)	Math (same) Science (Inventions) Reading (Think & Do) English (Same) Spelling (Unit 15)
Week 10	Full teaching responsibility	Identify content on actual plan
Week 11	Full teaching responsibility	Identify content on actual plan
Week 12	Teaching decreases	Return Science and Math to Cooperating Teacher
Week 13	Teaching decreases	Return Reading and Spelling to Cooperating Teacher
Week 14	Teaching concludes	Return Social Studies to Cooperating Teacher
Last Week	If advisable, observations of other grade levels, diverse student populations and/or other schools may be conducted. If done, approximately a half-day may be spent in any other school. Please avoid classes where testing is being conducted.	
NOTE:	Plans for last week observations at other schools should be made well in advance. The principal can be of great help in facilitating such visits. It is the initial responsibility of the Cooperating Teacher to make these arrangements through his or her principal.	

Name: Jane Doe

School: Florida Elementary

Grade: 4

Student Teacher Signature

Cooperating Teacher Signature

Date

Appendix G: Sample Secondary Plan of Experiences & Content

Note: Organization of weeks may vary by program and teacher candidate progress (e.g., new placement plan would differ where teacher candidate has been in a given class previous semester). Examples are provided for illustration purposes *only*.

Reminder Calendar	Observation, Confering, Evaluating and Planning	Examples of Participation and Teaching (Content)
Week 1	Take tour of school Meet and confer with principal (in wk. 1-3) Observe Cooperating Teacher's classes (learn names of students) Develop sequential plan of experiences and content with Cooperating Teacher Develop lesson plans with help of Cooperating Teacher Attend faculty meetings (throughout) Familiarize yourself with class and school procedures	Check attendance Grade some papers Give individual help Work with small groups
Week 2	Continue observing Cooperating Teacher Begin observing other math teachers (name) Confer and plan daily with Cooperating Teacher (4th period) Begin daily cooperative evaluation of teaching (throughout) Begin to visit and learn about school services (e.g. Health, Guidance, ESOL, Library/Media, Technology) Study available data on students, especially those with behavioral or academic problems	Take over 1st period (Algebra I-graphing)
Week 3	Continue observing Cooperating Teacher Continue observing other math teachers Continue to visit/learn about school services	Continue 1st period Add 2nd period (Algebra I-graphing)
Week 4	Observe some of your students when taught by others in English, Science, etc. Observe teachers of special programs (e.g. special education, speech therapy) Plan more independently, less cooperatively Attend faculty and PTO meetings	Continue 1st and 2nd period Add 5th period (Algebra II-Law of Exponents, proportions)
Week 5	Observations decrease as teaching increases Help conduct parental conferences	Continue 1st, 2nd, and 5th period (same content)
Week 6	Teaching increases	Continue 1st, 2nd, and 5th period (same content) Add 6th period (Algebra II)
Week 7	Full teaching responsibility (usually not later than this time).	Algebra I (ratios) Algebra II (quadratic equation) Add 3rd period (Geometry-Pythagorean Theorem)
Week 8	Full teaching responsibility	Algebra I (same)

		Algebra II (same) Geometry (same)
Week 9	Full teaching responsibility	Identify content on actual plan
Week 10	Full teaching responsibility	Identify content on actual plan
Week 11	Full teaching responsibility	Identify content on actual plan
Week 12	Teaching decreases	Return 1st and 2nd period to Cooperating Teacher
Week 13	Teaching decreases	Return 5th and 6th period to Cooperating Teacher
Week 14	Teaching concludes	Return 3rd period to Cooperating Teacher
Last Week	If advisable, observations of other grade levels, diverse student populations and/or other schools may be conducted. If done, approximately a half-day may be spent in any other school. Please avoid classes where testing is being conducted.	
NOTE:	Plans for last week observations at other schools should be made well in advance. The principal can be of great help in facilitating such visits. It is the initial responsibility of the Cooperating Teacher to make these arrangements through his or her principal.	

Name: John Doe

School: Florida High School

Grade: 10

Student Teacher Signature

Cooperating Teacher Signature

Date

PLAN OF EXPERIENCES AND CONTENT

Note: Organization of weeks may vary by program.

Name: _____

School: _____

Grade(s): _____

Cooperating Teacher Signature

Reminder Calendar	Observation, Conferring, Evaluating and Planning	Participation and Teaching (Content)
Week 1	<p>End of Week: Send to University Supervisor/Area Coordinator:</p> <ol style="list-style-type: none"> 1. Student Teacher Information Form 2. Plan of Experiences and Content 	
Week 2	<p>End of Week: Send biweekly evaluation to Univ. Sup.</p>	
Week 3		
Week 4	<p>End of Week: Send biweekly evaluation to Univ. Sup.</p>	
Week 5	<p>End of Week: Checklist of school services due (if requested)</p>	
Week 6	<p>End of Week: Send biweekly evaluation to Univ. Sup.</p>	

Week 7		
Week 8	End of Week: Send biweekly evaluation to Univ. Sup.	
Week 9		
Week 10	End of Week: Send biweekly evaluation to Univ. Sup.	
Week 11		
Week 12	End of Week: Send biweekly evaluation to Univ. Sup.	
Week 13		
Week 14		
Last Week	Complete Final Evaluation: All parties must keep a copy, and a copy must be sent to Univ. Sup. Results will be entered into Chalk & Wire by Univ. Sup.	

Appendix H: Plan of Experience and Content Checklist and Form

This checklist is designed to assist the Student Teacher and Cooperating Teacher in the cooperative development and completion of the student's semester Plan of Experiences and Content. This checklist should be attached to the completed copy of the student's actual Plan forwarded by the Student Teacher to his or her University Supervisor and/or Area Coordinator no later than the end of the first week of the program. The Student Teacher and Cooperating Teacher should retain copies of the Plan for reference throughout the experience.

Does your Plan of Experiences and Content provide for:	<u>Yes</u>
1. Gradual induction into Student Teaching?	_____
2. Full-time Student Teaching?	_____
3. Brief identification of content you will teach?	_____
4. Observations of:	
a. Cooperating Teacher?	_____
b. Other teachers and situations?	_____
5. Contacts with parents to whatever extent possible? (PTA, conferences, etc.)	_____
6. Conferences (interviews) with the principal and selected special service people? (Example: Guidance, Library/Media Specialist, Technology Coordinator)	_____
7. Time to confer daily with the Cooperating Teacher?	_____

NOTES: _____

Appendix I: Student Teacher Self-Evaluation Checklist
Professional Attitudes and Relationships

On at least three (3) occasions during the Student Teaching experience, it is suggested that the Student Teacher evaluate him or herself using this checklist. First, it may be wise to review the checklist, and then discuss and clarify interpretations of it. Another approach is simply to review the checklist periodically throughout the term. The primary purpose of the checklist is to focus attention on these key items as an aide to personal and professional growth.

Directions: Read the following statements. If each is TRUE, then you are adequately meeting your professional responsibilities as a teacher.

A. School Policies and Activities

- _____ 1. I observe and support school policies.
- _____ 2. I attend faculty meetings and participate as a member of a committee if necessary.
- _____ 3. My dress and grooming match or exceed the standards of the school and fellow faculty members.
- _____ 4. I maintain neat, accurate reports, records, and lesson plans.
- _____ 5. I follow school policy on reporting personal illness as far in advance of the absence as possible.
- _____ 6. I use personal pupil data discreetly.
- _____ 7. I follow school policy on reporting incidents which might require administrative attention.
- _____ 8. I am punctual in attending meetings and in completing other duties.
- _____ 9. I follow school policy on the use of copy machines, instructional software, computer hardware and media equipment (asking for help and scheduling use in advance).
- _____ 10. I take responsibility for keeping the rooms that I use in order.
- _____ 11. I am on time for school and school functions.

B. My Relationship with the School Staff

- _____ 1. I have become acquainted with the principal, office personnel, and other school staff, and I express my appreciation for their help.
- _____ 2. I have attempted to become acquainted with members of the faculty and staff and to be friendly with them.
- _____ 3. I am careful in using another teacher's room, materials, and equipment.
- _____ 4. I try to make plans affecting other teachers at least a week in advance.
- _____ 5. I respect the personal attitudes of other teachers.

- _____ 6. I participate in faculty activities as appropriate.
- _____ 7. I never gossip about other faculty members.
- _____ 8. I follow proper procedures for working with special resource teachers (media, special education, music, ESOL, art, reading, speech, etc.).

C. My Relationship with My Cooperating Teacher

- _____ 1. I take suggestions and constructive criticism graciously.
- _____ 2. I listen to and evaluate ideas given by my Cooperating Teacher.
- _____ 3. I respect the opinions of my Cooperating Teacher.
- _____ 4. I attempt to be interested, sincere, and honest in my relationship with my Cooperating Teacher.
- _____ 5. I carry through on basic class procedures set by my Cooperating Teacher.
- _____ 6. I willingly assume responsibilities assigned by my teacher.
- _____ 7. I submit all plans to my teacher in advance for discussion and approval.
- _____ 8. I show appreciation to my Cooperating Teacher for the role he or she has assumed.

D. My Relationship with Students

- _____ 1. I never gossip about students.
- _____ 2. I am pleasant, firm, and fair in my dealings with students.
- _____ 3. I help all students learn to their potential.
- _____ 4. I am aware of individual differences and needs and try to make provisions for them.
- _____ 5. I am genuinely concerned about the progress of each student and attempt to demonstrate this to each of them.
- _____ 6. I take an interest in and participate in school activities outside of class.
- _____ 7. My social contacts with students are in keeping with those standards acceptable to the profession.

