The University of West Florida

School of Education

The Empowered Professional Making a Difference

School of Education Guide

2024-2025

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School of Education

Introduction

Welcome

Welcome to the School of Education (SoE) at the University of West Florida. We are delighted that you are joining us and look forward to working with you as you work toward completion of the program and prepare for teacher certification or become a professional in education.

We hope that this guide will help you navigate your program and understand some key policies and requirements for the college and university. [Note: This guide is not meant to be the final or sole word on requirements or policies of your program, the college, or the university.] Please read carefully and familiarize yourself with the information in this guide. While SoE faculty and staff will strive to answer questions and advise you on issues as they arise, you are ultimately responsible for ensuring that you meet program requirements and adhere to relevant college and university policies.

Please feel free to call, email, or make an appointment with your Academic Advisor, Susan Martin, if you have any questions. Her contact information can be found on page 9.

Congratulations

The SoE faculty congratulate and commend you on deciding to dedicate your life to making a difference in the lives of children. We are happy to be a formative part of your journey as you connect theory learned in courses to practices encountered during field placements. The clinical/field experiences of your degree program are intentionally designed to provide experiences intended to maximize your self-confidence, strengthen your knowledge and skills, and develop your professional identity.

With the cooperation and support of partnering school districts and their schools and teachers, SoE strives to provide our teacher candidates with diverse K-12 classroom experiences to develop the pedagogy necessary to become successful teachers. SoE is particularly indebted to the school districts for their help in preparing the teachers of tomorrow.

Florida Educator Accomplished Practices (FEAPs)

Accomplished Practices are defined as the pre-professional competencies you will be expected to demonstrate as a teacher candidate and are established by the Florida Department of Education. The Florida Educator Accomplished Practices (FEAPs) are provided in the appendices. You can find more information on the FEAPs at https://www.fldoe.org/teaching/professional-dev/the-fl-educator-accomplished-practices.stml

SoE Conceptual Framework

The SoE Conceptual Framework establishes the overarching goals of our programs. Outcomes of the programs are intended to produce education professionals who are:

- **Knowledgeable**— Apply research-based content and pedagogy
- **Innovative**— Think and act creatively to enhance education through the use of technology and 21st century skills
- **Ethical**— Adhere to a code of standards and demonstrate professionalism
- **Engaged**— Communicate, collaborate, and commit to serve locally and globally
- **Reflective**— Use critical thinking in decision making and problem solving
- **Inclusive**— Embrace diversity and promote equality and equity in society

Education Degree Programs

SoE offers three undergraduate degree programs: one non-teacher certification degree major (ISS/Community Education) and two initial teacher certification* degree majors (1. Exceptional Student Education/Elementary Education and 2. Elementary Education)**: https://uwf.edu/academic-affairs/departments/school-of-education/programs/

> Community Education: This program may be completed fully online or by combining face-to-face and online courses except for practicum and capstone experiences.

- Exceptional Student Education (K-12)/Elementary Education (K-6): This program may be completed fully online or by combining face-to-face and online courses except for field experiences and student teaching. Students must successfully complete the following Florida Teacher Certification Exams: 1) General Knowledge, 2) Professional Education, 3) Elementary Education, and 4) Exceptional Student Education
- Elementary Education (K-6): This program is offered in a face-to-face format with some courses being offered online. However, students in this program from an online section when an in-person section is offered. Students must successfully complete the following Florida Teacher Certification Exams: 1) General Knowledge, 2) Professional Education, and 3) Elementary Education K-6 Subject Area.

In addition, the Hal Marcus College of Science and Engineering offers five undergraduate degree programs in mathematics and science teaching, which are known as the UWF Teach programs*: https://uwf.edu/hmcse/programs/

- Mathematics UWF-Teach, B.A.
- Biology UWF-Teach, B.A.
- Chemistry UWF-Teach, B.A.
- Physics UWF-Teach, B.A.
- Earth and Space Science Teaching, B.A.

*SoE and UWF Teach Certification programs lead to certification in the state of Florida. Students planning to teach/practice outside of Florida should consult with the agency for that state or contact SoE for further information. Licensure information by state can be found at: https://nc-sara.org/guide/state-authorization-guide
**Degree plans for the SoE can be found at https://uwf.edu/academic-affairs/departments/school-of-education/programs/ and plans for UWF Teach majors can be found at https://uwf.edu/academic-affairs/departments/school-of-education/uwf-teach/*

SoE Admissions Requirements

Once a student is admitted to UWF, there are separate admissions requirements for teacher certification programs. Students may declare a major in one of the teacher certification programs (Elementary Education, ESE/Elementary Education, or UWF Teach programs) after completing the following additional requirements:

1. Meet with your academic advisor.

2. Purchase Exxat software system (see page 11 for additional information).

3. Read the SoE Guide.

4. Take and pass all areas (English Language Skills, Reading, Math, and Essay) of the FTCE General Knowledge Test (GK). SoE offers resources and a free online Canvas course for the GK. Please contact your advisor for more information.

5. Have a cumulative GPA of at least 2.50 (transfer GPA + UWF GPA).

6. Complete the online Teacher Education Orientation (see advisor).

7. Successfully complete the education prerequisite course: EDF1005 (or EDG2041 Exploring Inquiry Teaching for UWF-Teach programs) with a C- or higher.

8. Successfully complete an A.A. degree and/or all lower-division coursework.

Per state statute, students will not be allowed to move forward in a certification track and take program courses if the prerequisite course and all four sections of the GK test are not passed. Additionally, students will not be permitted to take upper-division education program courses without having a cumulative GPA of a 2.50 or higher. Once admitted to an initial certification program, students must maintain a program GPA of at least 2.50. Careful monitoring will ensure that knowledge, skill, and/or dispositional deficits of pre-service teacher candidates are identified in a timely manner so that students can be mentored toward success.

For additional information on the required exams, please see the section in this guide titled *Florida Teacher Certification Exams.*

Students entering UWF as freshmen, sophomores, or juniors may declare a major in the **non-teacher certification** ISS Community Education B.A. after completing the following requirements:

1. Meet with your academic advisor.

2. Have a cumulative GPA of at least 2.00 in all previously attempted college coursework.

3. Complete Teacher Education Orientation.

4. Successfully complete an A.A. degree and/or all lower level coursework. (Students admitted to the non-certification degree major must maintain a minimum GPA of 2.00.)

SoE Student Teacher Candidacy Admissions Requirements

Students must fulfill additional requirements to be admitted to student teacher candidacy. To be admitted to student teaching (or apprenticeship teaching for UWF Teach), the student must:

1. Full admission to a SoE teacher certification program (Elementary Education or ESE/Elementary Education) or UWF-Teach certification program.

2. Submit passing scores on both the FTCE Professional Education and Subject Area Examination(s). SoE offers free online Canvas courses for these tests. Please contact your advisor for more information.

3. Submit an application for student teaching or apprenticeship teaching by the deadline. For spring candidates, the application must be submitted between October 1 – November 1. For fall candidates, the application must be submitted between April 1 – May 1.

4. Maintain a program GPA of at least a 2.5.

5. Complete all teacher education courses with a minimum of C-.

6. Be approved for candidacy by the SoE Dean.

Students are required to take and pass all required FTCEs* prior to student teaching. The deadline to submit passing test scores for fall placement is May 1; the deadline to submit passing test scores for spring placement is November 1.

Students who are unable to pass these exams have the option of switching to the non-teacher certification Community Education major. Please note, however, the Community Education degree program will require additional coursework and does not prepare students for a career as a certified K-12 classroom teacher.

* FTCE scores must be earned no more than ten years prior to the date of application for certification.

Advising

Before registering for coursework, you will need to have your Advising PIN released by an advisor. Please make an appointment with your advisor to have your pin released. This requirement will prevent you from registering for courses without the assistance of your academic advisor. You can make an appointment online through the Navigate app in MyUWF. If you need additional assistance, please contact the SoE Advising Center.

Due to the changing nature of certification and education programs in Florida, it is strongly recommended that you contact an advisor prior to registration each semester. In the end, this could save you time and money!

For assistance, contact your academic advisor either in person, by phone, or by email. Current students, please make an appointment through MyUWF in Navigate. Advising hours are Monday through Friday, 8:30 am to 5:30 pm. If you have questions regarding any of the education programs offered, you can email Susan Martin at smartin1@uwf.edu.

SoE Advising also has PALS (Personal Availability Links) which allow students to click and schedule an advising appointment.

Academic Advising

Ms. Susan Martin (850-474-3088) is located in building 85, room 166 and is the Academic Advisor for all SoE undergraduate students. To schedule an advising appointment with Ms. Martin, use the following link: https://uwf.campus.eab.com/pal/SoNhvV-BCU

Teacher Candidate Support Protocol

Field Experiences and Student Teaching provide an opportunity for growth, both personally and professionally. Teacher candidates (TC) are held to the highest standards, just as teachers are. In the event there is a concern about a TC's performance and/or professional behavior, it is critical that the CT, TC, and US work diligently to resolve the issue in the most expeditious and collaborative manner.

Sometimes, a further review of the issue(s) is needed. In the event the issues in performance and/or professional behavior cannot be resolved among the CT, TC, and US, the US should immediately issue an alert in Navigate and notify the SoE Dean. The Dean may involve current and past instructors, and will include, as appropriate, a student's academic advisor. The clinical team will review all circumstances and documentation to determine extra supports to help the TC succeed, while considering the needs of the school and P-12 students.

Recommendations for improvement may include (but not limited to): establishing a clinical support plan taking additional coursework to build skills, retaking previous courses to ensure mastery of the teaching craft, counseling services, withdrawal from the clinical course, and change of major. Students who wish to appeal the recommendation of the clinical team should follow the university appeal procedures. For more information regarding the Student Complaint Process, go to:

https://uwf.edu/academic-engagement-and-student-affairs/departments/dean-of-students/care-services/students/student-complaint-processes/

Assessment System

Competencies and Skills

In SoE teacher certification programs, you will be qualified in specific competencies and skills, which the Florida Department of Education has determined as necessary for competency on the Florida Teacher Certification Exams (FTCE) and effective teaching. You can find more information on the FTCE Competencies and Skills at http://www.fl.nesinc.com/FL_prepBlueprints.asp

Assessment System and Academic Learning Compacts

SoE faculty have developed an academic plan for the evaluation of students to ensure that specific student learning outcomes are met through coursework, projects, and field experiences. This plan follows students while they are taking their coursework, upon graduation, and in-field two years after graduation. If you find yourself struggling during your first two years in-field, please reach out to the SoE Dean for assistance.

EXXAT

SoE teacher certification programs are state-approved and nationally accredited. This state and national approval/accreditation provides you with the assurances of both a state and nationally recognized set of teaching credentials upon graduation. With these credentials, your prospects for securing a teaching position are greater than those of students who graduate with programs that do not have these accreditations. These assurances are not available from every college or university. To retain our national and state accreditations, which make our programs highly regarded throughout the nation and within Florida, we must provide *evidence* that the educational experiences we provide our students are relevant, research-based, contextually diverse, and data-driven. Thus, we must collect, maintain, and use data to satisfy the standards of these accrediting bodies. We accumulate this data through our Exxat software program.

The **required** Exxat program for can be purchased either through the UWF Bookstore or online at https://apps.exxat.com/Fusion/Account/Login.

Students are required to purchase Exxat and apply to the teacher certification program prior to taking teacher education courses. If you are a transfer student, you must apply as soon as you have access to your UWF email.

If you encounter a problem with Exxat, submit a ticket through the Technical Support function in your Exxat account. If further assistance is needed, please send an email to Exxat@uwf.edu

If you have a content issue with Exxat in a particular class, contact your instructor.

