



UNIVERSITY *of*
WEST FLORIDA

TeacherReady
ONLINE CERTIFICATION PROGRAM



Teacher Candidate Handbook

Extraordinary Teachers. Extraordinary Classrooms

TeacherReady Teacher Candidate Handbook | TeacherReady Program | 2024 | *Tenth Edition*

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UWF TeacherReady Program Standards of Behavior

As a TeacherReady student, you must observe the following standards of behavior.

TeacherReady Standards of Behavior

- Hold yourself trustworthy and accountable.
- Be flexible and supportive – set an example of cooperation.
- Be friendly and helpful to others.
- Always greet others with a smile and/or verbal acknowledgment.
- Recognize the value of each individual.
- Manage up students, parents, colleagues, leaders, and yourself both externally and internally.
- Celebrate successes and have fun while learning.
- Do not embarrass or criticize students or colleagues in the presence of others.
- Be tolerant of each other and offer professional courtesy to students, parents, and other teachers inside and outside of class when communicating.
- Respect each other's time by being on time for all meetings/appointments.
- Display a professional and positive attitude at all times.
- Be a lifelong learner and never stop seeking to expand your skill set.
- Actively read books and other resources that are provided.
- Create a learning environment where students desire to learn and take control of their own learning.
- Think about how to overcome barriers to implement best practices in the classroom rather than use the barriers as excuses for not practicing effective teaching strategies.
- Create and participate in an environment where honest feedback is seen as valuable and not criticism.
- Respect students by being prepared for class.

The TeacherReady Teacher Candidate

TeacherReady teacher candidates (mentee) can be described as one of the following:

A: Full-Time teacher, paraprofessional or permanent substitute teacher doing field work in their own area of certification. Teacher candidates do not have to log observation hours since they are in the classroom all day every day. Cooperating teachers can be a fellow teacher or an administrator.

B: Non-Full-Time teacher doing field work in their cooperating teacher's classroom. Cooperating teachers need to be certified in mentee's area of certification. Cooperating teachers can also be administrators. Teacher candidates will spend a minimum of 150 hours of classroom teaching experiences before they can request enrollment in the Culminating Field Experience/Lesson 8 which is one full week of student teaching (35 hours). Teacher candidates should spend a minimum of 4-6 hours per week with classroom teaching experiences during the length of the program and before the Culminating Field Experience.

The TeacherReady Cooperating Teacher

The role of the cooperating teacher is to encourage the development and growth of the new teacher candidate and to ensure that your student teacher maintains a steady improvement of student learning in the classroom. The following are the requirements to serve as a cooperating teacher:

- hold a **valid teaching certificate**,
- have a **minimum of three years teaching experience** as an effective or highly effective teacher and
- be willing to take a free four-hour **Clinical Educator Training** for supervision of teacher candidates (can be taken in segments); if the cooperating teacher listed is an administrator, then the cooperating teacher must hold a valid Administrative Certificate.

Teacher Candidate Responsibilities

Responsibilities to the School

During the TeacherReady Program the candidate becomes a part of the educational team in the cooperating teacher school and is expected to abide by the following guidelines:

- Know and operate within the policies, rules, and regulations of the cooperating school.
- Dress professionally and in accordance with the standards of the cooperating school.
- Read and follow the TeacherReady Standards of Behavior.
- Read and follow the assigned school Faculty Handbook.
- Take proper care of all school equipment and facilities.
- Work cooperatively with the cooperating teacher and others in the school setting.
- Refrain from gossip about pupils, teachers, and other staff members, and confine any discussion of problems that might arise to conferences with the mentor teacher.
- Attend meetings, conferences, and in-service programs required of the school faculty.
- Understand the activities, ideas, and values present in the cooperating school.

- Understand that the student teacher should never be left alone in the classroom with the students at any time.

To ensure the success of your field experiences with your cooperating teacher and other teachers, it should be understood that you must assume a proactive and leading role in the classroom. The following responsibilities are involved for **Non-Full-Time teacher candidates doing field work in their cooperating teacher's classroom**:

- Spend a **minimum average of 4 to 6 hours a week in your cooperating teacher's classroom**. You must have a minimum of **150 hours** on your Field Experience Log **prior** to your week of Culminating/Lesson 8.
- Be punctual and dependable. Report on time for each day's work and leave only when the work is complete. Inform the mentor of any potential or immediate absence. Prepare carefully and in sufficient detail for each day.
- Become acquainted with the school plant, administration, routines for reporting, parking areas, etc.

Teacher candidates who are **full-time teachers or paraprofessionals doing field work in their own classrooms** do not need to log on hours but do have to submit a Field Experience Log for Full Time teachers, paras or permanent subs.