Dispositions

The Educator Preparation Unit developed a Unit-wide dispositions survey based on The Code of Ethics and The Principals of Professional Conduct of The Education Profession in Florida (<http://www.fdoe.org/edstandards/pdfs/ethics.pdf>) published by Florida Department of Education.

The scoring for each item is based on a four point scale:

- 1 = Inadequate;
- 2 = Needs Improvement;
- 3 = Prepared;
- 4 = Distinguished.

A rating of 3 (Prepared), or higher is required on *every* element in every semester. Any candidate who receives a 1 or 2 on any element must complete a remediation plan as guided by the program faculty. If the remediation plan is not completed successfully, the candidate is dismissed from the program.

All programs evaluate candidate dispositions based on the following areas:

Dispositions Evaluation

(Note: EP numbers refer to items in The Code of Ethics and The Principals of the Professional Conduct in The Education Profession in Florida.)

Attitudes

1. **Character** (refers to having integrity, being responsible, being honest, modeling professional behaviors, being committed to doing the best job, being dependable) EP 2 & 3
2. **Caring** (refers to empathetic, thoughtful, compassionate, understanding toward students & others) EP 2 & 3
3. **Personal and Social Competence** (refers to being independent, possessing study and technology skills, recognizing appropriate situations in which to share personal information, and the ability to demonstrate mature social skills.)
4. **Approachable** (refers to being easy and willing to talk to, non- threatening or intimidating, trusting) EP2&3
5. **Patient** (refers to being understanding with students & others, taking the time to actively listen to concerns or problems) EP 2 & 3
6. **Sense of Humor** (refers to being appropriately funny, being able to laugh with others/students, being able to laugh at one's self, discerning when humor is appropriate) EP 1
7. **Belief That All Students Can Learn** (seeing the good in others/students and the process of education, having a positive outlook on education) EP 1

Professional Attributes

8. **Commitment to Teaching** (refers to wanting to be a teacher, liking the job and working with students, having a passion for education/ teaching, seeing teaching as more than just a job) EP 2

9. **Open-mindedness/Acceptance of Others** (refers to respecting and tolerating diversity, being non-judgmental, being sensitive or empathetic to diversity) EP 1

10. **Role Model** (refers to upholding personal standards and appropriate behavior, earning the admiration of others, being the kind of individual that others aspire to be like) EP 2 & 3

11. **Work Ethic** (refers to being a hard worker, having dedication, getting the job done, willing to go the extra mile, submits course assignments in a timely manner) EP 2 & 3

12. **Cooperative Nature** (refers to the ability to work with others, to collaborate, to work with colleagues, to share ideas, to seek input) EP2 & 3

13. **Use of Teaching Methodology/Progressive Teaching** (refers to willingness to try different methods, desire to try new ideas, effort to teach in a more student-centered approach) EP 1 & 2 EP2 & 3

14. **Awareness of Organizational Hierarchy** (refers to knowing and utilizing the appropriate way to express a concern or problem, maintaining confidentiality) EP 3 EP2 & 3

15. **Acceptance of Feedback** (refers to willingness to listen in a non-defensive manner, desire to improve, acceptance and willingness to take and apply suggestions, openness to suggestions) EP 2 EP2 & 3

16. **Communication** (refers to having verbal and non-verbal skills, including; writing, communicating directions, speaking, and listening) EP 2

17. **Organization** (refers to planning, being orderly, providing structure to what is done, knowing what, where, why in the class/teaching, arrives to class on time and prepared) EP 1 & 2

18. **Flexibility** (refers to calmly handling unexpected changes, adapting to situations, modifying instruction based on student responses) EP 1 & 2

Appendix J: Student Teacher Study of School Services and Resources

Student Teacher _____

School _____

This guide is intended to help Student Teachers learn about the human and material resources of a school.

In making use of this study guide, the Cooperating Teacher should arrange interviews with the principal and other appropriate personnel prior to the Student Teacher's assumption of much classroom responsibility. In schools where Student Teachers are grouped, they should plan to meet with persons they interview at the same time to avoid multiple meetings. As a courtesy, copies of this guide should be provided in advance to persons being interviewed. Spaces are provided to record the names of persons interviewed. Suggested topics for discussion are listed to guide the interviews.

A. Administrative and Support Services

Principal: _____

Assistant Principal for Curriculum (APC): _____

Assistant Principal for Administration/Discipline: _____

Topics for Discussion:

1. Policy on absences
2. Policy on discipline
3. Policy on dress
4. Information about community served by school
5. Faculty meetings (times, purposes)
6. Board of Education (members, roles/relationships)
7. Staff development (teacher evaluation; in-service)

Secretary: _____

Bookkeeper: _____

Other Office Staff: _____

Head Custodian: _____

Other Custodians: _____

Cafeteria/Lunchroom Manager: _____

Cafeteria/Lunchroom Staff: _____

Volunteer Coordinator: _____

Parent Coordinator: _____

Others: _____

B. Media and Technology Services

Media specialist(s): _____

Media aide(s): _____

Topics for Discussion:

1. Media center policies and procedures
2. Media center hours
3. Check-out on equipment operation
4. Interaction between media program and class instruction
5. What materials are available for students, parents, and professional use?
6. What sources are available outside the school?

Technology Coordinator: _____

Topics for Discussion

1. School technology plan
2. Computer hardware and software resources
Instructional use
Grade book and other administrative use software
3. Web Access
4. Technology Policies
5. Teachers currently using technology effectively at this school

C. Other instructional services as appropriate

Art Teacher: _____

Music Teacher: _____

Physical Education Teacher: _____

Chapter I/ Reading Teacher: _____

Other Resource Teachers: _____

Topics for Discussion:

1. Purpose of program?
2. Who qualifies?
3. How scheduled?
4. Policies on moving students and working with the regular classroom teacher?

D. Personnel for students with special needs including ESOL (list names/roles)

Topics for Discussion:

1. Objectives/Services of each program
2. Screening procedures
3. Relationship of students with other classes
4. The role of the regular teacher in relation to students served by this program
5. Materials used

E. Health Services

School (or county) nurse: _____

Topics for Discussion:

1. Available health services at school
2. Available through school referral
3. Procedures for teacher with ill/injured child
4. School safety precautions/regulations
5. Other county/community services available to students

F. Student Services (Guidance counselors): _____

Topics for Discussion:

1. Policies/procedures for obtaining services
2. Guidance services
3. Teacher's role in guidance
4. Standardized testing program (FCAT, Florida Writes, Stanford, etc.)
5. Grading/Reporting policies
6. Promotion/Retention policies

School Psychologist(s): _____

School Social Worker(s): _____

Topics for Discussion:

1. What services are provided?
2. Who qualifies?
3. Policies/procedures?
4. How scheduled?

Appendix K
Florida Educator Accomplished Practices and FSU Descriptive Rubrics for Formative and Summative Student Teacher Evaluation

Florida Educator Accomplished Practices (Rule 6A-5.065)

Source: <https://www.flrules.org/gateway/ruleno.asp?id=6A-5.065>

(1) Purpose and Foundational Principles.

(a) Purpose. The Educator Accomplished Practices are set forth in rule as Florida’s core standards for effective educators. The Accomplished Practices form the foundation for the state’s teacher preparation programs, educator certification requirements and school district instructional personnel appraisal systems.

(b) Foundational Principles. The Accomplished Practices are based upon and further describe three (3) essential principles:

1. The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student’s capacity for academic achievement.

2. The effective educator demonstrates deep and comprehensive knowledge of the subject taught.

3. The effective educator exemplifies the standards of the profession.

(2) The Educator Accomplished Practices. Each effective educator applies the foundational principles through six (6) Educator Accomplished Practices. Each of the practices is clearly defined to promote a common language and statewide understanding of the expectations for the quality of instruction and professional responsibility.

(a) Quality of Instruction.

1. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator consistently:

a. Aligns instruction with state-adopted standards at the appropriate level of rigor;

b. Sequences lessons and concepts to ensure coherence and required prior knowledge;

c. Designs instruction for students to achieve mastery;

d. Selects appropriate formative assessments to monitor learning;

e. Uses diagnostic student data to plan lessons; and

f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.

2. The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:

a. Organizes, allocates, and manages the resources of time, space, and attention;

b. Manages individual and class behaviors through a well-planned management system;

c. Conveys high expectations to all students;

d. Respects students’ cultural linguistic and family background;

e. Models clear, acceptable oral and written communication skills;

f. Maintains a climate of openness, inquiry, fairness and support;

g. Integrates current information and communication technologies;

h. Adapts the learning environment to accommodate the differing needs and diversity of students; and

i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.

3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

- a. Deliver engaging and challenging lessons;
- b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;
- c. Identify gaps in students' subject matter knowledge;
- d. Modify instruction to respond to preconceptions or misconceptions;
- e. Relate and integrate the subject matter with other disciplines and life experiences;
- f. Employ higher-order questioning techniques;
- g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;
- h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;
- i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and
- j. Utilize student feedback to monitor instructional needs and to adjust instruction.

4. Assessment. The effective educator consistently:

- a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;
- b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;
- c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;
- d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;
- e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and
- f. Applies technology to organize and integrate assessment information.

(b) Continuous Improvement, Responsibility and Ethics.

1. Continuous Professional Improvement. The effective educator consistently:

- a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;
- b. Examines and uses data-informed research to improve instruction and student achievement;
- c. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons;
- d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;
- e. Engages in targeted professional growth opportunities and reflective practices; and
- f. Implements knowledge and skills learned in professional development in the teaching and learning process.