Courses and Field Experiences

Elementary Education and ESE/Elementary Program Courses

The following is a required <u>prerequisite</u> course for all teacher certification majors:
- EDF 1005 Introduction to Education (or EDG2041 Exploring Inquiry Teaching for UWF-Teach programs)

The following courses are <u>common</u> for Elementary and ESE/Elementary majors:
- EEX 3070 Methods of Inclusion and Collaboration
- LAE 3314 Literacy for the Emergent Learner
- EDF 3234 Applied Foundations of Education
- EDG 4373 Integrated Arts and Contemporary Educational Tools
- EDG 3945 Field Experience 1
- EDG 4442 Effective Learning Environments
- TSL 4080 ESOL Principles and Practices
- RED 3310 Literacy Instruction for the Intermediate Learner
- EDG 4949 Field Experience 2
- EDG 4936 Senior Seminar and Reading Practicum
- EDG 4940 Student Teaching
- SCE 4310 Teaching Science in Elementary Schools
- SSE 4413 Social Studies for Elementary Teachers
- MAE 4310 Teaching Mathematics in Elementary Schools
- RED 4542 Assessment and Differentiated Instruction in Reading
- EDG 4351 Educational Assessment

In addition, ESE/Elementary majors take:
- EEX 4141 Teaching Students with Language and Communication Disorders
- EEX 4254 Instructional Strategies for Teaching Students with Exceptionalities
- EEX 4355 Curriculum for Teaching Students with Exceptionalities
- EEX 4474 Curricula for Teaching Students with Severe Disabilities
- EEX 4772 Personal, Social and Employment Skills for Exceptional Students

UWF-Teach Program Courses

- EDF 3234 Applied Foundations of Education
- EDG 4323 General Methods in K-12 Reading Instruction
- ESE 4322 Instruction, Management, and Assessment: Secondary Education
- TSL 4080 ESOL Principles and Practices
- MAE/SCE 4320 Teaching Mathematics/Science in Middle and Secondary Education
- ESE 4940 Secondary Practicum
- EDG 4948 Apprenticeship Teaching

See individual degree plans located in the appendices for coursework to complete after completing the above courses. See your degree plan in DegreeWorks for a personalized degree plan. Please contact your advisor with any questions about your plan.

Field Experiences

SoE teacher candidates participate in a field-intensive program of study that allows them to engage in extensive reflection and writing about their classroom practice. Since Florida schools vary in the student populations they serve, the state requires teacher candidates to have clinical experiences in diverse school settings. Except for those enrolled in the Para to Pro program, candidates will be expected to serve in multiple school settings for all field experiences.

Field experience courses cannot be taken together; they are sequential. Each placement you receive will be in a different school. Placements are made by the Director of Clinical Experiences and Partnerships in collaboration with each district or school. Please do NOT reach out to a school or a school district to negotiate your placement. **Once a placement is made, it will not be changed.**

There are two field experience courses for Elementary and ESE/Elementary majors: Field Experience 1 and Field Experience 2. For Field Experience 1 and 2, your program GPA must be 2.5 or higher to be eligible for placement. Additionally, you must be admitted to the program and have passed the FTCE General Knowledge Exam before taking FE1. Work with your advisor to learn the details of each course.

For UWF-Teach majors, there is one field experience course: Secondary Practicum. For Secondary Practicum only, you will **NOT** be required to purchase Exxat. You will receive an application link to a Google Form via your UWF email. Work with your advisor to learn the details of this course.

Before placements can be made, **students must first submit a field placement application** in Exxat by the following stated deadlines. **A new application must be submitted each semester. Absolutely no applications are carried forward to the next semester regardless of the reason.** Instructions will be received via your advisor on how to submit your application.

Application deadlines for Field Experience 1 & 2 and Secondary Practicum are as follows:

- **Fall** – Application window is April 1st - May 1st. **Deadline is May 1st.** FE1 candidates - FTCE General Knowledge scores must be received by May 1st to secure a placement.

- **Spring** – Application window is October 1st - November 1st. **Deadline is November 1st.** FE1 candidates - FTCE General Knowledge scores must be received by November 1st to secure a placement.

Teacher candidates are responsible for applying within the application window. If you miss the application window, your field experience will be delayed until the following semester.

Placements for Student Teaching and Apprenticeship Teaching are made by the Director of Clinical Placements and Partnerships. **Once a placement is made, it will not be changed.**

Student Teaching and Apprenticeship Teaching
During your culminating clinical experience, you will gradually assume full responsibility for all classroom and instructional duties under the supervision of high-performing and highly qualified educators. Throughout the experience, your cooperating teacher and university supervisor will closely monitor and measure your teaching skills to ensure you demonstrate the highest standards of excellence.

To meet the state requirement that teacher candidates encounter diverse settings, Student Teaching/Apprenticeship Teaching will be completed in different schools and at different grade levels from prior field experiences with the exception of those in the UWF Para to Teacher program.

Placements are made by the Director of Clinical Experiences and Partnerships in collaboration with each district or school. Please do NOT reach out to a school or a school district to negotiate your placement. **Once a placement is made, it will not be changed.**

Student Teaching and Apprenticeship Teaching applications (in Exxat) and all passing FTCE scores **must be received by the deadline, or your culminating clinical experience will be delayed until the next semester**. Student Teaching and Apprenticeship Teaching application deadlines are as follows:

- **Fall –** Application window is April 1st - May 1st. **Deadline is May 1st.** All test (FTCE) scores must be received by May 1st to secure a placement.

- **Spring –** Application window is October 1st - November 1st. **Deadline is November 1st.** All test (FTCE) scores must be received by November 1st to secure a placement.

In addition to passing all exams by the designated deadline and the application being submitted on time, teacher candidates must also earn a C- in all required courses and maintain a minimum program GPA of 2.5.

Placements for Student Teaching and Apprenticeship Teaching are made by the Director of Clinical Placements and Partnerships. **Once a placement is made, it will not be changed.**

Teacher candidates completing student teaching outside of Florida should view "UWF State Authorization Status" - https://uwf.edu/offices/registrar/registration/distance-learning-state-authorization/ to determine if the state you are in allows UWF to place students for clinical experiences or internships. It is also suggested that you contact the district where you are seeking placement to verify availability.

ESOL Endorsement

Students in the Elementary and ESE/Elementary programs will complete the ESOL endorsement through selected program courses and in TSL4080 and TSL4081. The performance component for your ESOL endorsement is required in FE 2. For more information on the ESOL Endorsement, go to http://www.fldoe.org/academics/eng-language-learners

Reading Endorsement

Students in the Elementary and ESE/Elementary programs will complete Competencies 1-4 in LAE 3314, RED 3310, and RED 4542. Competency 5, Demonstration of Accomplishment, is part of Senior Seminar and Student Teaching. For more information on the Reading Endorsement, go to http://www.fldoe.org/academics/standards/just-read-fl/reading-endorsement.stml

Expectations

Fingerprints and Background Checks

To comply with the Jessica Lunsford Act, all teacher candidates completing a clinical experience in the State of Florida must be fingerprinted and complete a background check. Each school district is responsible for the fingerprinting of teacher candidates in that county. Teacher candidates should refer to the local school district website for procedures and costs for fingerprinting and background checks. *Teacher candidates will not be allowed entry into a school without completing the fingerprinting and background checks required by that district.*

Each Florida school district has different policies and teacher candidates should follow their specific district's guidance. For instance, in some districts, teacher candidates must be fingerprinted every year whereas in others, they must be fingerprinted every 3-5 years. Therefore, teacher candidates should check with their local district to ensure their fingerprints are current prior to each field experience.

Directions for local districts can be found at the links below:
● Escambia County School District: https://www.escambiaschools.org/Page/830 - Follow the directions for "STUDENT TEACHERS." You do not need a CIN.
● Okaloosa County School District: https://fieldprintflorida.com/individuals - Choose the "I know my Fieldprint code" option. The code is FPOCSDInstructional.
● Santa Rosa County School District: https://srcsdhumanresources.weebly.com/fingerprint-information.html

Liability Insurance and Medical Insurance

UWF offers Professional Liability Insurance for teacher candidates completing clinical experience hours. It is recommended that teacher candidates should secure their own health/medical insurance to provide coverage for any illness or injury incurred during any clinical experience, as no such coverage is provided by the University of West Florida. If you are a distance/online student, you should check with the district where you will be doing your field experience or student teaching to find out if you need to purchase medical insurance.

Injuries

If you are injured completing any type of field placement, please notify your Cooperating Teacher, the Principal, and your University Supervisor immediately. Complete any necessary paperwork as required by the school and/or district.

Smoking and Vaping

You are prohibited from smoking or vaping on school property.

Professionalism

Teacher candidates should always maintain a high level of professionalism, especially while in the schools. Indicators of professionalism include: a willingness to participate in activities, attendance, punctuality, strong work ethic, and demonstration of a positive attitude. Teacher candidates should maintain a professional stance while participating in clinical experiences as well as away from the school environment. Lack of professionalism may result in the student being removed from a school placement and failing the course.

Dress Code

Teacher candidates participating in field experiences should dress according to professional practices and the faculty dress code for the school where you are placed. This includes procedures for clothing, tattoos, hair color, and piercings. On occasion, a modification to dress code will be needed for a special function and in these individualized situations, teacher candidates should follow the advice of the school's administration and cooperating teacher. You must always wear your identification badge when on school grounds.

Dates of Attendance

Teacher candidates in Field Experience 1, Field Experience 2, and Secondary Practicum will begin their field work after placements have been confirmed. See information below in the Daily Schedule. Teacher candidates in Student Teaching and Apprenticeship Teaching are expected to be in their field classrooms for the semester. All teacher candidates will follow the local school district's schedule instead of the UWF schedule for holidays.

Daily Schedule

Teacher candidates in Field Experience 1, Field Experience 2, and Secondary Practicum will work with their cooperating teacher to create a set schedule to complete their hours in the classroom. All field experience teacher candidates are expected to be present and on-time once their schedule has been established.

- For Field Experience 1, teacher candidates must successfully complete at least 7.5 hours per week over the course of a minimum of 10 weeks.
- For Field Experience 2, teacher candidates must successfully complete approximately 8.5-9 hours per week over a 10-12 week period.
- For Secondary Practicum, teacher candidates are encouraged to successfully complete approximately 10 hours per week over 10 weeks.

Students who are employed as paraprofessionals may NOT use their scheduled work hours towards their required field experience hours. Field experience hours must be completed in addition to any scheduled paraprofessional hours.

In Student Teaching, teacher candidates must follow the same contractual requirements as those of the cooperating teacher and are expected to be present for the same hours as

their cooperating teacher for the 15 weeks of the semester. Typically, schools require teachers to arrive 30-40 minutes before the first bell and leave 30-60 minutes after the dismissal bell.

In Student Teaching and Apprenticeship Teaching, it is strongly recommended that candidates begin their placement when the teachers return from summer or winter break to maximize their learning of how to establish effective classroom routines, to begin building rapport with the CT, and to meet faculty members, students, and families of students.

Illness/Absences

If a teacher candidate must be absent for any reason, they are responsible for notifying their cooperating teacher immediately, so the teacher has time to make appropriate plans. Once the cooperating teacher has been notified, the teacher candidate must then immediately notify their university supervisor(s) the very same day.

For Field Experience 1, Field Experience 2, and Secondary Practicum, teacher candidates are responsible for the execution of advanced planning of any anticipated absences (e.g., a trip that is scheduled to occur during a field experience but was committed to prior to the start of the field experience). These types of absences must be addressed by the teacher candidate with their university supervisor as soon as the teacher candidate is aware that their trip will conflict with field experience hours or assignments.

For Student Teaching and Apprenticeship Teaching, trips/vacations should not be taken during these culminating clinical experiences. Through the degree plan, application, and advising appointments, you are made aware well in advance that you must be in the classroom the full semester.

When considering a teacher candidate's absences, the University Supervisor will apply UWF's policy regarding excused absences:

- Students will be excused from class to observe religious holidays of their faith in accordance with UWF REG 3.041 Religious Observances.
- Absences for imposed legal responsibilities (e.g., jury duty, court appearance) and military obligations.
- Absences resulting from participation in extracurricular activities in which students are official representatives of the University.
- Absences for serious illness, death or serious illness within the student's immediate family, or other sound reasons offered by the student may be accepted as excused absences.