Responsibilities to the Cooperating Teacher

Cooperating teachers are the professionals with whom the University of West Florida TeacherReady student works closely to complete all field experiences throughout the twelve-month program. Cooperating teachers have made a commitment to the TeacherReady candidate yet are also responsible for providing a positive learning environment for all pupils. The cooperating teacher provides guidance and support and is primarily responsible for the assessment of the candidate's performance during field experiences (especially the Benchmark Assessment and Culminating Field Experience).

To establish a productive working relationship with the cooperating teacher, you should:

- Display an interest in becoming a teacher by conveying a sincere desire to learn, willingness to cooperate, and an appreciative attitude toward suggestions and criticism.
- Keep in mind that your cooperating teacher has an adequate knowledge of the subject matter, human growth and development, teaching techniques, and planning.
- Take initiative and assume responsibility when an opportunity is provided.
- Realize that the classroom pupils are the responsibility of the cooperating teacher and that variations from standard procedure should be discussed in advance with the cooperating teacher.
- Seek the advice of the cooperating teacher. Plan for regular conferences to discuss planning. Be frank and honest regarding teaching performances and be open to suggestions.
- Develop a receptive attitude toward suggestions and criticisms.
- Expect to give more assistance than you receive. Expect and even ask to be allowed to participate in all normal teaching duties--playground, lunchroom, field trips, clubs, etc.

While in the school and the classroom:

- Your behavior during school days and non-school days should be governed by the fact that you are now a professional person.
- You should use methods and materials which are consistent with the philosophy and practices of the school in which you are teaching and become familiar with classroom strategies and resources.
- You should abide by all rules which apply to students and teachers. You are not a visitor in a privileged status, but a fellow teacher subject to the established standards and practices of the school in which you are teaching.
- You should attempt to get to know your pupils as well as possible so you can provide appropriate instruction.
- A great portion of your early responsibility is to observe the cooperating teacher conduct classes. Then, you should add teaching responsibilities so that you are slowly taking on more until you are prepared to take over the class for the week of culminating.
- **Your week of culminating will be teaching everything your cooperating teacher teaches for a full week, so you may need to adjust your fieldwork time to make sure you have observed and taught all subjects and classes before culminating.**

Fieldwork and Field Experience Assignments

The field experience assignments you will be assigned are directly aligned to the topic of instruction of the content of the TeacherReady program. These embedded field experience assignments are designed to help you see how concepts, skills and theory are applied in a real classroom setting. In completing the field experience assignment, it is important to consider the topic at hand and how the field experience will enhance your understanding. This is your opportunity to focus on particular happenings in a classroom. If you are a **full-time teacher**, your field experience assignments will be done in your own classroom. You will still turn in all assignments, but your field experience assignments will be related to what you teach.

Field Experience and Lesson Alignment – Lessons 1-7

Field Experience assignments are aligned to each intensive lesson content (Lessons 1-8). Students are encouraged to review lesson content prior to completing field experience assignments. See the **field experience assignments** aligned to each one of your intensive lessons below.

LESSON 1 - VOLUNTEER

- Non-Full-Time teachers requesting assistance with a field placement and who will do field work in their cooperating teacher's classroom, we encourage them to begin volunteering in a school as soon as possible. Up to 45 of the total field experience hours required may be volunteer hours. Teacher candidates will document their volunteering hours in the Volunteering Log.
- Interview about Student Belonging and Mental Health Wellness

LESSON 2 - ALIGNMENT OF LEARNING TARGETS & STANDARDS

- Supporting Student Emotions Assignment

- Interview about Learning Standards Assignment
- Scaffolding Learning Targets Assignment

LESSON 3 - ALIGNMENT OF LEARNING TASKS & FEEDBACK STRATEGIES

- Aligned Learning Tasks Assignment
- Applying the Six Rules of Thumb for Giving Feedback Assignment
- Teach a Lesson Assignment

LESSON 4 - ALIGNING SUMMATIVE ASSESSMENT TOOLS

- Create a Test Blueprint Assignment
- Develop Test Items Assignment
- Analyzing & Using Summative Assessment Results Assignment

LESSON 5 - ENGAGING STUDENTS IN SPECIAL POPULATIONS

- Developmental Profile Assignment
- Activating Prior Knowledge Assignment
- Accommodations & Modifications Assignment
- Teaching English Language Learners Assignment

LESSON 6 – ENGAGING STUDENTS IN READING

- Academic Strategies for Literacy Assignment
- Phonological Awareness Assignment
- Phonemes in Use: Multiple Activities for a Critical Process Assignment
- Understanding Fluency Assignment
- Readers' Theatre Assignment
- The Art and Science of Teaching / Six Steps to Better Vocabulary Instruction Assignment
- Teaching Vocabulary Assignment
- Comprehension Assignment
- Technology Related to Reading Instruction Assignment