2. Professional Responsibility and Ethical Conduct. Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C., and fulfills the expected obligations to students, the public and the education profession.

Rulemaking Authority 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. Law Implemented 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. History—New 7-2-98, Amended 2-13-11.

Student Teaching Evaluation Rubric

Explanation of Performance Criteria:

- (1) **Unsatisfactory:** The Teacher Candidate does not demonstrate the standards.
- (2) **Needs Improvement:** The Teacher Candidate struggles with demonstrating the standards even with assistance and guidance.
- (3) **Developing:** The Teacher Candidate demonstrates the standards with assistance and guidance.
- (4) **Prepared:** The Teacher Candidate demonstrates the standards independently, but may occasionally need assistance and guidance.
- (5) **Distinguished:** The teacher candidate demonstrates the standards consistently and independently.

FEAP/Indicators- FEAP 1.(a)1. Instructional Design and lesson Planning	Possible Evidence	Criteria				
		(1) Unsatisfactory	(2) Needs Improvement	(3) Developing	(4) Prepared	(5) Distinguished
1a. Aligns instruction with state-adopted standards at the appropriate level of rigor.	Teacher Work Sample/Showcase/Unit of Study Lesson Plans Observations		The teacher candidate demonstrates limited knowledge of state adopted standards and learning progressions and struggles with aligning developmentally appropriate instruction that is based on individual learners' needs, even with assistance and guidance	The teacher candidate demonstrates some knowledge of state adopted standards and learning progressions and with assistance and guidance, aligns developmentally appropriate instruction that is based on individual learners' needs.	The teacher candidate demonstrates a good knowledge of state adopted standards and learning progressions and can aligns developmentally appropriate instruction that is based on individual learners' needs.	The teacher candidate demonstrates an extensive knowledge of state adopted standards and consistently and independently aligns developmentally appropriate instruction that is based on individual needs.
1b. Sequences lessons and concepts to ensure coherence and required prior knowledge.	Teacher Work Sample/Showcase/Unit of Study Lesson Plans Observations		The teacher candidate demonstrates limited knowledge and understanding of sequencing of lessons and concepts appropriately. The teacher candidate struggles with designing instruction that is coherent and that builds on learners' prior knowledge.	The teacher candidate demonstrates some knowledge and understanding of sequencing lessons and concepts appropriately. With assistance and guidance, the teacher candidate designs instruction that builds on learners' prior knowledge and develops appropriate sequencing of concepts and learning experiences.	The teacher candidate demonstrates good knowledge and understanding of sequencing lessons and concepts appropriately. The teacher candidate designs instruction to build on learners' prior knowledge and develops appropriate sequencing of concepts and learning experiences to maximize student understanding.	The teacher candidate demonstrates extensive knowledge and understanding of sequencing lessons and concepts appropriately. The teacher candidate consistently and independently designs instruction that builds on learners' prior knowledge and develops appropriate sequencing of concepts and learning experiences to maximize student understanding.
1c. Designs instruction for students to achieve mastery.	Teacher Work Sample/Showcase/Unit of Study Lesson Plans Observations		The teacher candidate demonstrates limited knowledge of content and learning progressions needed for mastery. Even with assistance and guidance, the teacher candidate struggles with designing instruction that leads to student mastery of goals and objectives.	The teacher candidate demonstrates some knowledge of content and learning progressions needed for mastery. With assistance and guidance, the teacher candidate designs instruction that leads to student mastery of goals and objectives.	The teacher candidate demonstrates good knowledge of content and learning progressions needed for mastery. The teacher candidate designs instruction that leads to student mastery of goals and objectives.	The teacher candidate demonstrates an extensive understanding of content and learning progressions needed for mastery. The teacher candidate consistently and independently designs instruction that leads to student mastery of goals and objectives.
1d. Selects appropriate formative	Teacher Work Sample/Showcase/Unit of Study		The teacher candidate demonstrates a limited	The teacher candidate demonstrates some	The teacher candidate demonstrates a good	The teacher candidate demonstrates a extensive

assessments to monitor learning.	nit of Study Lesson Plans Observations		understanding of the application of formative assessment and struggles with selecting and using appropriate formative assessments to support, verify, and document learning, even with assistance and guidance.	understanding of the application of formative assessment and can select and use appropriate formative assessments to support, verify, and document learning, with assistance and guidance.	understanding of the application of formative assessment and selects and uses appropriate formative assessments to support, verify, and document learning.	understanding of the application of formative assessment and consistently and independently selects and uses appropriate formative assessments to support, verify, and document learning.
1e. Uses diagnostic student data to plan lessons.	Teacher Work Sample/Showcase/Unit of Study Lesson Plans Observations		The teacher candidate demonstrates limited understanding and knowledge of students' strengths and needs of individual learners. Even with assistance and guidance, the teacher candidate struggles with using student data including assessment data, prior knowledge, and student interest, to plan for instruction.	The teacher candidate demonstrates some knowledge and understanding of individual students' strengths and needs of individual learners. With assistance and guidance, the teacher candidate plans for instruction b using student data including assessment data, prior knowledge, and student interest, to plan for instruction.	The teacher candidate demonstrates a good knowledge and understanding of individual students' strengths and needs of individual learners. With assistance and guidance, the teacher candidate plans for instruction b using student data including assessment data, prior knowledge, and student interest, to plan for instruction.	The teacher candidate demonstrates an extensive knowledge and understanding of individual students' strengths and needs of individual learners. With assistance and guidance, the teacher candidate plans for instruction b using student data including assessment data, prior knowledge, and student interest, to plan for instruction.
1f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.	Teacher Work Sample/Showcase/Unit of Study Lesson Plans Observations		The teacher candidate demonstrates limited knowledge of state adopted content standards and learning progressions in the discipline and struggles with developing learning experiences that require students to demonstrate a variety of applicable skills and competencies even with assistance and guidance.	The teacher candidate demonstrates some knowledge of state adopted content standards and learning progressions in the discipline and can develop learning experiences that require students to demonstrate a variety of applicable skills and competencies with assistance and guidance.	The teacher candidate demonstrates a good knowledge of state adopted content standards and learning progressions in the discipline and can develop learning experiences that require students to demonstrate a variety of applicable skills and competencies with minimal assistance and guidance.	The teacher candidate demonstrates an extensive knowledge of state adopted content standards and learning progressions in the discipline and can consistently and independently develop learning experiences that require students to demonstrate a variety of applicable skills and competencies.

FEAP/Indicators- FEAP 1. (a)2. The Learning Environment	Possible Evidence	Criteria				
		(1) Unsatisfactory	(2) Needs Improvement	(3) Developing	(4) Prepared	(5) Distinguished
2a. Organizes, allocates, and manages the resources of time, space, and attention.	Teacher Work Sample/Showcase/Unit of Study Lesson Plans Observations		The teacher candidate demonstrates limited knowledge and understanding of how to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures. Even with assistance and guidance, the teacher candidate struggles with managing the learning environment by organizing, allocating, and coordinating the resources of time, space, and learners' attention.	The teacher candidate demonstrates some knowledge and understanding of how to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures. With assistance and guidance, the teacher candidate manages the learning environment by organizing, allocating, and coordinating the resources of time, space, and learners' attention.	The teacher candidate demonstrates a good knowledge and understanding of how to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures. The teacher candidate manages the learning environment by organizing, allocating, and coordinating the resources of time, space, and learners' attention.	The teacher candidate demonstrates a good knowledge and understanding of how to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures. The teacher candidate consistently and independently manages the learning environment by organizing, allocating, and coordinating the resources of time, space, and learners' attention.
2b. Manages individual and class behaviors through a well-planned management system.	Teacher Work Sample/Showcase/Unit of Study Lesson Plans Observations		The teacher demonstrates limited knowledge and understanding of how to manage individual and class behaviors through communication of rules, strategies for acknowledging appropriate and inappropriate behavior, and setting up clear, progressive consequences for not following the rules. Even with assistance and guidance, the teacher candidate does not consistently demonstrate the majority of the following: <ul style="list-style-type: none"> • Communication of rules to students • Strategies for acknowledging appropriate and inappropriate behavior 	The teacher demonstrates some knowledge and understanding of how to manage individual and class behaviors through communication of rules, strategies for acknowledging appropriate and inappropriate behavior, and setting up clear, progressive consequences for not following the rules. With assistance and guidance, the teacher candidate does consistently demonstrate two of the elements, but may struggle with consistently demonstrating one of the following :	The teacher demonstrates a good knowledge and understanding of how to manage individual and class behaviors through communication of rules, strategies for acknowledging appropriate and inappropriate behavior, and setting up clear, progressive consequences for not following the rules. The teacher candidate can independently demonstrate the following elements: <ul style="list-style-type: none"> • Clear communication of rules and procedures to students • Strategies for acknowledging appropriate and inappropriate behavior 	The teacher demonstrates a good knowledge and understanding of how to manage individual and class behaviors through communication of rules, strategies for acknowledging appropriate and inappropriate behavior, and setting up clear, progressive consequences for not following the rules. The teacher candidate independently and consistently demonstrates good classroom management skills so that