According to UWF, these excused absences include the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Note that the Director of Clinical Placements and Partnerships and the SoE Dean reserve the right to terminate or extend the length of student teaching or apprenticeship

teaching assignments, in instances where the teacher candidate misses more than five days.

Time Management, Course Load, Work, and Life
Think about the number of hours you can contribute to your studies. There are only 168 hours in a week. The minimum amount of time you should spend on your coursework weekly is 3 hours per semester hour. This means that if you are taking 15 semester hours, you should be spending at least 45 hours (3 x 15) per week on your courses. This does not include the 15 hours you are in class. Bottom line = a total of 60 hours for your studies. Online courses often take more time than courses that are face to face. Carefully consider what you can physically and mentally do before attempting too many courses in one semester.

Student Teaching is a full-time job (~40-50-hour time commitment). Please consider how this will affect you and your personal life well **before** you begin Student Teaching (e.g. childcare, loss of income, a leave of absence, possible loss of healthcare, etc.).

Email Netiquette

- Check/access your UWF email account each day.
- Sign your email with your full name and UWF student I.D. number.
- Include the class you are referencing in the subject line.
- Use a greeting (e.g., "Good morning") and salutation (e.g., "Sincerely").
- Be polite and maintain a professional tone in your emails.
- Remember email is not "real time." Emails may not be returned immediately.

Laptops and Cell Phones

In face-to-face courses, be sure to turn your cell phone on "silent" before class begins. Laptops should be used for taking notes or participating in technology-based activities assigned by the instructor. We want you to have the best possible education, and laptops should not be used for any other reason during class (e.g., social media, shopping). When you are in a field placement, your cell phone should be on "silent" and stored out of sight. You will refrain from using your cell phone in a K-12 classroom except for emergencies or instructional purposes approved by your cooperating teacher (e.g., Class Dojo, Kahoot, etc.).

The Professional Triad – Roles

Supervision of teacher candidates is a responsibility shared by the cooperating teacher and the university supervisor. University of West Florida's supervisory program is based on the principle that the cooperating teacher is responsible for classroom instruction and the university supervisor is a liaison between the cooperating teacher, school, and the university. In addition, university supervisors evaluate the teacher candidate on planning, teaching, assessment, and professionalism in consultation with the cooperating teacher.

Terms Defined

Teacher Candidate: a student accepted into a Teacher Education program who is working toward an education degree and enrolled in a field experience course.

Field Experience 1 (FE1) Teacher Candidate: a student enrolled in the first of three field experiences required for Elementary and ESE/Elementary majors. Over 10-12 weeks, teacher candidates are expected to be in the classroom for a minimum of 75 hours.

Field Experience 2 (FE2) Teacher Candidate: a student enrolled in the second of three field experiences required for Elementary and ESE/Elementary majors. Over 10-12 weeks, teacher candidates are expected to be in the classroom for a minimum of 100 hours; 25 hours of their placement must be working with an ESOL student. The FE2 student should be in his/her assigned classroom a minimum of 2 days each week of the field experience.

Secondary Practicum (SP) Teacher Candidate: a student enrolled in one clinical experience for a secondary education minor, or a student enrolled in the first of two field experiences required for UWF-Teach majors. The SP student is expected to be in the classroom for 100 hours over 10-12 weeks, a minimum of 2 days each week.

Apprenticeship Teacher (AT) Teacher Candidate: a student enrolled in the culminating clinical experience for UWF-Teach majors, apprenticeship teaching. Apprenticeship teachers are required to be in the classroom halftime for a minimum of 15 weeks. It is strongly recommended that apprenticeship teachers begin their placement when the teachers return from summer or winter break to maximize their learning of how to establish effective classroom routines, to begin building rapport with the CT, and to meet faculty members, students, and families of students.

Student Teacher (ST): a teacher candidate enrolled in the culminating clinical experience for Elementary and ESE/Elementary majors, student teaching. Student teachers are required to be in the classroom full-time for a minimum of 15 weeks. It is strongly recommended that student teachers begin their placement when the teachers return from summer or winter break to maximize their learning of how to establish effective classroom routines, to begin building rapport with the CT, and to meet faculty members, students, and families of students.

Cooperating Teacher (CT): a fully certified teacher who is responsible for guiding the professional growth and expertise of a teacher candidate.

University Supervisor (US): The University Supervisor works collaboratively with the cooperating teacher in providing meaningful reflection experiences and evaluations of the teacher candidate.

Teacher Certification

Accreditation

UWF is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). SoE is a part of UWF's Professional Education Unit (PEU), which is accredited by the Council for the Accreditation of Educator Preparation (CAEP). Additionally, UWF teacher certification programs are reviewed and approved by the Florida Department of Education (FLDOE).

Florida Teacher Certification Exams*

The first Florida Teacher Certification Exam (FTCE) is the General Knowledge (GK) Test**. There are four subtests of this exam: Mathematics, Reading, English Language Skills, and Essay. **This exam must be passed prior to admission to one of the certification degree education majors as required by Florida State Statute.** Additionally, due to Florida State Statute, students are not permitted to take upper-division education course work without passing all four sections of the General Knowledge Test while in a teacher preparation program. (Please note passing the CLAST prior to July 1, 2002 can no longer be used in lieu of passing the GK test for admission purposes.)

The next FTCE exam is the Professional Education Test (PEd)** which is based on educational theories and foundations as well as knowledge of general instructional strategies. **This exam must be passed prior to student teaching or apprenticeship teaching.** It is recommended that the student take this exam early in the SoE program after passing EDF3234, EDG 4442/ESE 4322, and TSL 4080. The deadline for submitting passing scores is May 1st for fall placements and November 1st for spring placements.

Finally, the teacher candidate must take and pass the FTCE Subject Area Exams (SAE)** associated with his or her certification track program. These exams are based on the content and methods of your major. **All required subject area exams must be passed prior to student teaching or apprenticeship teaching**. We recommend students take the subject area exams early, after completing the methods and most of the content courses, in order to leave time to retake if necessary. The deadline for submitting passing scores is May 1st for fall placements and November 1st for spring placements.

FTCE test scores must be earned no more than ten (10) years prior to the date of application for certification.

**You must wait 31 calendar days after taking a test/subtest/section. Otherwise, the score for your retake will be invalidated and no score report will be issued. It may take up to 6 weeks to get exam scores back.*

FTCE Study Information

FTCE Information: https://uwf.edu/academic-affairs/departments/school-of-education/support--resources/ftce-information/ and https://libguides.uwf.edu/c.php?g=401648&p=2731928

Registration for the computer-based FTCE GK, PEd, or SAE is by appointment only at various testing sites.

Go online to the FTCE website at http://www.fl.nesinc.com/FL_Register.asp to register for your FTCE certification exams. The cost of these tests (and retakes) varies so please refer to the above website for the most up-to-date information about this.

Out-of-state students: You may have to plan to travel to take the exams or make arrangements at a remote testing facility where available. View test center locations in Florida and throughout the United States at http://www.fl.nesinc.com/FL_TestCenterMap.asp

Graduation

Pre-Graduation Audit

SoE undergraduate majors are required to meet with their academic advisor to complete a Pre-Graduation Audit prior to graduation. This audit is intended to advise the student of all courses needed for graduation and to confirm that all remaining requirements are included in the degree plan.

Graduation Process

SoE majors are responsible for understanding and meeting all UWF and SoE graduation requirements. Having met all requirements for an undergraduate degree major, a student is expected to graduate.

Student responsibilities include:

1. Meeting with an SoE undergraduate academic advisor each semester to discuss degree progression,
2. Completing the Graduation Application online: http://uwf.edu/offices/registrar/graduation-guide/apply-to-graduate/, and
3. Meeting all requirements for the degree (see below).

UWF Bachelor's Degree Requirements
Requirements include, but are not limited to:

- 120 semester hours in an approved program to meet state law requirements
- UWF cumulative 2.00 GPA with a major GPA of 2.00 for SoE undergraduate non-certification track programs
- UWF cumulative 2.50 GPA with a major GPA of 2.50 for SoE undergraduate certification track programs
- 48 semester hours in upper-level course work
- 25% of degree program credits must be earned at UWF
- The last 30 semester hours of credit for a degree must be earned at UWF
- 24 semester hours of upper-level work in the major field with a minimum of 18 upper-level semester hours in the major field at UWF
- Fulfillment of Gordon Rule (Writing and Mathematics) Requirements
- Completion of all General Education requirements
- Completion of the Civic Literacy requirements
- Completion of all program specific lower division common prerequisites
- Completion of admissions foreign language requirement
- Completion of multicultural requirement
- Nine hours of summer semester enrollment at an SUS institution (students who entered UWF with less than 60 semester hours)
- Admitted and enrolled at UWF in a degree-seeking status for a minimum of one semester in the degree program for which a degree is awarded

- Admitted and enrolled at UWF in a degree-seeking status within the last five years of the date the degree is awarded. SoE undergraduate students should contact their academic advisor to determine the minimum hours and courses in which to enroll.

- Students who need to be readmitted will be required to meet the degree requirements of the current catalog.

NOTE: A degree will not be awarded for a student who is on academic probation or suspension.

After Graduation

Upon graduation with a major in a teacher certification program (Elementary Education, ESE/Elementary Education, or one of the UWF Teach programs), students are eligible for a five-year professional certificate in their subject area(s) from the State of Florida. To secure this, they are required to submit an application to the FLDOE. For more information go to http://www.fldoe.org/teaching/certification/index.stml. This information is addressed in your senior seminar course: EDG4936.

Support Services & Resources

Center for Academic Success

The Center for Academic Success provides free tutorial assistance and academic support services to all students, including distance learners enrolled at the University of West Florida. The Center is located in Building 21. Please contact (850) 474-3176 or visit: https://uwf.edu/academic-engagement-and-student-affairs/departments/center-for-academic-success/

UWF Writing Lab

The UWF Writing Lab provides assistance with learning proper grammar and writing papers. This service is available to online students as well as local students. The main lab is located in Building 51, Room 157. https://uwf.edu/cassh/resources/the-uwf-writing-lab/

Student Advocate

In addition to the Student Ombudsperson, a Student Advocate is available to assist students with information regarding university policies, grievance procedures, and appeal procedures. The Student Advocate may also serve as a facilitator in the resolution of disagreements, grievances or otherwise unsatisfactory conditions. The Student Advocate, a UWF student, is appointed by the Student Government Association (SGA) President. Students wishing to speak with the Student Advocate should go to the SGA Office located in the University Commons in Building 22, Room 227 or call (850) 474-2393. Additional information can be found here: https://uwf.edu/academic-engagement-and-student-affairs/departments/student-ombuds/

Financial Aid
Students attending on-campus or online classes may apply for eligibility to receive financial aid. The financial aid home page is located at https://uwf.edu/offices/financial-aid/

Please familiarize yourself with this site, which contains information, applications, additional forms, as well as the steps to follow in the financial aid process. Please read the information found in the "Scholarship" link if you are interested in applying for scholarships. **NOTE:** Scholarship application deadlines apply.

Students attending UWF online who are non-Florida residents may apply for an out-of-state tuition waiver online at https://onlinedegrees.uwf.edu/tuition-aid/tuition-waiver/

Any questions regarding financial aid should be directed to the Financial Aid Office. To find your financial aid counselor go to: https://uwf.edu/offices/financial-aid/contact-us/

UWF ONLINE!