LESSON 7 – APPLYING FIVE COMPONENTS OF READING

- Oral Language Activity
 - Oral Language Activity Reflection Assignment
- Interrelated Skills Assignment
- Words Correct Per Minute (WCPM) for PK to 6 or 7 to 12 grade (according to your grade area)
 - Words Correct Per Minute (WCPM) for PK to 6 or 7-12 grade Reflection Assignment
- Vocabulary Instruction Oral Language Activity
 - Vocabulary Instruction Oral Language Activity Reflection Assignment
- Word Walls Activity Assignment
- KWL Chart--Graphic Organizer Activity
 - KWL Chart--Graphic Organizer Activity Reflection Assignment
- Summarizing Reflection Assignment

PRIOR TO ENROLLMENT REQUEST TO LESSON 8

- Upload your Field Experience Log in the Field Experience Lesson Dropbox

Volunteering/Observation Experience

If you are a **non-full-time teacher** and you are waiting to be placed with a cooperating teacher for your field experience placement, you are asked to look for volunteering opportunities at a school near your area. These volunteering opportunities can be in different capacities within the school.

You will have a Volunteering Assignment in your first intensive lesson once you start your TeacherReady program. Log your volunteering hours and use these to complete the activity.

Continue to volunteer weekly until placed with a cooperating teacher. **If you are currently a full-time teacher, you will complete your volunteering assignments as observations in your own classroom.**

The expectation is that you will begin volunteering as soon as you start the TeacherReady Program and will count up to 45 hours of volunteering towards your field experience hours.

Benchmark Assessment

The Benchmark Assessment is designed to provide an opportunity to apply concepts and skills learned, as students reach the mid-point of the TeacherReady lesson content. This assessment also serves as an important time for reflection and collection of lesson instructor and cooperating teacher feedback. The Benchmark Assignment and Self-Assessment comes right after **Intensive Lesson 4**.

At that time, your cooperating teacher will also be required to complete a Benchmark Assessment.

Benchmark Assessment Learning Outcomes

Learning Objectives:

- Apply the student engagement framework in planning a unit of study.
- Complete a lesson from the planned unit.
- Develop a test blueprint for the unit plan developed.
- Reflect on your learning and teaching experience.

Benchmark Assessment – What to Expect

FOR TEACHER CANDIDATES

- Teacher candidates will create a 30-Day Curriculum Calendar, based on a **30-Day Plan**.
- Teacher candidates will develop lesson plan for **one week of instruction**, share one of the lesson plans and **invite their cooperating teacher for a planned observation and evaluation**.
- Teacher candidates will **reflect and self-evaluate** their progress as well.

FOR COOPERATING TEACHERS

- Cooperating teachers will review the [Florida Educator Accomplished Practices \(FEAPs\)](#) as preparation for the Benchmark Assessment.
- Cooperating teachers will hold a **pre-Benchmark Assessment content planning conference** with their teacher candidate.
- Cooperating teachers will **observe** at least one (1) lesson/mini lesson for purposes of the Benchmark Assessment.
- Cooperating teachers will hold a **post-Benchmark Assessment mentoring conference** with their teacher candidate.

- Cooperating teachers will **submit** the [Benchmark Assessment \(PDF\)](#) using the **online tool** including their observations and evaluation.
- Cooperating teachers and teacher candidates will receive a copy of the Benchmark Assessment after submission.

Culminating Field Experience

The Culminating Field Experience is done once you are enrolled in **Intensive Lesson 8**. Therefore, it cannot be started until you have completed all coursework and fieldwork for Intensive Lesson 1-7. The week of culminating which requires you to teach **five consecutive days** in your cooperating teacher's classroom if you are doing field work in your cooperating teacher's classroom or in your own classroom if you are a full-time teacher.

If you are doing fieldwork in your cooperating teacher's classroom, it is essential to have a conference with your cooperating teacher before proceeding to ensure your cooperating teacher feels you are prepared and ready to take the class over for a week. Students who score poorly on the culminating evaluations will be required to do additional fieldwork and another week of culminating. If there is any doubt about the process, you and your cooperating teacher must call the TeacherReady office for a conference before proceeding. Once you both feel it is time for culminating, there are specific steps to take to develop a pre-test, lesson plans for the five days, implementation of the plan, post-test and a professional reflection of the experience.

If you are currently a teacher, your week of culminating will be in your own classroom teaching what you normally teach, and your cooperating teacher will come to your classroom to observe and evaluate you.

Learning Outcomes

- Develop lesson plans for 5 consecutive days of instruction.
- Embed a variety of formative assessments in these lessons to determine student learning.
- Employ a variety of instructional strategies to ensure all students can learn.
- Use your developed lesson plans to teach, with modifications based on the information gathered from the formative assessments.
- Complete a field experience reflection form after each day of teaching, to reflect on the lesson and student responses.