			<ul style="list-style-type: none"> Progressive consequences for not following the rules that are clear to students. 	<ul style="list-style-type: none"> Communication of rules and procedures to students Strategies for acknowledging appropriate and inappropriate behavior Progressive consequences for not following the rules that are clear to students. 	<ul style="list-style-type: none"> Progressive consequences for not following the rules that are clear to students. 	<p>opportunities for learning are maximized, including the following elements:</p> <ul style="list-style-type: none"> Clear communication of rules to students Strategies for acknowledging appropriate and inappropriate behavior Progressive consequences for not following the rules that are clear to students.
2c. Conveys high expectations to all students.	Teacher Work Sample/Showcase/Unit of Study Lesson Plans Observations		Even with assistance and guidance, the teacher candidate struggles with conveying high expectations during instruction and in written feedback to most students.	With assistance and guidance, the teacher candidate conveys high expectations during instruction and in written feedback to most students.	The teacher candidate can independently convey high expectations during instruction and in written feedback to all students.	The teacher candidate clearly conveys high expectations during instruction and in written feedback to all students on a consistent basis.
2d. Respects students' cultural linguistic and family background.	Teacher Work Sample/Showcase/Unit of Study Lesson Plans Observations		The teacher candidate demonstrates limited awareness and understanding of students' cultural, linguistic, and familial backgrounds and has little knowledge of appropriate strategies, resources, and supports to meet the needs of these students. The teacher candidate struggles with using these strategies, resources, and supports to create a classroom environment that is respectful of those differences even with assistance and guidance.	The teacher candidate demonstrates some awareness and understanding of students' cultural, linguistic, and familial backgrounds and has some knowledge of appropriate strategies, resources, and supports to meet the needs of these students. With assistance and guidance, the teacher candidate uses these strategies, resources and supports to create a classroom environment that is respectful of those differences.	The teacher candidate demonstrates awareness and understanding of students' cultural, linguistic, and familial backgrounds. The teacher candidate independently uses multiple strategies, resources, and supports to create a classroom environment that is respectful of those differences.	The teacher candidate demonstrates a deep awareness and understanding of students' cultural, linguistic, and familial backgrounds. The teacher candidate consistently and independently uses multiple strategies, supports, and resources to create a classroom environment that is respectful of those differences.
2e. Models clear, acceptable oral and written communication skills.	Teacher Work Sample/Showcase/Unit of Study Lesson Plans		Even with assistance and guidance, the teacher candidate struggles with modeling clear, acceptable oral and written communication skills.	With assistance and guidance, the teacher candidate models clear, acceptable oral and written communication skills.	The teacher candidate independently models clear, acceptable oral and written communication skills.	The teacher candidate consistently and independently models clear, acceptable oral and written

	Observations					communication skills.
2f. Maintains a climate of openness, inquiry, fairness and support.	Teacher Work Sample/Showcase/Unit of Study Lesson Plans Observations		The teacher candidate demonstrates limited knowledge and understanding of how to work with learners to establish a safe, positive climate of openness, mutual respect, support and inquiry. The teacher struggles to maintain a safe, positive learning climate.	The teacher candidate demonstrates some knowledge and understanding of how to work with learners to establish a safe, positive climate of openness, mutual respect, support and inquiry. The teacher maintains a safe, positive learning climate with assistance and guidance.	The teacher candidate demonstrates a good knowledge and understanding of how to work with learners to establish a safe, positive climate of openness, mutual respect, support and inquiry. The teacher can independently maintain a safe, positive learning climate.	The teacher candidate demonstrates an extensive knowledge and understanding of how to work with learners to establish a safe, positive climate of openness, mutual respect, support and inquiry. The teacher consistently and independently maintains a safe, positive learning climate with assistance and guidance.
2g. Integrates current information and communication technologies.	Teacher Work Sample/Showcase/Unit of Study Lesson Plans Observations		The teacher candidate demonstrates limited knowledge of current information and technologies. The teacher candidate struggles with utilizing technologies and guiding learners to apply them in appropriate, safe, and effective ways even with assistance and guidance.	The teacher candidate demonstrates some knowledge of current information and technologies. With assistance and guidance, the teacher candidate can utilize technologies and guide learners to apply them in appropriate, safe, and effective ways.	The teacher candidate demonstrates good knowledge of current information and technologies. The teacher candidate independently utilizes technologies and guides learners to apply them in appropriate, safe, and effective ways.	The teacher candidate demonstrates deep knowledge of current information and technologies. The teacher candidate consistently and independently utilizes technologies and guides learners to apply them in appropriate, safe, and effective ways.
2h. Adapts the learning environment to accommodate the differing needs and diversity of students.	Teacher Work Sample/Showcase/Unit of Study Lesson Plans Observations		The teacher candidate demonstrates a lack of understanding and awareness of the diversity of the classroom and differing student needs. The teacher candidate struggles with adapting the learning environment to accommodate these needs even with assistance and guidance.	The teacher candidate demonstrates some understanding and awareness of the diversity of the classroom and differing student needs. With assistance and guidance, the teacher candidate adapts the learning environment to accommodate these needs.	The teacher candidate demonstrates a good understanding and awareness of the diversity of the classroom and differing student needs. With assistance and guidance, the teacher candidate adapts the learning environment to accommodate these needs.	The teacher candidate demonstrates an extensive understanding and awareness of the diversity of the classroom and differing student needs. With assistance and guidance, the teacher candidate adapts the learning environment to accommodate these needs.
2i. Utilizes current and emerging assistive technologies that enable students to	Teacher Work Sample/Showcase/Unit of Study		The teacher candidate demonstrates limited knowledge of current and emerging technologies that enable students	The teacher candidate demonstrates some knowledge of current and emerging technologies that enable	The teacher candidate demonstrates knowledge of current and emerging technologies that enable students	The teacher candidate demonstrates an extensive knowledge of current and emerging

<p>participate in high-quality communication interactions and achieve their educational goals.</p>	<p>Lesson Plans Observations</p>		<p>to achieve educational goals. The teacher candidate struggles with utilizing these technologies during instruction even with assistance and guidance.</p>	<p>students to achieve educational goals. The teacher candidate utilizes these technologies during instruction with assistance and guidance.</p>	<p>to achieve educational goals. The teacher candidate independently utilizes these technologies during instruction.</p>	<p>technologies that enable students to achieve educational goals. The teacher candidate consistently and independently utilizes these technologies during instruction.</p>
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FEAP/Indicators- FEAP 1. (a)3. Instructional Delivery and Facilitation	Possible Evidence	Criteria				
		(1) Unsatisfactory	(2) Needs Improvement	(3) Developing	(4) Meets Expectations	(5) Exceeds Expectations
3a. Deliver engaging and challenging lessons.	Teacher Work Sample/Showcase/ Unit of Study Lesson Plans Observations		The teacher candidate does not recognize the importance of motivating and engaging all students. The teacher candidate struggles with designing and delivering instruction using strategies that successfully engages and challenges all students even with assistance and guidance.	The teacher candidate frequently recognizes the importance of motivating and engaging all students and designs and delivers instruction using strategies that successfully engages and challenges all students with assistance and guidance.	The teacher candidate recognizes the importance of motivating and engaging all students and independently designs and delivers instruction using strategies that successfully engages and challenges all students.	The teacher candidate recognizes the importance of motivating and engaging all students and consistently and independently designs and delivers instruction using strategies that successfully engages and challenges all students.
3b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter.	Teacher Work Sample/Showcase/ Unit of Study Lesson Plans Observations		The teacher candidate demonstrates limited knowledge and understanding of content area literacy strategies and ways to engage students in applying content. The teacher candidate struggles with using these strategies to deepen and enrich students' understanding of content even with assistance and guidance.	The teacher candidate demonstrates some knowledge and understanding of content area literacy strategies and ways to engage students in applying content. The teacher candidate uses these strategies to deepen and enrich students' understanding of content even with assistance and guidance.	The teacher candidate demonstrates a good knowledge and understanding of content area literacy strategies and ways to engage students in applying content. The teacher candidate independently uses these strategies to deepen and enrich students' understanding of content.	The teacher candidate demonstrates an extensive knowledge and understanding of content area literacy strategies and ways to engage students in applying content. The teacher candidate independently uses these strategies to deepen and enrich students' understanding of content.
3c. Identify gaps in students' subject matter knowledge.	Teacher Work Sample/Showcase/ Unit of Study Lesson Plans Observations		The teacher candidate demonstrates limited knowledge of how to analyze assessment data and struggles with identifying patterns and gaps in students' subject matter knowledge.	The teacher candidate demonstrates some knowledge of how to analyze assessment data and identifies patterns and gaps in students' subject matter knowledge with assistance and guidance.	The teacher candidate demonstrates a good knowledge of how to analyze assessment data and independently identifies patterns and gaps in students' subject matter knowledge.	The teacher candidate demonstrates an extensive knowledge of how to analyze assessment data and consistently and independently identifies patterns and gaps in students' subject matter knowledge.
3d. Modify instruction to respond to preconceptions or misconceptions.	Teacher Work Sample/Showcase/ Unit of Study Lesson Plans Observations		Even with assistance and guidance, the teacher candidate has difficulty in identifying students' misconceptions/preconceptions using student data. The teacher candidate requires assistance and guidance to appropriately modify	With some assistance and guidance, the teacher candidate identifies students' misconceptions /preconceptions using student data. With assistance and guidance, the teacher can appropriately modify instruction	The teacher candidate independently identifies students' misconceptions /preconceptions using student data and can appropriately modify instruction so that students can develop accurate	The teacher candidate consistently and independently identifies students' misconceptions /preconceptions using student data and can independently modify instruction so that students