As a UWF student, you will be expected to access your MyUWF and Gmail accounts on a daily basis. MyUWF is a "one-stop shop" for all the information you need as a student. Your student records, registration and course search, graduation dashboard, eLearning online courses, financial aid and account balance, hold information, grades, and your degree audit can all be found in MyUWF. To access your MyUWF account, go to our

home page at https://my.uwf.edu/ If you have difficulties signing up or understanding this website, please contact the UWF Informational Technology Services (ITS) at 850.474.2075 or visit their website found here: https://uwf.edu/academic-affairs/departments/help-desk/

Your Degree Works audit is a list of each requirement you will need to complete to graduate from UWF. Your academic advisor can help you read your audit; however, you should review it frequently on your own to maintain accuracy.

Gmail is your student email account that you may access by going to the Gmail login at http://gmail.students.uwf.edu using your MyUWF username and password.

UWF Library Access

Students who are taking any classes on the UWF main campus are required to obtain a Nautilus Card. On-campus students can access library materials from the UWF John C. Pace Library (Building 32) and Education Library (Building 86/Room 105) with the use of the Nautilus Card.

If all of your classes are online you may request a Library Access Number as follows:

- Go to the Library Home Page at www.lib.uwf.edu
- Click on "Services" (a link on the right)
- Click on "Online Learner" (a link on the right)

If you have any additional questions regarding access to library materials, contact the Circulation Department at 850.474.2414.

UWF Bookstore

Students can purchase textbooks online at https://www.bkstr.com/westfloridastore/home. In addition to books, students can purchase UWF apparel and gifts, school supplies, and computer products.

Once you register for classes, go to Classmate in MyUWF, then click on Purchase Textbooks. This link shows what books your instructors have ordered for your various classes, both required and recommended. You can pay for them online and have them shipped to you, or you can pay for them online and have the books held by the bookstore until you can pick them up in person.

Military and Veterans Resource Center

The UWF Military & Veterans Resource Center (MVRC) serves as a leading campus advocate for military, dependents and veteran students, working to ensure the needs of these individuals are met through coordinating with multiple university offices and services. The center provides assistance with the following:

- VA education benefits
- Active-duty tuition assistance
- Out of state fee waiver
- Coordinating academic advising

- Tutoring
- Counseling
- Disability accommodations
- Referral to state and federal resources and services'

The MVRC can be found in Building 38, Room 147. They can also be contacted at 850-474-2550 and mvrc@uwf.edu. For more information, you can also go to: https://uwf.edu/academic-affairs/departments/military-veteran-resource-center/

Disability Services for Students

The Student Accessibility Resources office provides assistance for eligible students with disabilities by ensuring that appropriate academic accommodations are made. Accommodations vary by individual and may include interpretive services, testing accommodations, assistive technology, and note taking assistance. Appropriate academic accommodations will be determined based on the documented needs of the individual. For more information, please contact the Student Accessibility Resources (SAR), Building 19, Room 100D, (850) 474-2387, or go to: https://uwf.edu/academic-engagement-and-student-affairs/departments/student-accessibility-resources/

Health Services

Student Health Services, located in Building 960, Suite 106, provides primary care for all currently enrolled students. While the cost to see a provider is covered by the student health fee, there are nominal charges for labs, immunizations, and certain exams, procedures, and treatments. Students are seen by appointment only. The clinic is open Monday through Friday from 8 a.m. - 5 p.m. Appointments can be made in person or by calling (850) 474-2172.

Immunization records are required for all students attending class on campus. Please submit these records to Health Services. You will not be able to register for classes until Health Services has your immunization records. Go to Immunization Status in MyUWF for more information.

Counseling & Psychological Services

Counseling & Psychological Services (CAPS) is located in Building 960, Suite 200A. "CAPS offers counseling and therapy to help students address how to manage, cope and grow with the stress associated with school and life." Some of the services CAPS provides include the following: therapy, outreach, self-help resources, mental health screenings, trainings, information for parents, and faculty and staff emergency guides. For more information call (850) 474-2420, stop by between 8 am and 5 pm, Monday through Friday, or see https://uwf.edu/academic-engagement-and-student-affairs/departments/counseling-and-psychological-services/

Recreation and Wellness

Recreation and wellness provides a wide variety of recreational activities such as aquatics, an HLS facility, group classes, intramural sports, outdoor adventures, sport clubs, and wellness initiatives. For more information, please see their website:

Field Experience 1 and 2 and Secondary Practicum Responsibilities/Duties

Cooperating Teacher (CT)

Cooperating teachers are the professionals with whom teacher candidates are most closely associated during their field experiences. The cooperating teacher provides guidance and support and serves as both a mentor and coach. For our purposes, these are the definitions we will use for these terms:

- Mentor: an experienced and capable teacher who supports, encourages, and nurtures a field experience student. This relationship-based process is designed to help the field experience student grow both personally and professionally in order to become a highly effective teacher.
- Coach: a knowledgeable teacher who identifies and works to develop specific skills in a field experience student. This relationship-based process is designed to set goals in regard to specific dispositions, knowledge, skills and behaviors on which the field experience student may need to focus in order to maximize his or her potential.

Criteria for Cooperating Teacher

The qualifications of cooperating teacher are based upon the following criteria, which are mandated by the Florida Department of Education and have been agreed upon by the School of Education and the school districts. The cooperating teacher must:

- Have three years of teaching experience in the area they will be supervising (at least one of these in the district at the grade level or subject where the field experience student is assigned**)**

- Possess full state certification, based upon at least a bachelor's degree, for the grade level or subject to which the field experience student is assigned

- Possess ESOL/Reading Endorsements (if applicable to the placement)

- Be recommended by her principal and approved by the administration of the teacher education institution

- Have earned "effective" or "highly effective" on the most recent evaluation by the principal

- Have completed the 2018 Revised Clinical Educator Training (CET) – Check with your local district or SoE placement office about course offerings

- Make coaching and mentoring a teacher candidate a priority

- Demonstrate effective classroom management

- Demonstrate personal/professional attitudes desirable for one in a leadership role in teacher education

- Demonstrate evidence of continuous professional growth

- Exhibit professional and ethical behavior

- Participate in the program willingly and look upon supervising the growth of a field experience teacher candidate as a contribution to the profession

Responsibilities of Cooperating Teacher

The cooperating teacher is in a key position in determining the success or failure of a teacher candidate's field experience. The cooperating teacher is the primary mentor and guide for candidates during their field experience. The specific responsibilities of the cooperating teacher for teacher candidates in Field Experience 1 and 2 are described in more detail below:

- Facilitate introduction of the field experience teacher candidate to the school administration, staff, parents, and students and provide guidelines on dress code requirements specific to your district or school.

- Instruct field experience teacher candidate on professional etiquette and dispositions.

- Provide leadership, direction, and assistance to the field experience teacher candidate.

- Allow the field experience teacher candidate time for initial classroom observations and orientation to curriculum, instructional materials, and students. As soon as the CT and teacher candidate are ready, the CT should begin giving the candidate tasks in the classroom. These tasks may include but are not limited to individual student support, leading small groups, leading morning work, transporting class to lunch or special areas, reviewing student work, helping to organize/create classroom materials, etc.

- Allow the field experience teacher candidate sufficient time to plan/develop lessons and/or activities to be taught in the classroom.

- Provide the following suggested activities:
    o Teaching reading
    o Planning, adapting, delivering, and evaluating units that include curriculum materials, activities, and assessments with ELL students
    o Parent-teacher conferences
    o Faculty meetings
    o Team meetings
    o Additional duties: cafeteria/bus/library/etc.
    o Field trips
    o Resource classroom
    o I.E.P. and/or 504 Screening
    o RtI/MTSS Meetings

- Observe and informally evaluate the field experience or secondary practicum teacher candidate's performance, providing frequent, targeted constructive feedback. For

field experience 1 and 2, at least 2 of the student's lessons and activities will be formally evaluated by the cooperating teacher with feedback provided. The CT may use any observation tool they feel is appropriate. All feedback should be based upon evidence gathered.

- Complete the CT Feedback Form that corresponds to the teacher evaluation instrument used in your district after week 5 and the end of the term- Field Experience 1 and 2, and secondary practicum located in the appendices.

- Work with field experience student to establish a designated day and time each week for focused reflection and feedback.

- Assist the teacher candidate in developing any remedial plans necessary to help the student develop instructional and/or behavior management skills.

- Arrange a pre-observation conference with the candidate prior to lesson(s) and approve all lesson plans.

- Contact the university supervisor immediately if concerned about the field experience student's performance or behavior.

Key Things to Remember

- UWF students are not allowed to chaperone any type of activity alone during the placement.

- The University prohibits the use of UWF students as substitute teachers during the placement.

- UWF teacher candidates are expected to know their pupils as well as possible through observations, conferences, test scores, and examination of school records.

- UWF teacher candidate behavior during school days and non-school days should be governed by the fact that they are now a professional.

- Teacher candidates must be available for scheduled or impromptu conferences with the cooperating teacher and/or university supervisor.

Responsibilities of University Supervisor

The university supervisor is the instructor of the course and is responsible for collecting and submitting all assignments, observations, and feedback relevant to the candidate's performance in the field course. The university supervisor is also responsible for providing needed support to the student and the cooperating teacher. The university supervisor's final evaluation submission in Exxat must reflect input from the candidate and cooperating teacher. Specific responsibilities include:

- Meet with the cooperating teacher and field experience student for introductions and an outline of upcoming activities.

- Review all lesson plans.

- **FE1** – Observe and formally evaluate two instructional session, providing feedback.

- **FE2** – Observe and formally evaluate two instructional sessions, providing feedback. Complete informal observations as necessary.

- **SP -** Observe and formally evaluate two instructional sessions, providing feedback. Complete informal observations as necessary.

- Be readily available to discuss problems that may arise.

- Assist the CT and the field experience student in developing any remedial plans necessary to help the student develop instructional and/or management skills.

- Complete Dispositions Form (appendices). Submit to Exxat.

- Complete a final review conference with candidate and CT in order to complete Exxat evaluation together.

- Submit the Exxat Field Experience Binder at the end of the semester. (When completing evaluations in Exxat, please do not leave any item "unbubbled" or unmarked. Leaving items unmarked causes errors in the reporting of the evaluations.)

Responsibilities of Teacher Candidate

The relationship between the teacher candidate and cooperating teacher is of critical importance. It is necessary for an open and positive relationship to exist from the onset. The teacher candidate should take the initiative in establishing communication with the cooperating teacher. If at any point the teacher candidate is having difficulty or senses a problem with the relationship, he or she should bring up the issue immediately with the cooperating teacher. If the issue is not resolved, the teacher candidate should inform the university supervisor. It is essential that any barriers to open communication be resolved quickly. To establish a productive working relationship with the cooperating teacher, the teacher candidate should:

- Display an interest in becoming an effective teacher by conveying a sincere desire to learn, willingness to cooperate, and an appreciative attitude towards any suggestions and constructive criticism.

- Keep in mind that the cooperating teacher is considered the "expert" and as such has specific knowledge of the subject matter, students and their needs, teaching strategies, planning, and assessment. You are the novice and are there to learn. Seek the advice of the cooperating teacher and be open to any suggestions and feedback.

- Strive for insights from the observation and participation phases of the field experiences.

- Take an early initiative in assuming responsibility by asking the CT how you can participate in the classroom activities.

- When teaching, attempt alternate teaching techniques to discover and develop an individual teaching style.

- Realize that classroom pupils are the ultimate responsibility of the cooperating teacher and that variations from standard procedure should be discussed in advance with the cooperating teacher. (The teacher candidate and cooperating teacher are encouraged to be innovative in ensuring the student is able to apply research-based strategies in the classroom.)

- Schedule and hold regular conferences to discuss planning.
- Conduct him/herself professionally at all times. (See "Expectations" in the first section of this guide).
- Dress professionally. (See "Expectations" in the first section of this guide).