Culminating Field Experience Evaluation – What to Expect

FOR TEACHER CANDIDATES

- In Intensive Lesson 8, teacher candidates will create **lesson plans for all the classes** that they will teach during the week established to do their culminating field experience.
- Teacher candidates will **create and administer a pre-test and post-test** to evaluate student learning during their culminating field experience.
- Teacher candidates will **submit their lesson plans to their cooperating teacher for approval** before uploading into their lesson 8 dropbox.
- Teacher candidates will request a **pre-Culminating Field Experience mentoring conference** to their cooperating teacher.

- Teacher candidates will need to make sure they **upload their lesson plans into lesson 8 dropbox** and that they are graded with “1” before teaching.
- If teacher candidates are doing their culminating week in their cooperating teacher’s classroom, cooperating teachers will observe all their classes. If teacher candidates are full-time teachers doing their culminating week in their own classroom, cooperating teachers will observe 5 full lessons (if cooperating teacher is a fellow teacher) or 1 full lesson (if cooperating teacher is an administrator).
- Teacher candidates must complete the daily reflection and upload it into the dropbox **at the end of each day of teaching**. Teacher candidates will submit all these even if they are a full-time teacher and are only getting observed one day.
- Teacher candidates will have a **feedback session** with their cooperating teacher **at the end of each day** of teaching during the week of culminating.
- Teacher candidates must submit all their lesson 8 assignments including their final reflection **within 48 hours** of completing their week of culminating.
- Teacher candidates must **verify that their cooperating teacher has submitted their Culminating Field Experience Evaluation paperwork** after the week of culminating is complete. The **Culminating Field Experience Evaluation link** can be found in **lesson 8 in the eLearning system as well as the Cooperating Teacher Handbook**.
- Teacher candidates will hold a **post-Culminating Field Experience mentoring conference** with their cooperating teachers. Teacher candidates will bring the results of the pre and post tests to students and their reflections to this conference.
- Teacher candidates must email their student advisor to verify their cooperating teacher's final evaluation was received and processed about **one week after their week of culminating**.

FOR COOPERATING TEACHERS

- Cooperating teachers will make sure the teacher candidate has fulfilled all the requirements before starting the Culminating Field Experience (Lesson 8)
- Cooperating teachers will hold a **pre-Culminating Field Experience content planning conference** with their teacher candidates.
- Cooperating teachers will **approve lesson plans** before teacher candidates upload them into their eLearning system lesson 8 dropbox for grading.
- Cooperating teachers will **observe and evaluate** the teacher candidate during the **Week of Culminating**. If cooperating teacher is an administrator, they will observe one (1) full lesson during the week of culminating. If the cooperating teacher is a fellow teacher, they will observe one (1) full lesson **each day of the culminating week** (5 full lessons).
- In the case of virtual teaching, the 5 consecutive days can be spread out within 2 weeks.
- Cooperating teachers will hold a **feedback session** at the end of each day of teaching during the week of culminating.
- Cooperating teachers will hold a **post-Culminating Field Experience conference to share all observation feedback** and review the culminating field experience final evaluation before submitting it.
- Cooperating teachers will **submit** the [Culminating Evaluation \(PDF\)](#) using the **online tool** including their observations and evaluation.
- Cooperating teachers and teacher candidates will receive a copy of the Culminating Field Experience Evaluation after submission.

Field Experience Log

In the case of teacher candidates who are **non-full-time teachers** and are completing their field experience in their cooperating teacher's classroom, they will record the hours spent in the cooperating teacher's classroom and the cooperating teacher will initial the logged hours in the [Field Experience Log for Non-Full-Time Teachers](#).

The [Field Experience Log for Non-Full-Time Teachers](#) will be submitted by the teacher candidate **prior** to requesting enrollment in **Intensive Lesson 8/Culminating Field Experience** to document a minimum of 150 hours of field experience. We recommend that cooperating teachers keep a copy of the logged hours for future reference.

In the case of teacher candidates who are **full-time teachers**, they will document the school and school year where they completed their field experience for the TeacherReady program in the [Field Experience Log for Full-Time Teachers, Paras & Permanent Subs](#).

The [Field Experience Log for Full-Time Teachers, Paras & Permanent Subs](#) will be submitted by the teacher candidate **prior** to requesting enrollment in **Intensive Lesson 8/Culminating Field Experience** to document their field work. Cooperating teachers **do not** have to sign the [Field Experience Log for Full-Time Teachers, Paras & Permanent Subs](#).

Teacher Candidate Resources

- [TeacherReady Lesson Contents](#)
- [Field Experience Alignment to Content](#)
- [Field Experience Volunteering Log](#)
- [Field Experience Log for Non-Full-Time Teachers](#)
- [Field Experience Log for Full-Time Teachers, Paras & Permanent Subs](#)
- letter

TeacherReady Contact Information

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