			instruction so that students can develop accurate understanding.	so that students can develop accurate understanding.	understanding.	can develop accurate understanding.
3e. Relate and integrate the subject matter with other disciplines and life experiences.	Teacher Work Sample/Showcase/ Unit of Study Lesson Plans Observations		The teacher candidate demonstrates limited awareness of how the subject matter relates to other disciplines and to students' life experiences. Even with assistance and guidance, the teacher candidate struggles with engaging students by applying content to real-life experiences and integrates other disciplines into instruction.	The teacher candidate demonstrates some awareness of how the subject matter relates to other disciplines and to students' life experiences. With assistance and guidance, the teacher candidate engages students by applying content to real-life experiences and integrates other disciplines into instruction.	The teacher candidate demonstrates an awareness of how the subject matter relates to other disciplines and to students' life experiences. The teacher candidate independently engages students by applying content to real-life experiences and integrates other disciplines into instruction.	The teacher candidate demonstrates a clear awareness of how the subject matter relates to other disciplines and to students' life experiences. The teacher candidate consistently and independently engages students by applying content to real-life experiences and integrates other disciplines into instruction.
3f. Employ higher-order questioning techniques.	Teacher Work Sample/Showcase/ Unit of Study Lesson Plans Observations		The teacher candidate demonstrates limited knowledge and understanding of higher order questions. Even with assistance and guidance, the teacher candidate has difficulty asking students questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas, and thinking processes, stimulating curiosity, and helping learners to question).	The teacher candidate demonstrates some knowledge and understanding of higher order questions. With assistance and guidance, the teacher candidate asks students questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas, and thinking processes, stimulating curiosity, and helping learners to question).	The teacher candidate demonstrates a solid knowledge and understanding of higher order questions. The teacher candidate independently asks students questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas, and thinking processes, stimulating curiosity, and helping learners to question).	The teacher candidate demonstrates an in-depth knowledge and understanding of higher order questions and consistently and independently asks students questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas, and thinking processes, stimulating curiosity, and helping learners to question).
3g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction and to teach for student understanding.	Teacher Work Sample/Showcase/ Unit of Study Lesson Plans Observations		The teacher candidate demonstrates limited knowledge of instructional strategies that can help students achieve learning goals and even with assistance and guidance, struggles with utilizing them in their instruction to enhance student learning.	The teacher candidate demonstrates some knowledge of some instructional strategies that can help some students achieve learning goals and with assistance and guidance, utilizes them in their instruction to enhance student learning.	The teacher candidate demonstrates a good knowledge of many instructional strategies that help students achieve learning goals and independently utilizes them in their instruction to enhance student learning with minimal assistance and guidance.	The teacher candidate demonstrates an extensive knowledge of a wide range of instructional strategies that can help all students achieve learning goals and consistently and independently utilizes them in their instruction to enhance student learning.

<p>3h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students.</p>	<p>Teacher Work Sample/Showcase/ Unit of Study Lesson Plans Observations</p>		<p>The teacher candidate demonstrates a limited awareness of each student's individual differences and learning. Even with assistance and guidance, the teacher candidate struggles with developing instruction that helps achieve each student's learning goals by using appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.</p>	<p>The teacher candidate demonstrates some awareness of some student's individual differences and learning needs. With assistance and guidance, the teacher candidate develops instruction that helps achieve students learning goals by using appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.</p>	<p>The teacher candidate demonstrates an awareness of most of their student's individual differences and learning needs. The teacher candidate independently develops instruction that helps achieve students learning goals by using appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.</p>	<p>The teacher candidate demonstrates a clear awareness of each student's individual differences and learning needs. The teacher candidate consistently and independently develops instruction that helps achieve each student's learning goals by using appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.</p>
<p>3i. Supports, encourages, and provides immediate and specific feedback to students to promote student achievement.</p>	<p>Teacher Work Sample/Showcase/ Unit of Study Lesson Plans Observations</p>		<p>The teacher candidate demonstrates limited understanding of the positive impact of effective feedback and support for learners, and even with assistance and guidance, struggles with providing immediate feedback, support, and encouragement to students.</p>	<p>The teacher candidate has some understanding of the positive impact of effective feedback and support for learners, and with assistance and guidance, provides immediate feedback, support, and encouragement to students to promote their achievement.</p>	<p>The teacher candidate demonstrates an understanding of the positive impact of effective feedback and support for learners and independently provides immediate feedback, support, and encouragement to students to promote their achievement.</p>	<p>The teacher candidate demonstrates a clear understanding of the positive impact of effective feedback and support for learners and consistently and independently provides immediate feedback, support, and encouragement to students to promote their achievement.</p>
<p>3j. Utilizes student feedback to monitor instructional needs and to adjust instruction.</p>	<p>Teacher Work Sample/Showcase/ Unit of Study Lesson Plans Observations</p>		<p>Even with assistance and guidance, the teacher candidate seeks student feedback using limited methods and struggles with utilizing feedback to monitor student learning and to modify instruction.</p>	<p>With assistance and guidance, the teacher candidate seeks student feedback using a couple of different methods and utilizes feedback to monitor student learning and to modify instruction.</p>	<p>The teacher candidate independently seeks student feedback using several different methods and utilizes feedback to monitor student learning and to modify instruction.</p>	<p>The teacher candidate consistently and independently seeks student feedback in a variety of ways and utilizes feedback to monitor student learning and to modify instruction.</p>

Appendix L: Student Teaching Evaluation Chart

Point in Internship	Name of Evaluation	Person Completing	Evidence Used	Performance Expectations	Process for Students Receiving a Score of 1 or 2
<p>Weeks 2-3 Due January 23, 2015</p>	<p>Formative Student Teaching Evaluation 1</p>	<p>Cooperating Teacher</p>	<ol style="list-style-type: none"> 1. Observations of intern in classroom teaching or working with individual students 2. Sample lesson plans 3. Other work completed as part of internship 	<p>Expected Level of Performance:</p> <ul style="list-style-type: none"> • Not all FEAP standards would be demonstrated at this point. Some FEAPs can only be demonstrated as the student teacher begins to assume more and more responsibility for the classroom, planning, and instructional delivery. • It is expected that students may be demonstrating one or two standards at a “Needs Improvement” level (score of 2). <p>Speaks to University Supervisor if:</p> <ul style="list-style-type: none"> • Students demonstrating one or more standards at an “Unsatisfactory” level (score of 1). • Students demonstrating more than three of the FEAP standards at a “Needs Improvement” level (score of 2). 	<p>For all scores of 1 and 2:</p> <ul style="list-style-type: none"> • The Cooperating Teacher should provide specific written feedback on why the score was at an “Unsatisfactory” or “Needs Improvement” level to the Student Teacher, as well as specific recommendations for improvement. <p>For scores of 1 and more than three scores of 2:</p> <ul style="list-style-type: none"> • The University Supervisor, Cooperating Teacher, and Student Teacher should meet and create a remediation plan to address concerns. Please refer to Remediation Plan.
<p>Weeks 4-6 Due February 13, 2015</p>	<p>Formative Student Teaching Evaluation 2</p>	<p>Cooperating Teacher</p>	<ol style="list-style-type: none"> 1. Observations of intern in classroom teaching AND working with individual students 2. Sample lesson plans 3. K-12 student work samples with feedback by Student Teacher 4. Other work completed as part of internship 	<p>Expected Level of Performance:</p> <ul style="list-style-type: none"> • Not all FEAP standards would be demonstrated at this point. Some FEAPs can only be demonstrated as the student teacher begins to assume more and more responsibility for the classroom, planning, and instructional delivery. • It is expected that students may be demonstrating one or two standards at a “Needs Improvement” level (score of 2). 	<p>For all scores of 1 and 2:</p> <ul style="list-style-type: none"> • The Cooperating Teacher should provide specific written feedback on why the score was at an “Unsatisfactory” or “Needs Improvement” level to the Student Teacher, as well as specific recommendations for improvement. <p>For scores of 1 and more than three scores of 2:</p> <ul style="list-style-type: none"> • Please refer to Remediation Plan.

				<p>Speaks to University Supervisor if:</p> <ul style="list-style-type: none"> • Students demonstrating one or more standards at an “Unsatisfactory” level (score of 1). • Students demonstrating more than three of the FEAP standards at a “Needs Improvement” level (score of 2) 	
<p>Weeks 7-8 Due February 27, 2015</p>	<p>Mid-Term Evaluation</p>	<p>Cooperating Teacher and University Supervisor</p>	<ol style="list-style-type: none"> 1. Observation of intern in classroom teaching 2. Sample lesson plans 3. K-12 student work samples with feedback by Student Teacher 4. Other work completed as part of internship 	<p>Expected Level of Performance:</p> <ul style="list-style-type: none"> • The majority of FEAP indicators within any one FEAP standard should be demonstrated at this point. • Within any one FEAP standard, the majority of indicators should be at the “Prepared” or “Distinguished” level (score of 4 or 5) • There may be some indicators that are demonstrated at the “Needs Improvement” level (score of 2), but they should not be the majority of indicators within any one FEAP Standard. <p>Speaks to University Supervisor if:</p> <ul style="list-style-type: none"> • Students demonstrating one or more indicators at an “Unsatisfactory” level (score of 1). • Students demonstrating the majority of indicators within a FEAP standard at a “Unsatisfactory” or “Needs Improvement” level (score of 1 or 2) • The majority of FEAP indicators have not been demonstrated. 	<p>For all scores of 1 and 2:</p> <ul style="list-style-type: none"> • The Cooperating Teacher should provide specific written feedback on why the score was at an “Unsatisfactory” or “Needs Improvement” level to the Student Teacher, as well as specific recommendations for improvement. <p>For scores of 1 on any indicator and for FEAP standards that have the majority of indicators scored at a 2:</p> <ul style="list-style-type: none"> • Please refer to Remediation Plan. • If the majority of FEAP indicators have not been demonstrated, the University Supervisor, Cooperating Teacher, and Student Teacher must meet and determine how all indicators can be demonstrated by the next formative evaluation.
<p>Weeks 10-11 Due March 27,</p>	<p>Formative Student Teaching Evaluation 3</p>	<p>Cooperating teacher</p>	<ol style="list-style-type: none"> 1. Observations of intern in classroom teaching AND working with individual students 	<p>Expected Level of Performance:</p> <ul style="list-style-type: none"> • All FEAP standards/indicators should be demonstrated. 	<ul style="list-style-type: none"> • For all scores of 1 or 2, please refer to General Policies and Procedures in Student Teaching Handbook