Additionally, the FE1, FE2, and Secondary Practicum Teacher Candidate should:

- Review teacher's editions and curriculum guidelines for assigned grade level.
- Be prompt and thoroughly plan lessons.
- Communicate directly and honestly with the cooperating teacher and university supervisor and instructor.
- Have the cooperating teacher approve all schedules, lesson plans, activities, and materials.
- Immediately inform the cooperating teacher and university supervisor of any changes in the agreed upon field experience schedule.
- **FE1 teacher candidate** – Demonstrate weekly teaching skills focused on the best practices for that week. Comprehensively plan one lesson which will be formally evaluated by the university supervisor. Make a C- or better on the content.
- **FE2 teacher candidate -**- Comprehensively plan at least three lessons delivered in a variety of instructional formats. All lessons will be evaluated by the cooperating teacher; the first and last lessons will be formally evaluated by the university supervisor. Make a C- or better on the content. Earn an Effective on all ESOL elements.
- **SP teacher candidate** - Demonstrate weekly teaching skills focused on the best practices for that week. Comprehensively plan two lessons which will be formally evaluated by the university supervisor.
- Submit assignments in a timely manner to both the cooperating teacher and course instructor. Submit designated assignments to Exxat.
- Complete an evaluation on your CT.
- Maintain a paper copy of attendance using the Daily Attendance Record or a form approved by the university supervisor. The cooperating teacher should initial each day the teacher candidate is in the classroom. The university supervisor will verify hours in Exxat at the end of the semester.

Field Experience 1 and 2 and Secondary Practicum
CT and US Roles and Responsibilities

Cooperating Teacher (CT) Roles & Responsibilities		University Supervisor (US) Roles & Responsibilities	
Collaborate with teacher candidate and University Supervisor	❖ Communicate with candidate and University Supervisor (US) regularly. ❖ Commit to mentoring and coaching teacher candidate. ❖ **FE1** - Meet with University Supervisor (US) and teacher candidate (virtually or in person) **at least 2 times**: once for orientation and once at the end for summative evaluation. ❖ **FE2** - Meet with University Supervisor and teacher candidate (virtually or in person) at **least 3 times**: once for orientation, once for feedback for teacher candidate and once at the end for summative evaluation. ❖ **FE1 and 2**- Evaluate lesson(s) taught by the teacher candidate utilizing the feedback form that corresponds with your district evaluation system and share feedback with the teacher candidate. ❖ Model and instruct candidate on professional dispositions ❖ Monitor progression of teacher candidate's teaching and learning.	Collaborate with classroom teacher	❖ Organize meetings with the teacher candidate, cooperating teacher (CT), and university supervisor (US). ❖ Communicate with candidate and CT regularly: **FE1** - 4-8 times/semester, more if necessary and **FE2 & SP** - 6-8 times/semester, more if necessary. ❖ Explain expectations regarding coaching teacher candidate to the classroom teacher. ❖ **FE1** - Meet at least 2 times with classroom teacher and teacher candidate (virtually or in person). ❖ **FE2 & SP**- Meet **at least 3 times** with the classroom teacher and teacher candidate (virtually or in person). ❖ **FE1** – Evaluate two lessons taught by the student and share with the CT. ❖ **FE2 & SP**- Evaluate two lessons taught by the teacher candidate and share with the CT. ❖ **FE1 & SP-**Provide instruction on professional dispositions and ethics. ❖ Monitor progression of teacher candidate's teaching and learning. ❖ **FE1 -** Assist teacher candidate with understanding instrument and rubric for teacher performance expectation (i.e. Danielson). ❖ **FE1** - Use the teacher performance rubric to provide feedback to teacher candidate on identified elements after observation.

Scaffold teacher candidate's experiences	❖ **FE1** - Assist teacher candidate with understanding and applying research based best practices. ❖ **FE2** - Assist teacher candidate with a **deeper** understanding and applying research based best practices. ❖ Assist teacher candidate in identifying strengths and areas for improvement. ❖ Support teacher candidate in completing requirements for field experience. ❖ **FE2** - Observe teacher candidate working with ESOL students and provide feedback. ❖ **FE2** - Observe teacher candidate seeking ESE certification working with students with special needs and provide feedback. Observe teacher candidate seeking ELE certification working with students with elementary and provide feedback.	Scaffold teacher candidate's experiences	❖ **FE2 & SP**- Assist teacher candidate with a **deeper** understanding (why and how) of the instrument and rubric for teacher performance expectation (i.e. Danielson). ❖ **FE2 & SP** - Use the entire teacher performance rubric to provide feedback to teacher candidate (at least two observations) and more if necessary for teacher candidate to at least meet minimum expectations. ❖ Work with teacher candidates to identify artifacts to upload to Exxat for program evaluation as evidence to support rubric ratings. ❖ **FE2** - Provide feedback and support to teacher candidate working with ESOL students ❖ **FE2** - Observe teacher candidate seeking ESE certification working with students with special needs and provide feedback. Observe teacher candidate seeking ELE certification working with students and provide feedback. ❖ Review lesson plans and provide feedback.

Link theory to practice	❖ Assist teacher candidate in connecting field practice to theory learned during previous coursework. ❖ Use pre and post lesson meetings as an opportunity to link theory to practice (pre) and practice to theory (post).	Link theory to practice	❖ Assist teacher candidate in designing and teaching lesson(s) and activities to explicitly connect field practice to theory learned during previous coursework. ❖ Use pre and post lesson meetings as an opportunity to link theory to practice (pre) and practice to theory (post).
Develop teacher candidate's critical reflection abilities	❖ Encourage self-reflection throughout the field experience. ❖ Support teacher candidate's growth by providing feedback and encouraging analysis and critical reflection.	Develop teacher candidate's critical reflection abilities	❖ Encourage self-reflection throughout the field experience. ❖ Support teacher candidate's growth by providing feedback and encouraging analysis and critical reflection.

Final Evaluation of Field Experience 1 and 2 and Secondary Practicum

The *university instructor* will make the final decision for the teacher candidate's final grade for field experiences 1 and 2 and secondary practicum.

- **To pass FE1,** the candidate must not make below an "Emerging" (formerly "Needs Improvement") on the 12 Critical Components of the Danielson Framework on his/her summative evaluation or less than a "partially meets expectations" on any of the Dispositions.
- **To pass FE2,** the candidate must earn a minimum rating of "Developing" for 16 or more components of the Danielson Framework with no "Unsatisfactory" ratings and a minimum rating of "Partially Meets" on all the SoE Dispositions. The candidate must also learn a minimum of "Meets" for all ESOL tasks.
- **To pass SP,** the candidate must earn a "Needs Improvement" or above rating on all components of the Danielson Evaluation Rubric as well as "partially meets expectations" on all dispositions.

Evaluation Instrument

UWF uses the Danielson Evaluation Instrument for all field placements. The evaluation instrument employs a four-level rating scale: Effective, Developing, Emerging/Needs Improvement, and Unsatisfactory. See the appendices for the complete evaluation.

Students who receive an unsatisfactory grade, withdraw, or are administratively removed from a clinical course may apply for a second placement though one is not guaranteed. If a second placement is secured and the candidate fails to achieve the

required performance by the specified time frame, under no circumstances will a third placement be attempted.

When there are significant/ongoing issues in performance and/or professional behavior, a clinical support plan will be initiated. If the support plan is completed successfully, you may receive a second placement. If the plan is not successfully completed, you will not be placed for a second FE or Student Teaching.

Student and Apprenticeship Teaching Responsibilities/Duties

Cooperating Teacher (CT)

Cooperating teachers are the professionals with whom teacher candidates are most closely associated during their field experiences. The cooperating teacher provides guidance and support and serves as both a mentor and coach. For our purposes, these are the definitions we will use for these terms:

● Mentor: an experienced and capable teacher who supports, encourages, and nurtures a field experience student. This relationship-based process is designed to help the field experience student grow both personally and professionally in order to become a highly effective teacher.

● Coach: a knowledgeable teacher who identifies and works to develop specific skills in a field experience student. This relationship-based process is designed to set goals in regard to specific dispositions, knowledge, skills, and behaviors on which the field experience student may need to focus in order to maximize his or her potential.

Criteria for Cooperating Teacher

The qualifications of cooperating teacher are based upon the following criteria, which are mandated by the Florida Department of Education and have been agreed upon by the School of Education and the school districts. The cooperating teacher must:

● Have three years of teaching experience in the area they will be supervising (at least one of these in the district at the grade level or subject where the field experience student is assigned)

● Possess full state certification, based upon at least a bachelor's degree, for the grade level or subject to which the field experience student is assigned

● Possess ESOL/Reading Endorsements (if applicable to the placement)

● Be recommended by her principal and approved by the administration of the teacher education institution

● Have earned "effective" or "highly effective" on the most recent evaluation by the principal

● Have completed the 2018 Revised Clinical Educator Training (CET) – Check with your local district or SoE placement office for course offerings

● Make coaching and mentoring a teacher candidate a priority

- Demonstrate effective classroom management
- Demonstrate personal-professional attitudes desirable for one in a leadership role in teacher education
- Demonstrate evidence of continuous professional growth
- Exhibit professional and ethical behavior
- Participate in the program willingly and look upon supervising the growth of a field experience student as a contribution to the profession

Responsibilities of Cooperating Teacher

The cooperating teacher is in a key position in determining the success or failure of a teacher candidate's field experience. The cooperating teacher is the primary mentor and guide for candidates during their student teaching. The specific responsibilities of the cooperating teacher for teacher candidates in Student Teaching or Apprenticeship Teaching are described in more detail below:

- Facilitate introduction of the student teacher or intern to the school administration, staff, parents, and students and provide guidelines on dress code requirements specific to your district.
- Provide leadership, direction, and assistance to the field experience teacher candidate.
- Allow the student teacher candidate time for initial classroom observations and orientation to curriculum, instructional materials, and students. As soon as the CT and teacher candidate are ready, the CT should begin giving the candidate tasks in the classroom. These tasks may include but are not limited to: individual student support, leading small groups, leading morning work, transporting class to lunch or special areas, reviewing student work, helping to organize/create classroom materials, etc.
- Allow the teacher candidate sufficient time to plan/develop lessons to be taught in the classroom.
- Provide the following suggested activities:
  - Teaching reading
  - Planning, adapting, delivering, and evaluating units that include curriculum materials, activities, and assessments with ELL students
  - Parent-teacher conferences
  - Faculty meetings
  - Team meetings
  - Additional duties: cafeteria/bus/library/etc.
  - Field trips
  - Resource classroom
  - I.E.P. and/or 504 Screening
  - RtI/MTSS meetings

- Complete the Dispositions Form in collaboration with the Teacher Candidate at the midterm point in the semester.

- Observe and informally evaluate the student teacher candidate or intern's performance providing frequent, targeted constructive feedback. The CT should then share observation information with the US. The CT may use any observation tool they feel is appropriate. All feedback should be based upon evidence gathered.

- Complete the CT Feedback Form - Student Teaching/Internship located in the appendices at mid-term and end of the semester.

- Work with student teacher/intern to establish a designated day and time each week for focused reflection and feedback.

- Assist the teacher candidate in developing any remedial plans necessary to help the student develop instructional and/or behavior management skills.

- Arrange a pre-observation conference with the candidate prior to each lesson and approve all lesson plans.

- Contact the university supervisor immediately if concerned about the field experience teacher candidate's performance or behavior.

Key Things to Remember

- UWF teacher candidates are not allowed to chaperone any type of activity alone during the placement.

- The University prohibits the use of UWF teacher candidates as substitute teachers during the placement.

- UWF teacher candidates are expected to know their pupils as well as possible through observations, conferences, test scores, and examination of school records.

- UWF teacher candidate behavior during school days and non-school days should be governed by the fact that they are now a professional.

- Teacher candidates must be available for scheduled or impromptu conferences with the cooperating teacher and/or university supervisor.

Responsibilities of University Supervisor

The university supervisor is the instructor of the course and is responsible for collecting and submitting all assignments, observations, and feedback relevant to the candidate's performance in student teaching. The University supervisor is also responsible for providing needed support to the student and the cooperating teacher. The university supervisor's final evaluation submission in Exxat must reflect input from the candidate and cooperating teacher. Specific responsibilities include:

- Meet with the cooperating teacher and student teacher for introductions and to outline the semester.

- Review lesson plans.

- Complete at least 4 formal observations using the Danielson Evaluation Rubric. Complete informal observations as necessary.

- Be readily available to discuss any problems that may arise.

- Assist the CT and the student teacher candidate in developing any remedial plans necessary to help the candidate develop instructional and/or management skills.

- Complete a final review conference with candidate and CT in order to complete the Exxat evaluation together.

- Submit the Exxat Student Teaching Binder at the end of the semester. (When completing evaluations in Exxat, please do not leave any item "unbubbled" or unmarked. Leaving items unmarked causes errors in the reporting of the evaluations.)

Responsibilities of Teacher Candidate

The relationship between the teacher candidate and cooperating teacher is of critical importance. It is necessary for an open and positive relationship to exist from the onset. The teacher candidate should take the initiative in establishing communication with the cooperating teacher. If at any point, the teacher candidate is having difficulty or senses a problem with the relationship, he or she should bring up the issue immediately with the cooperating teacher. If the issue is not resolved, the teacher candidate should inform the university supervisor. It is essential that any barriers to open communication be resolved quickly. To establish a productive working relationship with the cooperating teacher, the teacher candidate should:

- Display an interest in becoming an effective teacher by conveying a sincere desire to learn, willingness to cooperate, and an appreciative attitude towards any suggestions and constructive criticism.

- Keep in mind that the cooperating teacher is considered the "expert" and as such has specific knowledge of the subject matter, students and their needs, teaching strategies, planning, and assessment. You are the novice and are there to learn. Seek the advice of the cooperating teacher and be open to any suggestions and feedback.

- Strive for insights from the observation and participation phases of the field experiences.

- Take an early initiative in assuming responsibility and when teaching, attempt alternate teaching techniques to discover and develop an individual teaching style.

- Realize that classroom pupils are the ultimate responsibility of the cooperating teacher and that variations from standard procedure should be discussed in advance with the cooperating teacher. (The teacher candidate and cooperating teacher are encouraged to be innovative in ensuring the student is able to apply research-based strategies in the classroom.)

- Schedule and hold regular conferences to discuss planning.

- Complete an evaluation on your CT and US.

- Conduct him/herself professionally at all times. (See "Expectations" in the first section of this guide).

- Dress professionally. (See "Expectations" in the first section of this guide).

Additionally, the Student Teacher/Intern should:

- Review teacher's editions and curriculum guidelines for assigned grade level.
- Be prompt and thoroughly plan lessons.
- Be prepared to teach lessons.
- Communicate directly and honestly with the cooperating teacher and university supervisor.
- Have the cooperating teacher approve all lesson plans, activities, and materials.
- Immediately inform the cooperating teacher and university supervisors of any absences.
- Submit assignments in a timely manner to both the cooperating teacher and course instructors. Submit designated assignments to Exxat.

Student Teaching Timeline (Guideline)

Weeks 1 and 2

> During the first two weeks of the semester, the teacher candidate should observe and complete any duties assigned by the cooperating teacher. The teacher candidate should also work with individuals and small groups. The teacher candidate may begin to teach lessons during the second week.

Weeks 3 and 4

> During weeks 3 & 4, the teacher candidate should move from the observation/assistant phase of student teaching to playing a more active role in daily student supervision tasks (such as taking over attendance, morning work, lunch count, etc.). The teacher candidate should continue to work with individuals and small groups in addition to taking over small routine tasks such as attendance, morning work, lunch count, and additional tasks as assigned by the Cooperating teacher.

> *By the end of the fourth week, the cooperating teacher will submit the first feedback form to the university supervisor.*

Weeks 5 thru 7

> In week five, the teacher candidate should continue managing the daily tasks. The teacher candidate should begin to assume the primary responsibility (with the cooperating teacher's guidance) for planning and teaching one subject/class period (or approximately one hour of the day's instruction each day for weeks 5, 6, and 7. During weeks five through seven, the teacher candidate should add a subject/class period for each week until the teacher candidate has assumed all of the Cooperating teacher's duties.

By the end of the sixth week, teacher candidate, cooperating teacher and university supervisor will discuss the teacher candidate disposition form.

Weeks 8 thru 13

The teacher candidate should be responsible for planning and teaching the entire day for six weeks (weeks 8-13). The teacher candidate should retain the responsibilities assumed in the previous weeks and complete a minimum of six weeks of full-time teaching. Full-time teaching responsibility includes planning and duty stations assigned to the cooperating teacher. For Elementary Education and ESE/EL Ed programs, the student must also submit a reading unit plan and be observed by a reading evaluator (i.e., certified reading teacher). See your Senior Seminar schedule for due dates.

After the university supervisor observes, the teacher candidate and university supervisor will meet for a post conference. The cooperating teacher may also participate in these post conferences. At least four observations will be completed.

By the end of the 8th week, the cooperating teacher will submit the second feedback form to the university supervisor. [1]

Weeks 14 and 15

The teacher candidate should gradually return primary responsibility of planning and teaching the class to the cooperating teacher.

The teacher candidate is encouraged to observe other classes during the last 1-2 weeks. The cooperating teacher must approve.

At the end of the semester, the teacher candidate, cooperating teacher and university supervisor will meet for a summative evaluation. During this meeting the final summative evaluation will be completed.

The cooperating teacher will submit the final feedback form to the university supervisor.

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[1]Revised 7/27/23

Student and Apprenticeship Teaching CT and US Roles and Responsibilities

Cooperating Teacher Roles & Responsibilities		University Supervisor Roles & Responsibilities	
Collaborate with teacher candidate and University Supervisor	1. Communicate with candidate and University Supervisor (US) regularly. 2. Meet at least 4 times with teacher candidate. Meet with the US and ST for orientation and summative evaluation. 3. Commit to mentoring and coaching teacher candidate. 4. Evaluate lessons taught by the teacher candidate utilizing the feedback form that corresponds with your district evaluation system and share feedback with the teacher candidate and US. 5. Complete mid-term and final feedback forms for University Supervisor.	Collaborate with classroom teacher	1. Communicate with candidate and CT regularly (6-10 times/semester, more if necessary). 2. Meet at least 4 times with teacher candidate (virtually or in person). Meet with the CT and ST for orientation and summative evaluation. 3. Explain expectations regarding coaching teacher candidate to the classroom teacher. 4. Evaluate a minimum of three lessons taught by the teacher candidate.
Scaffold teacher candidate's experiences	1. Monitor progression of teacher candidate's teaching and learning. 2. Assist teacher candidate with a deeper understanding and application of research-based practices. 3. Work with teacher candidate to identify strengths and areas for improvement. 4. Support teacher candidate in completing requirements for student teaching.	Scaffold teacher candidate's experiences	1. Monitor progression of teacher candidate's teaching and learning. 2. Assist teacher candidate with a deeper understanding (why and how) of the instrument and rubric for teacher performance expectation (i.e. Danielson). 3. Use the teacher performance rubric at least three times, to provide feedback to teacher candidate, more if necessary for teacher candidate to at least meet minimum expectations. 4. Work with teacher candidates to identify artifacts to upload to Exxat for program evaluation as evidence to support rubric ratings. 5. If not certified or endorsed in reading, collaborate with a university supervisor who is certified or endorsed in reading for observing and evaluating the teacher candidate's reading assignment

Link theory to practice	1. Assist teacher candidate in connecting field practice to theory learned during previous coursework. 2. Use pre and post lesson meetings as an opportunity to link theory to practice (pre) and practice to theory (post).	Link theory to practice	1. Use pre and post lesson meetings as an opportunity to link theory to practice (pre) and practice to theory (post).
Develop teacher candidate's critical reflection abilities	1. Encourage self-reflection throughout student/apprenticeship teaching. 2. Support teacher candidate's growth by providing feedback and encouraging analysis and critical reflection.	Develop teacher candidate's critical reflection abilities	1. Encourage self-reflection throughout student/apprenticeship teaching. 2. Work with teacher candidate by providing feedback for revising a professional learning plan, which should be a critical reflection of progress, to be used as an artifact demonstrating professional growth.

Final Evaluation of Student Teaching

The ***university instructor*** will make the final decision for the teacher candidate's final grade for student teaching. However, in order to pass Student Teaching, the candidate **must score at "meets expectations" for Danielson components 1h, 2m, 3q, 3r, 6t, and 9o and "partially meets expectations" on the remaining Danielson components on his/her summative evaluation and all criteria on program assessments (i.e., Unit Plan, Analysis of Student Impact, and Technology Integration).**

Evaluation Instrument

UWF uses the Danielson Evaluation Instrument for all field placements. The evaluation instrument employs a four-level rating scale: Effective, Developing, Emerging/Needs Improvement, and Unsatisfactory. See the appendices for the complete evaluation.

Students who receive an unsatisfactory grade, withdraw, or are administratively removed from a clinical course may apply for a second placement though one is not guaranteed. If a second placement is secured and the candidate fails to achieve the required performance by the specified time frame, under no circumstances will a third placement be attempted.

When there are significant/ongoing issues in performance and/or professional behavior, a clinical support plan-will be initiated. If the Support Plan is completed successfully, you may receive a second student teaching placement. If the plan is not successfully completed, you will not be placed again for student teaching.

Appendices

Appendix A – Florida Educator Accomplished Practices

Appendix B – Transition Points

Appendix C – FTCE Exam Study Guidelines

Appendix D – Dispositions

Appendix E – Danielson Evaluation

Appendix F – Planning Guide

Appendix G – Reflection Guide

Appendix H – Post Observation Conference Guide

Appendix I – Professional Development Planning Guide and Template

Appendix J – Cooperating Teacher Feedback Form (Danielson and Marzano) Field Experience 1

Appendix K – Cooperating Teacher Feedback Form (Marzano) Field Experience 2/Secondary Practicum/Student Teaching/Apprenticeship Teaching

Appendix L – Cooperating Teacher Feedback Form (Danielson) Field Experience 2/Secondary Practicum/Student Teaching/Apprenticeship Teaching

Appendix A – The Florida Educator Accomplished Practices

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

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

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

1.c. Designs instruction for students to achieve mastery;

1.d. Selects appropriate formative assessments to monitor learning;

1.e. Uses diagnostic student data to plan lessons; and

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

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

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

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

2.c Conveys high expectations to all students;

2.d. Respects students' cultural, linguistic and family background;

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

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

2.g. Integrates current information and communication technologies;

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

2.i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication

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

3.a. Deliver engaging and challenging lessons;

3.b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;

3.c. Identify gaps in students' subject matter knowledge;

3.d. Modify instruction to respond to preconceptions or misconceptions;

3.e. Relate and integrate the subject matter with other disciplines and life experiences;

3.f. Employ higher-order questioning techniques;

3.i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and

3.j. Utilize student feedback to monitor instructional needs and to adjust instruction.

FEAP 4: Assessment. The effective educator consistently:

4.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;

4.b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;

4.c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;

4.d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;

4.e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and;

4.f. Applies technology to organize and integrate assessment information.

FEAP 5: Continuous Professional Improvement. The effective educator consistently:

5.a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;

5.b. Examines and uses data-informed research to improve instruction and student achievement;

5.c. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;

5.d. Engages in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues

5.e. Implements knowledge and skills learned in professional development in the teaching and learning process.

FEAP 6: 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 State Board of Education Rules 6B-1.001 and 6B1.006, F.A.C, and fulfills the expected obligations to students, the public and the education profession.

6.a. Apply the Code of Ethics and Principles of Professional Conduct to professional and personal situations.

6.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.

6.c   Apply knowledge of rights, legal responsibilities, and procedures for reporting incidences of abuse, neglect, or other signs of distress.

6.d   Determine and apply the appropriate use and maintenance of students' information and records.

6.e   Identify and apply policies and procedures for the safe, appropriate, and ethical use of technologies.