2015			<ol style="list-style-type: none"> 2. Sample lesson plans 3. K-12 student work samples with feedback by Student Teacher 4. Other work completed as part of internship 	<ul style="list-style-type: none"> • None of the standards should be demonstrated at the “Unsatisfactory” or “Needs Improvement” level (scores of 1 or 2) <p>Speaks to University Supervisor if:</p> <ul style="list-style-type: none"> • Students demonstrating any standards at an “Unsatisfactory” level (score of 1). • Students demonstrating any of the FEAP standards at a “Needs Improvement” level (score of 2) • All FEAP standards/indicators have not been demonstrated. 	<ul style="list-style-type: none"> • If the majority of FEAP indicators have not been demonstrated, the University Supervisor, Cooperating Teacher, and Student Teacher must meet and determine how all indicators can be demonstrated by the next formative evaluation.
Weeks 13-14 Due April 24, 2015	Summative Student Teaching Evaluation	Cooperating Teacher and University Supervisor	<ol style="list-style-type: none"> 1. Observations of intern in classroom teaching AND working with individual students 2. Sample lesson plans 3. K-12 student work samples with feedback by Student Teacher 4. Other work completed as part of internship 	<p>Expected Level of Performance:</p> <ul style="list-style-type: none"> • All FEAP standards/indicators must be demonstrated. • None of the standards should be demonstrated at the “Unsatisfactory” or “Needs Improvement” level (scores of 1 or 2) <p>Speaks to University Supervisor if:</p> <ul style="list-style-type: none"> • Students demonstrating any standards at an “Unsatisfactory” level (score of 1). • Students demonstrating any of the FEAP standards at a “Needs Improvement” level (score of 2) • Not demonstrating all FEAP indicators during the course of the Student Teaching experience. 	<p>For All Scores of 1 or 2:</p> <ul style="list-style-type: none"> • Students will repeat Student Teaching in another semester.

Appendix M: Student Teacher Evaluation Forms (Formative, Mid-Term, and Final)

The Florida Accomplished Educator Practices (FEAPs) were identified by a Task Force of the Education Standards Commission, reviewed by parents, teachers, administrators, and university professors and validated by educators across the State of Florida. Each of the practices has indicators of behavior. The Accomplished Practices provide a framework for a model of continuous improvement in educator quality, beginning at the pre-service level and continuing throughout the educator's career. Thus, they are defined at three levels: pre-professional, professional, and accomplished. These benchmarks indicate that teachers must continue to develop professionally over the course of their careers. These practices are not minimums; they reflect the best practices of educators.

The Formative and Summative Evaluation Report forms assess the Student Teacher on each Accomplished Practice. Definitions of each Accomplished Practice through the use of the [FSU Unit FEAP Indicators](#) at the Pre-professional level using the [FSU Descriptive Rubrics for Student Teaching Evaluation](#). These documents are found in the Appendix of this handbook and online (FSU/COE/OASIS/STUDENT TEACHING).

The evaluation forms list the indicators under each Accomplished Practice (see next section). The forms are also available in a digital format. The rating for each of the Accomplished Practices observed during that evaluation period should be entered. Comments on strengths or a development plan (suggestions on what the Student Teacher needs to do to develop this practice) should be included with each demonstrated practice.

At the beginning of the Student Teaching experience, Cooperating Teachers and Student Teachers should work collaboratively on reviewing these Accomplished Practices. The Formative Evaluation Form's design is based upon these practices and these checklists will help the Student Teacher and the Cooperating Teacher as they collaboratively work toward the summative evaluation.

The Final Summative Evaluation Report should reflect the level of performance attained by the Student Teacher at the **completion** of Student Teaching, including **the Student Teacher's collection of evidence and analysis of positive impact on P12 student learning**. Final Evaluation Report(s) are the summative results of a final meeting that includes the Cooperating Teacher, University Supervisor, and Student Teacher. The University Supervisor is responsible for timely filing of the Final Evaluation Report.

Note: Some academic programs may have alternative evaluation forms—check with your department. All forms must assess performance on each of the Accomplished Practices.

Chalk & Wire

If you have any questions about Chalk & Wire (electronic portfolio system) or the evaluation forms, please contact Rebecca Pfeiffer, Assessment Coordinator, 644-4369 or rcappellini@fsu.edu.

The Florida State University - Preparing Educational Leaders

FORMATIVE STUDENT TEACHER EVALUATION

Directions

The Formative Student Teacher Evaluations should assess the student teacher's performance and growth over a two - three week period. The evaluation should be scored using the following evidence:

- Observations
- Lesson Plans
- K-12 Student Work

Please include specific comments for each standard. This helps the student and University Supervisor to identify areas for improvement or strengths. In the comments section, please indicate any of the FEAPs indicators that were not observed during the two - three week evaluation period.

Explanation of Performance Criteria:

Unsatisfactory: The Teacher Candidate does not demonstrate the standards.

Needs Improvement: The Teacher Candidate struggles with demonstrating the standards even with assistance and guidance.

Developing: The Teacher Candidate demonstrates the standards with assistance and guidance.

Prepared: The Teacher Candidate demonstrates the standards independently, but may occasionally need assistance and guidance.

Distinguished: The Teacher Candidate demonstrates the standard consistently and independently.

Student Teacher Name:

Program:

- Art Education
- Early Childhood Education
- Educational Media Specialist
- Elementary Education, Bachelor's
- Elementary Education, Master's
- English Education, Bachelor's
- English, MST
- Exceptional Student Education
- Foreign and Second Language, MST
- FSU-Teach

- Mathematics, MST**
- Music Education, Bachelor's**
- Music Education, Master's**
- Science, MST**
- Social Science Education, Bachelor's**
- Social Science, MST**
- Visual Disabilities, Bachelor's**
- Visual Disabilities, Master's**

University Supervisor Name:

Cooperating Teacher Name:

School Name/District:

FEAP (1)(a)1. Instructional Design and Lesson Planning.

Applying concepts from human development and learning theories, the teacher candidate:

- a. Aligns instruction with state-adopted standards at the appropriate level of rigor.
- b. Sequences lessons and concepts to ensure coherence and required prior knowledge.
- c. Designs instruction for students to achieve mastery.
- d. Selects appropriate formative assessments to monitor learning.
- e. Uses diagnostic student data to plan lessons.
- f. Develops learning experiences that require students to demonstrate a variety of applicable experiences

	Unsatisfactory	Needs Improvement	Developing	Prepared	Distinguished	Most indicators were not observed and/or documented
Instructional Design and Lesson Planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments (Please note - comments are required if teacher candidate receives Developing or Needs Improvement on any indicator):

FEAP (1)(a)2. The Learning Environment.

To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the teacher candidate:

- a. Organizes, allocates, and manages the resources of time, space, and attention.
- b. Manages individual and class behaviors through a well-planned management system.
- c. Conveys high expectations to all students.
- d. Respects students’ cultural linguistic and family background.
- e. Models clear, acceptable oral and written communication skills.
- f. Maintains a climate of openness, inquiry, fairness and support.
- g. Integrates current information and communication technologies.
- h. Adapts the learning environment to accommodate the differing needs and diversity of students.
- i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals

	Unsatisfactory	Needs Improvement	Developing	Prepared	Distinguished
Learning Environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments (Please note - comments are required if teacher candidate receives Developing or Needs Improvement on any indicator):

(1)(a)3. Instructional Delivery and Facilitation.

The teacher candidate consistently utilizes a deep and comprehensive knowledge of the subject taught to:

- a. Deliver engaging and challenging lessons

- b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter
Identify gaps in students' subject matter knowledge
- c. Modify instruction to respond to preconceptions or misconceptions
- d. Relate and integrate the subject matter with other disciplines and life experiences
- e. Employ higher-order questioning techniques
- f. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding
- g. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students
- h. Support, encourage, and provide immediate and specific feedback to students to promote student achievement
- i. Utilize student feedback to monitor instructional needs and to adjust instruction

	Unsatisfactory	Needs Improvement	Developing	Prepared	Distinguished
Instructional Delivery and Facilitation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments (Please note - comments are required if teacher candidate receives Developing or Needs Improvement on any indicator):

(1)(a)4. Assessment.

The teacher candidate:

- a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process
- b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery
- c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains
- d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge
- e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s)
- f. Applies technology to organize and integrate assessment information

	Unsatisfactory	Needs Improvement	Developing	Prepared	Distinguished	Most indicators were not observed and/or documented
Assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments (Please note - comments are required if teacher candidate receives Developing or Needs Improvement on any indicator):

(1)(b)1. Continuous Professional Improvement

The teacher candidate:

- a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs
- b. Examines and uses data-informed research to improve instruction and student achievement
- c. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons
- d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement
- e. Engages in targeted professional growth opportunities and reflective practices
- f. Implements knowledge and skills learned in professional development in the teaching and learn

	Unsatisfactory	Needs Improvement	Developing	Prepared	Distinguished	Most indicators were not observed and/or documented
Continuous Professional Improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments (Please note - comments are required if teacher candidate receives Developing or Needs Improvement on any indicator):

(1)(b)2. Professional Responsibility and Ethical Conduct.

Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C., and fulfills the expected obligations to students, the public and the education profession.

- a. Applies the Code of Ethics and Principles of Professional Conduct to professional and personal situations
- b. Identify statutory grounds and procedures for disciplinary action, the penalties that can be imposed by the Educational Practices Commission against a certificate holder, and the appeals process available to the individual
- c. Apply knowledge of rights, legal responsibilities, and procedures for reporting incidences of abuse, neglect, or other signs of distress
- d. Identify and apply policies and procedures for the safe, appropriate, and ethical use of technologies
- e. Determine and apply the appropriate use and maintenance of students' information and maintenance of students' information and records.

	Unsatisfactory	Needs Improvement	Developing	Prepared	Distinguished	Most indicators were not observed and/or documented
Professional Responsibility and Ethical Conduct	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments (Please note - comments are required if teacher candidate receives Developing or Needs Improvement on any indicator):

The Florida State University - Preparing Educational Leaders

MID-TERM STUDENT TEACHER EVALUATION

Directions:

For this final evaluation review the student teacher's overall performance using the following evidence:

- Observations and/or biweekly evaluations (formal and informal)
- Lesson Plans
- K-12 Student Work Program Assessments, i.e. Teacher Work Sample, Teacher Candidate Unit of Study Student Teacher Self-Assessments

This evaluation requires that feedback be provided based up until this point. Please refer to the *Student Teaching Evaluation Rubric* while completing this evaluation.

Unsatisfactory: The Teacher Candidate does not demonstrate the standards.

Needs Improvement: The Teacher Candidate struggles with demonstrating the standards even with assistance and guidance.

Developing: The Teacher Candidate demonstrates the standards with assistance and guidance.

Prepared: The Teacher Candidate demonstrates the standards independently, but may occasionally need assistance and guidance.

Distinguished: The Teacher Candidate demonstrates the standard consistently and independently.

Student Teacher Name:

Program:

- Art Education
- Early Childhood Education
- Educational Media Specialist
- Elementary Education, Bachelor's
- Elementary Education, Master's
- English Education, Bachelor's
- English, MST
- Exceptional Student Education
- Foreign and Second Language, MST
- FSU-Teach
-
- Mathematics, MST
- Music Education, Bachelor's

- Music Education, Master's
- Science, MST
- Social Science Education, Bachelor's
- Social Science, MST
- Visual Disabilities, Bachelor's
- Visual Disabilities, Master's

University Supervisor Name:

Cooperating Teacher Name:

School Name/District:

FEAP (1)(a)1. Instructional Design and Lesson Planning.

Applying concepts from human development and learning theories, the teacher candidate:

	1-Unsatisfactory	2-Needs Improvement	3-Developing	4-Prepared	5-Distinguished
Aligns instruction with state-adopted standards at the appropriate level of rigor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sequences lessons and concepts to ensure coherence and required prior knowledge.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Designs instruction for students to achieve mastery.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Selects appropriate formative assessments to monitor learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses diagnostic student data to plan lessons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments (Please note - comments are required if teacher candidate receives Developing or Needs Improvement on any indicator):

FEAP (1)(a)2. The Learning Environment.

To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the teacher candidate:

	1-Unsatisfactory	2-Needs Improvement	3-Developing	4-Prepared	5-Distinguished
Organizes, allocates, and manages the resources of time, space, and attention.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Manages individual and class behaviors through a well-planned management system.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conveys high expectations to all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respects students' cultural linguistic and family background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Models clear, acceptable oral and written communication skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintains a climate of openness, inquiry, fairness and support.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrates current information and communication technologies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adapts the learning environment to accommodate the differing needs and diversity of students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments (Please note - comments are required if teacher candidate receives Developing or Needs Improvement on any indicator):

(1)(a)3. Instructional Delivery and Facilitation.

The teacher candidate consistently utilizes a deep and comprehensive knowledge of the subject taught to:

	1-Unsatisfactory	2-Needs Improvement	3-Developing	4-Prepared	5-Distinguished
Deliver engaging and challenging lessons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Deepen and enrich students' understanding through content area literacy strategies,	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

verbalization of thought, and application of the subject matter.					
Identify gaps in students' subject matter knowledge.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Modify instruction to respond to preconceptions or misconceptions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relate and integrate the subject matter with other disciplines and life experiences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employ higher-order questioning techniques.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction and to teach for student understanding.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support, encourage, and provide immediate and specific feedback to students to promote student achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Utilize student feedback to monitor instructional needs and to adjust instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments (Please note - comments are required if teacher candidate receives Developing or Needs Improvement on any indicator):

(1)(a)4. Assessment.

The teacher candidate:

	1- Unsatisfactory	2-Needs Improvement	3-Developing	4-Prepared	5- Distinguished
Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Designs and aligns formative and summative assessments that match learning objectives and lead to mastery.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses a variety of assessment tools to monitor student progress, achievement, and learning gains.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Applies technology to organize and integrate assessment information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments (Please note - comments are required if teacher candidate receives Developing or Needs Improvement on any indicator):

(1)(b)1. Continuous Professional Improvement

The teacher candidate:

	1-Unsatisfactory	2-Needs Improvement	3-Developing	4-Prepared	5-Distinguished
Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Examines and uses data-informed research to improve instruction and student achievement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engages in targeted professional growth opportunities and reflective practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implements knowledge and skills learned in professional development in the teaching and learning process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments (Please note - comments are required if teacher candidate receives Developing or Needs Improvement on any indicator):

(1)(b)2. Professional Responsibility and Ethical Conduct.

Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C., and fulfills the expected obligations to students, the public and the education profession.

	1-Unsatisfactory	2-Needs Improvement	3-Developing	4-Prepared	5-Distinguished
Applies the Code of Ethics and Principles of Professional Conduct to professional and personal situations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify statutory grounds and procedures for disciplinary action, the penalties that can be imposed by the Educational Practices Commission against a certificate holder, and the appeals process available to the individual.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apply knowledge of rights, legal responsibilities, and procedures for reporting incidences of abuse, neglect, or other signs of distress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify and apply policies and procedures for the safe, appropriate, and ethical use of technologies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Determine and apply the appropriate use and maintenance of students' information and records.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments (Please note - comments are required if teacher candidate receives Developing or Needs Improvement on any indicator):

The Florida State University - Preparing Educational Leaders

SUMMATIVE (FINAL) STUDENT TEACHER EVALUATION

Directions:

For this final evaluation review the student teacher's overall performance using the following evidence:

- Observations and/or biweekly evaluations (formal and informal).
- Lesson Plans.
- K-12 Student Work Program Assessments, i.e. Teacher Work Sample, Teacher Candidate Unit of Study Student Teacher Self-Assessments.

This evaluation requires that feedback be provided based on the entire Student Teaching experience. Please refer to the *Student Teaching Evaluation Rubric* while completing this evaluation.

Explanation of Performance Criteria:

Unsatisfactory: The Teacher Candidate does not demonstrate the standards.

Needs Improvement: The Teacher Candidate struggles with demonstrating the standards even with assistance and guidance.

Developing: The Teacher Candidate demonstrates the standards with assistance and guidance.

Prepared: The Teacher Candidate demonstrates the standards independently, but may occasionally need assistance and guidance.

Distinguished: The Teacher Candidate demonstrates the standard consistently and independently.

Student Teacher Name:

Program:

- Art Education
- Early Childhood Education
- Educational Media Specialist
- Elementary Education, Bachelor's
- Elementary Education, Master's
- English Education, Bachelor's
- English, MST
- Exceptional Student Education
- Foreign and Second Language, MST
- FSU-Teach

- Mathematics, MST
- Music Education, Bachelor's
- Music Education, Master's
- Science, MST
-
- Social Science Education, Bachelor's
- Social Science, MST
- Visual Disabilities, Bachelor's
- Visual Disabilities, Master's

University Supervisor Name:

Cooperating Teacher Name:

School Name/District:

FEAP (1)(a)1. Instructional Design and Lesson Planning.

Applying concepts from human development and learning theories, the teacher candidate:

	2-Needs Improvement	3-Developing	4-Prepared	5-Distinguished
Aligns instruction with state-adopted standards at the appropriate level of rigor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sequences lessons and concepts to ensure coherence and required prior knowledge.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Designs instruction for students to achieve mastery.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Selects appropriate formative assessments to monitor learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses diagnostic student data to plan lessons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments (Please note - comments are required if teacher candidate receives Developing or Needs Improvement on any indicator):

FEAP (1)(a)2. The Learning Environment.

To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the teacher candidate:

	2-Needs Improvement	3-Developing	4-Prepared	5-Distinguished
Organizes, allocates, and manages the resources of time, space, and attention.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Manages individual and class behaviors through a well-planned management system.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conveys high expectations to all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respects students' cultural linguistic and family background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Models clear, acceptable oral and written communication skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintains a climate of openness, inquiry, fairness and support.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrates current information and communication technologies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adapts the learning environment to accommodate the differing needs and diversity of students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments (Please note - comments are required if teacher candidate receives Developing or Needs Improvement on any indicator):

(1)(a)3. Instructional Delivery and Facilitation.