Appendix B – Transition Points

Elementary and ESE/Elementary Transition Points

Candidate Level Review	Transition 1- Admissions	Transition 2 Prior to FE 2	Transition 3 Prior to Student Teaching	Transition 4- Graduation	Transition 5- Post-Graduation
	• Minimum GPA 2.5 • Minimum of C- in EDF 1005 • Dispositions Self-rating • Pass General Knowledge Exam	• Minimum 2.5 GPA in education coursework overall. • Minimum C- in all education classes	• Minimum 2.5 GPA in education coursework overall • Minimum C- in all education classes • Professional Education Exam • Subject Area Exam	• Minimum 2.5 GPA in education coursework overall • Minimum C- in all education classes	• One year and three year post graduation follow-up survey • Principal Follow-up Survey • Employment Data
	Review Cycle	**Review Cycle**	**Review Cycle**	**Review Cycle**	**Review Cycle**
	Admissions	Application to FE II	Application to Student Teaching	Graduation	Annually
	Reviewed/recorded By	**Reviewed/recorded By**	**Reviewed/recorded By**	**Reviewed/recorded By**	**Reviewed/recorded By**
	Undergraduate Advising	Field Placement Office	Field Placement Office	Undergraduate Advising	OAASP

Appendix B – Transition Points

UWF Teach Transition Points

Candidate Level Review	Transition 1- Admissions	Transition 2 Prior to Apprenticeship Teaching	Transition 3- Graduation	Transition 4- Post- Graduation
	• Minimum GPA 2.5 • Minimum of C- in EDG 2041 • Pass General Knowledge Exam	• Minimum 2.5 GPA in education coursework overall. • Minimum C- in all education classes • Pass Professional Exam • Pass Subject Area Exam	• Minimum 2.5 GPA in education coursework overall • Minimum C- in all education classes	• One Year and three year post graduation follow-up survey • Principal Follow-up Survey • Employ-ment Data
	Review Cycle	**Review Cycle**	**Review Cycle**	**Review Cycle**
	Admissions	Application to Apprenticeship teaching	Graduation	Annually
	Reviewed By	**Reviewed By**	**Reviewed By**	**Reviewed By**
	Undergraduate Advising	Field Placement Office	Undergraduate Advising	OAASP

Appendix C – FTCE Information

FTCE Information: https://uwf.edu/academic-affairs/departments/school-of-education/support--resources/ftce-information/

FTCE Registration: https://www.fl.nesinc.com/FL_Register.asp

FTCE Resources available at UWF: https://libguides.uwf.edu/c.php?g=401648&p=2731928
UWF Library Guides: http://libguides.uwf.edu/ftce

FTCE and 240 Tutoring: https://uwf.edu/academic-affairs/departments/school-of-education/teacherready/resources/partnerships/240-tutoring/

Important note: You must study the content! Simply taking practice tests will not be enough to prepare you. Study the content <u>first</u>, utilize the many resources available to you, and then take a practice test. The Education Library, located in building 86/room 105, has FTCE study guides which can be borrowed with your Nautilus card. Contact your advisor to access free FTCE prep Canvas courses (General Knowledge, K-6, and Professional Education).

UWF FTCE Prep Guide:

<u>August</u>
- Study and learn about K-6 mathematics
    - Student thinking and instructional practices
    - Operations, algebraic thinking, counting and number in base ten
    - Fractions, ratios, and integers
    - Measurement, data analysis, and statistics
    - Geometric concepts

<u>October</u>
- Study and learn about K-6 science
    - Effective science instruction
    - The nature of science
    - Physical sciences
    - Earth and space
    - Life science

<u>November</u>
- Study and learn about K-6 social science
    - Effective instructional practice and assessment of the social sciences
    - Time, continuity, and change (i.e., history)
    - People, places, and environment (i.e., geography)
    - Government and the citizen (i.e., government and civics)
    - Production, distribution, and consumption (i.e., economics)

<u>December</u>
- Study and learn about K-6 language arts and reading
    - The reading process
    - Literary analysis and genres
    - Language and the writing process
    - Literacy instruction and assessments
    - Communication and media literacy

January-February
● Take FTCE K-6 Exam

March-April
● Didn't pass a sub-test? Study more! Use different resources! Contact your methods instructor for help!
● Retake the sub-test.

Appendix D – UWF Dispositions

By the end of the semester, student teachers must "meet expectations" for 1h (respects learners), 2m (values diversity), 3q & 3r (foster effective communication), 6t (accepts responsibility for student learning), and 9o (commits to ethical behavior). They must "partially meet expectations" for all remaining dispositions.

InTasc	Short Disposition	Meets Expectations	Partially meets expectations	Does Not Meet Expectations
1h	Respects Learners	The teacher candidate respects learners with differing strengths and needs and is committed to using this information to further each learner's development.	The teacher candidate respects some learners with differing strengths and needs and is attempting to use this information to further each learner's development.	The teacher candidate does not display respect for learners with differing strengths and needs and does not use this information to further each learner's development.
2m	Values Diversity	The teacher candidate respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.	The teacher candidate respects some-learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.	The teacher candidate does not respect learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.
3q and 3r	Fosters Effective Communication	The teacher candidate seeks to foster respectful communication among all members of the learning community, and is a thoughtful and responsive listener and observer.	The teacher candidate seeks to foster respectful communication among some members of the learning community, and is sometimes a thoughtful and responsive listener and/or observer.	The teacher candidate does not seek to foster respectful communication among all members of the learning community, and is not a thoughtful and responsive listener/observer.

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4o	Committed to Critical Thinking	The teacher candidate realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.	The teacher candidate inconsistently realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he only partially keeps abreast of new ideas and understandings in the field.	The teacher candidate does not realize that content knowledge is not a fixed body of facts but is complex, culturally situated, and even evolving. S/he does not keep abreast of new ideas and understandings in the field.
4q	Recognizes Bias	The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.	The teacher candidate inconsistently recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.	The teacher candidate does not recognize the potential of bias in his/her representation of the discipline and does not seek to appropriately address problems of bias.
5s	Displays Flexibility	The teacher candidate values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.	The teacher candidate inconsistently values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.	The teacher candidate does not value flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

6t	Accepts Responsibility for Student Learning	The teacher is committed to using multiple types of assessment processes to support, verify, and document learning	The teacher is inconsistently committed to using multiple types of assessment processes to support, verify, and document learning.	The teacher is not committed to using multiple types of assessment processes to support, verify, and document learning.
7p	Commits to Planning and Preparation	The teacher candidate takes professional responsibility to use long- and short-term planning as a means of assuring student learning.	The teacher candidate inconsistently takes professional responsibility to use long- and short-term planning as a means of assuring student learning.	The teacher candidate does not take professional responsibility to use long- and short-term planning as a means of assuring student learning.
8r	Values Technology	The teacher candidate is committed to exploring how the use of new and emerging technologies can support and promote student learning.	The teacher candidate is minimally committed to exploring the use of new and emerging technologies to support and promote student learning.	The teacher candidate is not committed to exploring how the use of new and emerging technologies can support and promote student learning.
9n	Seeks Continuous Learning	The teacher candidate sees themselves as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.	The teacher candidate sees themselves as a learner, but seeks few opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.	The teacher candidate does not see themselves as a learner, and does not seek opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.

10r	Engages in Collegiality	The teacher candidate takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.	The teacher candidate takes minimal advantage of opportunities to grow and develop with colleagues through interactions that enhance practice and support student learning.	The teacher candidate does not take advantage of opportunities to grow and develop with colleagues through interactions that enhance practice and support student learning.
90	Commits to Ethical Behavior	The teacher candidate understands the expectations of the profession including codes of ethics, professional standards of practice and relevant law and policy.	The teacher candidate has limited understanding of the expectations of the profession including codes of ethics, professional standards of practice and relevant law and policy, and therefore, does not display this understanding consistently through their actions.	The teacher candidate does not understand the expectations of the profession including codes of ethics, professional standards of practice and relevant law and policy, and therefore, engages in unethical behavior.

Appendix E – University Supervisor Evaluation (Danielson Summative)

Candidate:
Date and time of observation:
Subject:
Cooperating teacher/University Supervisor:
Grade level:

**Key: Effective = E   Developing = D   Emerging/Needs Improvement = NI
Unsatisfactory = U**

Domain 1: Planning and Preparation	E	D	NI	U
1a1: Demonstrating knowledge of content				
1a2: Demonstrating knowledge of pedagogy				
1b: Demonstrating knowledge of students				
1c: Setting instructional outcomes				
1d: Demonstrating knowledge of resources				
1e: Designing coherent instruction				
1f: Designing student assessments				
Domain 2: Classroom Environment				
2a: Creating an environment of respect and rapport				
2b: Establishing a culture for learning				
2c: Managing classroom procedures				
2d: Managing student behavior				
Domain 3: Instruction				
3a1: Communicating content with students				
3a2: Communicating procedures with students				
3b: Using questioning and discussion techniques				
3c: Engaging students in learning				
3d: Using assessment in instruction				
3e: Demonstrating flexibility and responsiveness				
Domain 4: Professional Responsibilities				
4a: Reflecting on teaching				
4b: Maintaining accurate records				
4c: Communicating with families				
4e: Growing and developing professionally				
4f: Showing professionalism				

Comments:

Charlotte Danielson's FRAMEWORK FOR TEACHING

DOMAIN 1: Planning and Preparation

1a Demonstrating Knowledge of Content and Pedagogy
- Content knowledge • Prerequisite relationships • Content pedagogy

1b Demonstrating Knowledge of Students
- Child development • Learning process • Special needs
- Student skills, knowledge, and proficiency
- Interests and cultural heritage

1c Setting Instructional Outcomes
- Value, sequence, and alignment • Clarity • Balance
- Suitability for diverse learners

1d Demonstrating Knowledge of Resources
- For classroom • To extend content knowledge • For students

1e Designing Coherent Instruction
- Learning activities • Instructional materials and resources
- Instructional groups • Lesson and unit structure

1f Designing Student Assessments
- Congruence with outcomes • Criteria and standards
- Formative assessments • Use for planning

DOMAIN 2: The Classroom Environment

2a Creating an Environment of Respect and Rapport
- Teacher interaction with students • Student interaction with students

2b Establishing a Culture for Learning
- Importance of content • Expectations for learning and achievement
- Student pride in work

2c Managing Classroom Procedures
- Instructional groups • Transitions
- Materials and supplies • Non-instructional duties
- Supervision of volunteers and paraprofessionals

2d Managing Student Behavior
- Expectations • Monitoring behavior • Response to misbehavior

2e Organizing Physical Space
- Safety and accessibility • Arrangement of furniture and resources

DOMAIN 4: Professional Responsibilities

4a Reflecting on Teaching
- Accuracy • Use in future teaching

4b Maintaining Accurate Records
- Student completion of assignments
- Student progress in learning • Non-instructional records

4c Communicating with Families
- About instructional program • About individual students
- Engagement of families in instructional program

4d Participating in a Professional Community
- Relationships with colleagues • Participation in school projects
- Involvement in culture of professional inquiry • Service to school

4e Growing and Developing Professionally
- Enhancement of content knowledge and pedagogical skill
- Receptivity to feedback from colleagues • Service to the profession

4f Showing Professionalism
- Integrity/ethical conduct • Service to students • Advocacy
- Decision-making • Compliance with school/district regulations

DOMAIN 3: Instruction

3a Communicating With Students
- Expectations for learning • Directions and procedures
- Explanations of content • Use of oral and written language

3b Using Questioning and Discussion Techniques
- Quality of questions • Discussion techniques • Student participation

3c Engaging Students in Learning
- Activities and assignments • Student groups
- Instructional materials and resources • Structure and pacing

3d Using Assessment in Instruction
- Assessment criteria • Monitoring of student learning
- Feedback to students • Student self-assessment and monitoring

3e Demonstrating Flexibility and Responsiveness
- Lesson adjustment • Response to students • Persistence

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Danielson Framework

Refer to your course in Canvas for the appropriate rubric for your specific field experience.