The teacher candidate consistently utilizes a deep and comprehensive knowledge of the subject taught to:

	2-Needs Improvement	3-Developing	4-Prepared	5-Distinguished
Deliver engaging and challenging lessons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Identify gaps in students' subject matter knowledge.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Modify instruction to respond to preconceptions or misconceptions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relate and integrate the subject matter with other disciplines and life experiences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employ higher-order questioning techniques.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction and to teach for student understanding.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support, encourage, and provide immediate and specific feedback to students to promote student achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Utilize student feedback to monitor instructional needs and to adjust instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments (Please note - comments are required if teacher candidate receives Developing or Needs Improvement on any indicator):

(1)(a)4. Assessment.

The teacher candidate:

	2-Needs Improvement	3-Developing	4-Prepared	5-Distinguished
Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Designs and aligns formative and summative assessments that match learning objectives and lead to mastery.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses a variety of assessment tools to monitor student progress, achievement, and learning gains.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Modifies assessments and testing conditions to accommodate learning styles and varying levels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

of knowledge.				
Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Applies technology to organize and integrate assessment information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments (Please note - comments are required if teacher candidate receives Developing or Needs Improvement on any indicator):

(1)(b)1. Continuous Professional Improvement

The teacher candidate:

	2-Needs Improvement	3-Developing	4-Prepared	5-Distinguished
Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Examines and uses data-informed research to improve instruction and student achievement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engages in targeted professional growth opportunities and reflective practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implements knowledge and skills learned in professional development in the teaching and learning process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments (Please note - comments are required if teacher candidate receives Developing or Needs Improvement on any indicator):

Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C., and fulfills the expected obligations to students, the public and the education profession.

	2-Needs Improvement	3-Developing	4-Prepared	5-Distinguished
Applies the Code of Ethics and Principles of Professional Conduct to professional and personal situations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify statutory grounds and procedures for disciplinary action, the penalties that can be imposed by the Educational Practices Commission against a certificate holder, and the appeals process available to the individual.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apply knowledge of rights, legal responsibilities, and procedures for reporting incidences of abuse, neglect, or other signs of distress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify and apply policies and procedures for the safe, appropriate, and ethical use of technologies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Determine and apply the appropriate use and maintenance of students' information and records.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments (Please note - comments are required if teacher candidate receives Developing or Needs Improvement on any indicator):

SIGNATURE PAGE FOR FINAL STUDENT TEACHING EVALUATION

Student Teacher Signature

Date

Cooperating Teacher Signature

Date

University Supervisor Signature

Date

Appendix N: Tips on Obtaining A Teaching Position

Vacancies for teaching positions, usually beginning in August, become known to employing officials at various times. School principals prefer to have their vacancies filled by June or July if possible, but many are hiring well into August. Consequently, the period of greatest employment is between May and July. Vacancies in Florida continue to be filled through the opening of school.

Many school systems need new teachers in January. Students who graduate in December can attempt to obtain employment at that time. They should begin making contacts for positions prior to the Winter break.

Often, students want to teach in the system in which they student teach. In these cases they should submit applications and seek interviews with school district officials during the Student Teaching term.

Students should obtain letters of recommendation from their Cooperating Teachers from any pre-internship classes, as well as from their internship. Many students will also wish to obtain a letter from their University Supervisor and Area Coordinator. An education job fair is often held at FSU in the spring semester where representatives from school districts throughout Florida and even other states are present to recruit new teachers.

A. Learning About Vacant Teaching Positions

Three usual ways of learning about teaching vacancies:

1. Personal Inquiry. This involves visiting or calling the personnel office of the school district or principals of schools in which one wishes to explore the possibility of teaching. Most districts have a central listing of current vacancies. Interviews are scheduled by principals after review of applications. Sometimes principals will interview a person even though there is no vacancy. Some districts interview centrally and keep information on file for future vacancies. Other teachers and acquaintances may also be sources of information about teaching vacancies.
2. Letter of Inquiry. A letter of inquiry is written to ascertain whether a vacancy exists or might occur. This letter is written to indicate an interest in working in that district or school.

Use of the 'letter of inquiry' is a very effective means of obtaining information on vacancies in locations where personal contacts cannot be made. A request should also be made for an application form, as most school systems have specific information they would like applicants to submit. This contact may also be made by telephone. If a positive response is received, the application and other supporting information can then be submitted. Letters of inquiry should always be directed to the Director of Personnel—school district letters of inquiry should never be addressed to the Board of Education.

3. Services of the FSU Career Center. The FSU Career Center receives notices of opportunities for teaching positions from all Florida school systems and many schools throughout the nation. Information concerning these opportunities is provided to students through SeminoleLink (<http://career.fsu.edu/SeminoleLink>). In order to search for/view these opportunities in SeminoleLink, you must sign-up for *Plus!* Services—this is FREE to all students and requires a resume to be submitted. Student's resumes may be stored in their SeminoleLink account and shared with employers the students wish to connect with. In addition, Career Center announcements/positions are shared with COE faculty and staff each week, and departments and colleges frequently receive vacancy notices and post them on bulletin boards.

B. Applying for a Teaching Position

1. Letter of Application. This letter should be addressed to the Director of Personnel of the school system in which one desires a position. It should include the following information:
 - a. The nature of the position being sought;
 - b. A summary of the applicant's qualifications, highlighting those points that are particularly relevant to the position being sought;
 - c. An offer to make one's credentials or portfolios available for review.

Note: It is wise to include a brief resume with your letter of application.

2. The Application Form. When a vacancy is known, the next step in securing a position consists of submitting a formal application. Most school systems use a standard form for this purpose which must be completed by every person seeking a position in that system. However, this form alone is rarely adequate to present one's professional qualifications. The following suggestions should be helpful in completing the application form:
 - a. Even if the application form does not ask for a picture, it may be beneficial to attach a good one;
 - b. Follow all directions carefully and closely;
 - c. The application form should be typed unless otherwise indicated;
 - d. Any written statements, especially reasons for choosing teaching as a career, must be planned and executed with care. Special attention must also be given to correct grammar and spelling;
 - e. In almost every case, one must have a reference from one's Cooperating Teacher and University Supervisor and Area Coordinator of Student Teaching;
 - f. Make sure the application includes all necessary transcripts, references, and certification information.

C. Interviewing

1. Check with the county or district personnel office to find out the procedures for interviews.
2. File an application before seeking interviews with principals. Many districts may not talk to applicants unless this has been completed.
3. When seeking interviews, don't be discouraged if principals say there will be no openings in their schools. Let them know of your interest and of your high regard for their school, and of your desire to meet briefly with them.
4. If possible, obtain an interview with the county or district supervisor of your teaching field, especially if there are no current vacancies. Invite the supervisor to observe your teaching.
5. Questions that district and school level administrators might ask during an interview include:
 - Why did you choose teaching as a career?
 - What kind of professional preparation did you have and, more importantly, how well do you feel you completed it?
 - What particular courses best prepared you for teaching?
 - What are your experiences with children and youth outside of Student Teaching?
 - What is your philosophy toward discipline and classroom management?
 - What are some specific teaching techniques you use?
 - What are your expectations or goals for your students?
 - What is your attitude toward lesson plans?

D. Sample Letter of Application and Resume

The following resume and letter of application are provided to guide Student Teachers in developing their own professional application papers.

[Sample – Letter of Application]

8258 Reed Avenue
Naples, Florida 33901
April 15, 2000

Raymond L. Maynard, Principal
Roosevelt High School
2100 S. McComb Drive
Orlando, Florida 32808

Dear Mr. Maynard:

First Paragraph. State the reason for the letter, the specific teaching position for which you are applying, and indicate from which source (placement center, news media, friend, employment service) you learned of the opening.

Second Paragraph. Indicate why you are interested in the position, the school, and what you can do for the school. If you are a recent graduate, explain how your academic background makes you a qualified candidate for the position. If you had some practical teaching experience, point out your specific achievements or unique qualifications. Try not to repeat the same information the reader will find in the resume.

Third Paragraph. Refer the reader to the enclosed resume or application blank which summarizes your qualifications, training, and experiences.

Final Paragraph. Indicate your desire for a personal interview and your flexibility as to the time and place. Repeat your phone number in the letter and offer any assistance to help in a speedy response. Finally, close your letter with a statement or question that will encourage a response. For example, state that you will be in the city where the school is located on a certain date and would like to set up an interview or state that you will call on a certain date to set up an interview.

Sincerely,

Rebecca Jane Mallory

Enclosure

[Sample – Chronological Resume]

Under each category below, list the appropriate information chronologically with the most recent experiences first. Be sure to have your resume proof-read by at least two other people that you know are good writers.

NAME

Address

City, State, Zip Code

Telephone number with area code

- Objective** State clearly and concisely the level of teaching position, school, elementary or secondary, you are seeking. Mention your specific interests and skills.
- Education** Degree, B.A., M.A., major, Florida State University, date, certification areas. Additional courses taken in/outside major related to employment objective. Papers, research projects, etc., indicative of specific abilities, knowledge, and interests.
- Honors and Activities** Honors, awards, and extracurricular activities that reflect particular skills, such as leadership, management, etc.
- Student Teaching Experience** School, dates, experience gained, classes taught. Unique contribution made or ideas initiated.
- Pre-Student Teaching Experience** School(s), dates, experience gained, classes taught. Unique contributions made or ideas initiated.
- Other Experience** Job titles
Names of employers, locations, dates worked.
Emphasis:
-Special skills or talents developed.
-Experience gained that can apply to another job.
-Personal characteristics that promoted success.
-Unique contributions made or ideas initiated.
- Future Goals** Professional and personal goals.
- Personal Interest** Community activities. Professional activities. Hobbies and interests.
Travel experiences. Foreign-language skills.
- References** List three references, including contact information.