Appendix F – SoE Lesson Plan Template

Note: This template is used for all field experiences. However, contact your Instructor for the template used in your specific field experience.

Important: *Email your draft lesson plan to your university supervisor 72 hours before observation. Submit your final lesson plan and critical reflection within 48 hours after observation.*

Candidate:		**Date:**	
Content Area:		**Grade Level:**	**Projected Duration:**
Florida Standard(s): https://www.cpalms.org/Public/search/Standard			
Lesson Student Learning Outcome(s): Outcomes must be measurable (e.g., describe, explain, evaluate)			
Lesson Focus/Essential Question:			
Relevance/Connections to Real Life:			

Identify 2-3 possible learning barriers in your lesson: https://www.understood.org/articles/en/lesson-planning-with-universal-design-for-learning-udl	UDL Principle: https://udlguidelines.cast.org/	Guideline and Checkpoint:	Aligned Strategies

Differentiation Strategies:
 	
  a. Describe students with IEP(s) or other identified needs and explain the differentiation strategies that you will use to meet the needs of these students.
  b. Based on student data, describe the differentiation strategies you will implement for specific achievement groups of students.	

Detailed Instructional Plan (sequential order): Describe your instructional plan. Explain in detail what the teacher and students will do during each stage of the lesson. Include a full description of instructional strategies utilized: student/teacher call and response, discussion groups (e.g. individual, paired or group), collaborative learning, worksheets, manipulatives, etc. a. Your lesson must have an opening, main body and closing or you may use another structured lesson plan format such as Inquiry (Bybee 5E); Launch, Explore/Investigate/Instruct and Summarize; Direct Instruction (I do, we do, you do), etc.	Lesson SLO(s)-Copy and paste from above.

b. Include a full description of classroom management strategies you will use for groups, materials, routines and transitions. Include a description of any behavior management issues you anticipate and plans you have to address them such as proximity or positive behavior support. c. Include and highlight all questions within the lesson plan that are utilized for instruction, discussion and formative assessment. Label all questions using Bloom's Taxonomy or Webb's Depth of Knowledge. Make sure to include higher-order questions (e.g., creating, evaluating, analyzing). Include anticipated student responses as appropriate. d. If applicable, include strategies to support comprehension and learning of English Learners.	

Assessment for and of Learning:
 	
   a. How will you formatively assess *during* instruction? (checks for understanding-Thumbs Up/Thumbs Down; Red/Yellow/Green cards) What are your "look fors?" How will you use these assessments to "inform" further instruction?
   b. How will you provide mastery-oriented feedback (written and oral) to students?
   c. What summative assessment will be used? (if applicable-insert at end)	

Materials/Resources/Technology:
 	
   a. What materials and resources will be used? Insert any worksheets or assessments at the end of this lesson.
   b. What technology* will be used?	

* Resources for you to explore new technology:

1. Talk to your teacher and check out your district's website for technology!
2. Common Sense Education: Teachers' Essential Guide to Teaching with Technology: https://www.commonsense.org/education/articles/teachers-essential-guide-to-teaching-with-technology
3. Common Sense Education: Introduction to the SAMR model: https://www.commonsense.org/education/videos/introduction-to-the-samr-model
4. Common Sense Education: Top Tech Tools for Formative Assessment: https://www.commonsense.org/education/top-picks/top-tech-tools-for-formative-assessment
5. PBS Learning Media for Florida Educators: https://florida.pbslearningmedia.org/

Appendix G – Candidate Reflection Guide

These questions will be answered at the end of all clinical experiences and uploaded to Exxat. Individual instructors may add additional questions.

A. Reflecting on an individual lesson:
1. Identify the strengths and areas for improvement in the lesson. What caused the strengths and weaknesses of the lesson?

2. To what extent were the instructional goals/objectives met? What is the evidence that they learned what you intended? Did all the students reach mastery of the content? If not, what would you do next to ensure they did?

3. Did you make any modifications to your plan during the lesson to accommodate various student needs?

4. How did you use technology in your lesson? How could you use various forms of technology to enhance your lesson?
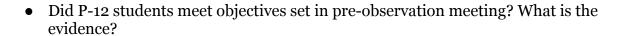
B. Reflecting on the semester-long experience:
1. How did you and/or your cooperating teacher maintain information on student assignments, student progress, and non-instructional records?

2. Describe ways you and/or your cooperating teacher used student data to inform your instruction and provide feedback throughout the semester.

3. Describe ways you and/or your cooperating teacher address the needs of your diverse population of students (i.e. exceptional, ESOL, multicultural, varied socio-economic students, etc.)? How did you apply UDL principles and/or differentiation?

4. What did you learn about including families in educational decisions? What are some ways that you observed teachers gathering and giving families information related to their students? Give examples.

5. What did you do to enhance your professional knowledge and practice? Describe what you have done and/or plan to do.

6. How did you and/or your cooperating teacher strive to collaborate with other teachers and school personnel? What are some opportunities you saw to provide services to the school or district?

7. How did you and/ or your cooperating teacher strive to support the emotional well being and mental health of students in your care?

8. How have you applied and/or plan to apply Florida Code of Ethics for educators? Please refer to Principles of Professional Conduct for the Education Profession in Florida: https://www.fldoe.org/teaching/professional-practices/code-of-ethics-principles-of-professio.stml

Appendix H – Post Observation Conference Guide

- Candidate's areas of strength (self-assessment): What do you think your areas of strength are?

- Candidate's areas for growth (self-assessment): What do you think your areas for growth are? Why?

Follow up questions based upon the evidence gathered:

- Did P-12 students meet objectives set in pre-observation meeting? What is the evidence?

- How did you do on observation target area(s):

- How did you do on core teaching methods:

  o Management

  o Assessment

  o Differentiation

  o Questioning and feedback

Appendix I – Teacher Candidate Development Plan Template

Directions: Each candidate will complete this form and the reflection at the end in order to submit to Exxat. Your goals will relate to the areas for improvement identified through self-reflection and conferences with your cooperating teacher and university supervisor.

Part 1: Candidate Strengths

We have identified my strengths to be:
1.
2.

Part 2: Goals for Improvement

We have identified two goals for improvement and planned for how I will achieve these goals.

	Teaching Skill (Choose one component from Danielson Domains 1,2, 3, or 4)	Professional Disposition (Choose one from the UWF dispositions)
Identified Goals: Identify at least one specific teaching skill and professional disposition you need to focus on for improvement.		

Relationship to rubrics:	Specific Danielson component:	Specific Disposition:
Rationale: Explain why you have chosen these goals.		
Measurable Objective: Tied to your self-assessment-How will you know you have improved? "I want to get better at classroom management" is <u>not</u> measurable.		
Assessment: How will you know that you have improved?		
Resource: Identify a minimum of one resource you will use to improve in this area.	Research-based written educational resource.	Written or personal resource or personal practice.

Part 3: Reflection

At the end of the semester, reflect on what you learned and what you still need to accomplish. (Write a minimum of two paragraphs.) After the reflection is completed, the document should be uploaded into Exxat.

Appendix J – Cooperating Teacher Feedback Form – Field Experience 1 – (Danielson)

Complete form after week 5 of the placement and at the end of the semester.

Candidate's Name _____Subject _____ Date _____

Cooperating Teacher _____ School _____ Grade _____

Key:

Effective = E, Developing = D, Emerging/Needs Improvement = NI, Unsatisfactory = U

Domain 1: Planning and Preparation	E	D	NI	U
1a1: Demonstrating knowledge of content				
1a2: Demonstrating knowledge of pedagogy				
1b: Demonstrating knowledge of students				
1c: Setting instructional outcomes				
1f: Designing student assessments				
Domain 2: Classroom Environment				
2a: Creating an environment of respect and rapport				
2c: Managing classroom procedures				
2d: Managing student behavior				
Domain 3: Instruction				
3a1: Communicating content with students				
3a2: Communicating procedure with students				
Domain 4: Professional Responsibilities				
4a: Reflecting on teaching				
4f: Showing professionalism				

Comments:

Appendix K – Cooperating Teacher Feedback Form (Marzano)

Field Experience 2/Secondary Practicum/Student Teaching/Apprenticeship Teaching

Complete form after week 5 of the placement and at the end of the semester.

Candidate's Signature _____ Subject _____ Date _____

Cooperating Teacher Signature _____ School _____ Grade _____

Using the scale provided, please rate the student in the critical elements of the Marzano Evaluation Model:

Key: 3- Effective   2-Developing   1- Needs Improvement   0- Unsatisfactory   N/A- Not Observed

	3	2	1	0	N/A
Standards-Based Planning	3	2	1	0	N/A
Planning Standards-Based Lessons/Units					
Aligning Resources to Standard(s)					
Planning to Close the Achievement Gap Using Data					
Standards-Based Instruction	3	2	1	0	N/A
Identifying Critical Content from the Standards *(Required evidence in every lesson)*					
Previewing New Content					
Helping Students Process New Content					
Using Questions to Help Students Elaborate on Content					
Reviewing Content					
Helping Students Practice Skills, Strategies, and Processes					
Helping Students Examine Similarities and Differences					
Helping Students Examine Their Reasoning					
Helping Students Revise Knowledge					
Helping Students Engage in Cognitively Complex Tasks					
Conditions for Learning	3	2	1	0	N/A
Using Formative Assessment to Track Progress					
Providing Feedback and Celebrating Progress					
Organizing Students to Interact with Content					
Establishing and Acknowledging Adherence to Rules and Procedures					
Using Engagement Strategies					
Establishing and Maintaining Effective Relationships in a Student-Centered Classroom					
Communicating High Expectations for Each Student to Close the Achievement Gap					
Professional Responsibilities	3	2	1	0	N/A
Adhering to School and District Policies and Procedures					
Maintaining Expertise in Content and Pedagogy					
Promoting Teacher Leadership and Collaboration					

Strengths:

Areas of improvement:

Concerns:

Appendix L – Cooperating Teacher Feedback Form (Danielson)
Field Experience 2/Secondary Practicum/Student Teaching/Apprenticeship Teaching

Candidate's Signature _____ Date _____

Cooperating Teacher Signature_____ Grade _____

Using the scale provided, please rate the student in the critical elements of the Danielson Framework for Effective Teaching listed below:

Key: 3- Effective   2-Developing   1- Needs Improvement   0- Unsatisfactory

Danielson 1a: Candidate displays knowledge of content and appropriate standards	3	2	1	0
Danielson 1b: Candidate displays an eagerness to learn about students	3	2	1	0
Danielson 1c: Candidate is able to set goals and objectives	3	2	1	0
Danielson 1d: Candidate uses a variety of resources	3	2	1	0
Danielson 1e: Candidate plans appropriate activities for content	3	2	1	0
Danielson 1f: Candidate plans appropriate student assessments	3	2	1	0
Danielson 2a: Candidate is respectful, positive and encouraging with all students	3	2	1	0
Danielson 2b: Candidate communicates high expectations for all students	3	2	1	0
Danielson 2c: Candidate effectively utilizes procedures, groups and transitions	3	2	1	0
Danielson 2d: Candidate monitors students' behavior and redirects	3	2	1	0
Danielson 3a: Candidate communicates directions and content effectively	3	2	1	0
Danielson 3b: Candidate utilizes effective questioning and discussion strategies	3	2	1	0
Danielson 3c: Candidate engages students in learning	3	2	1	0
Danielson 3d: Candidate effectively uses a variety of assessment strategies	3	2	1	0
Danielson 3e: Candidate is flexible and responsive to students needs	3	2	1	0
Danielson 4a: Candidate accurately reflects on their teaching	3	2	1	0
Danielson 4e: Candidate welcomes and applies feedback	3	2	1	0
Danielson 4f: Candidate displays professionalism at all times	3	2	1	0

Strengths:

Areas for growth:

Concerns: