



UNIVERSITY *of*
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TeacherReady
ONLINE CERTIFICATION PROGRAM



Teacher Candidate Handbook

Extraordinary Teachers. Extraordinary Classrooms

TeacherReady Teacher Candidate Handbook | TeacherReady Program | 2026 | *Twelfth Edition*

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Message to the Teacher Candidate

Welcome to the University of West Florida TeacherReady program.

On behalf of the School of Education at the University of West Florida, we are thrilled to welcome you to our teacher certification program. By choosing this path, you are committing yourself to one of the most rewarding and impactful professions in the world. Our mission is to provide you with the rigorous training, practical experience, and professional support necessary to become an effective educator who can inspire students and transform classrooms.

This handbook is designed to serve as your roadmap throughout your journey. It contains essential information regarding our program standards, clinical experience requirements, and the policies that will govern your progression toward certification. We encourage you to familiarize yourself with the contents of this document, as it outlines the expectations for your conduct, your engagement with cooperating teachers, and the benchmarks you must achieve to succeed.

As you navigate the curriculum—from your initial volunteer observations to your culminating clinical experience, remember that you are not alone. Our faculty and staff are dedicated to your success, and your cooperating teachers are here to mentor you as you refine your craft.

We look forward to seeing the growth you will achieve and the positive impact you will undoubtedly have on the future of education. Welcome to the next chapter of your professional life.

Reach out to your advising team at TeacherReadyAdvisors@uwf.edu should you have any questions.

Sincerely,

The TeacherReady Team
School of Education University of West Florida
TeacherReadyAdvisors@uwf.edu

The TeacherReady Program

TeacherReady is a State of Florida approved and an CAEP (Council for the Accreditation of Educator Preparation) accredited online, alternative teacher certification program through the University of West Florida's School of Education. TeacherReady is also regionally accredited through SACS (Southern Association of Colleges and Schools). The program consists of content and clinical experiences that align to state and national professional teaching standards. Candidates who successfully complete the program including the Florida Teacher Certification Exams (FTCE) become eligible to receive a State of Florida professional teaching license and the Florida Reading Endorsement.

TeacherReady is an online competency-based program that allows completers of the program to earn professional teacher certification in Florida. The knowledge and skills addressed in TeacherReady are based on the “sample key indicators” of the **Florida Educator Accomplished Practices (FEAPs)** as identified in *Preprofessional: Competencies for Teachers of the Twenty-First Century* published by the Florida Department of Education. Competencies 1-5 in the **Florida Reading Endorsement** are also a part of the instructional model of TeacherReady to ensure that participants are prepared with a basic understanding of the reading process and can assist struggling readers with increasing academic achievement.

TeacherReady Lesson Content is organized within twelve instructional lessons. Each lesson is composed of instructional topics that allow knowledge and skills practice to be chunked and scaffolded using a best practices approach to instructional design for participants. The program includes coursework and clinical experiences, and teacher candidates are required to work under the supervision of a **certified cooperating teacher** during their teacher observation and student teaching assignment.

TeacherReady Curriculum

FOUNDATIONS COURSES

- **Foundations 1:** Professional Fundamentals
- **Foundations 2:** Workplace Fundamentals
- **Foundations 3:** Effective Frameworks of Teaching
- **Foundations 4:** Classroom Management Basics

INTENSIVE LESSONS

- *Lesson 1: Managing & Engaging Students to Learn*
- **Lesson 2:** Alignment of Learning Targets & Standards
- **Lesson 3:** Learning Tasks & Feedback Strategies
- **Lesson 4:** Aligning Summative Assessment Tools
 - **Mid-Program Assessment (Benchmark)**
- **Lesson 5:** Engaging Students in Special Populations
- **Lesson 6:** Engaging Students in Reading
- **Lesson 7:** Applying Five Components of Reading
- **Lesson 8:** Culminating Clinical Experience

TeacherReady Program Progression Plan

The TeacherReady program is designed to be completed in 12 months or less. Each lesson should be completed in 4 weeks or less to stay on track with the program progression policy. We highly recommend that you fill in and print the following document to keep track of your progress: [Example TeacherReady Progression Plan](#)

The TeacherReady Team

The TeacherReady team will support you through the program from admissions, enrollment, advising and technology to completion and state transfer process. We are dedicated to your success! candidates can be described as one of the following:

Here is how the team provides support

Program Leadership

TeacherReady leadership acts as the strategic backbone of the organization.

- Leadership Team ensures alignment of program curriculum and accreditation compliance.
- Leadership Team manages the operational lifecycle of the teacher candidates from recruitment to completion.
- Leadership Team strives for process improvement and service excellence.

Program Faculty

TeacherReady teacher candidates are provided with extensive support from their lesson content and clinical experience instructors.

- Faculty keeps regular communication with teacher candidates providing clarification and expanding concepts, strategies and practices if necessary
- Faculty provides effective feedback on assignments submitted
- Faculty reviews teacher performance assessments to evaluate readiness for professional certification

Advising Team

TeacherReady teacher candidates are provided with extensive support from their advisors. Program Advisors are knowledgeable of the program, certification process, clinical placements and completion requirements.

- Advising Team provides personalized program and clinical experience planning and requirements fulfillment
- Advising Team secures clinical experience placement and advises teacher candidates on placement processes
- Advising team offers guidance for successful clinical experience and program completion
- Advising team keeps teacher candidates informed of state certification requirements updates and changes

The Teacher Candidate

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

A: Full-Time teachers

Full-time teachers, paraprofessional or permanent substitute teachers doing clinical experience in their own area and grade of certification. Teacher candidates do not have to log observation hours since they are in the classroom all day every day. They will document the school year in which they completed their clinical experience, along with the name of the school, the school district, and the names of the principal and cooperating teacher. Cooperating teachers can be a fellow teacher or an administrator.

B: Non-Full-Time teachers

Non-Full-Time teachers doing clinical work in their cooperating teacher's classroom. Cooperating teachers need to be certified in the teacher candidate's area and grade of certification. Cooperating teachers can also be administrators. Teacher candidates will spend a minimum of 150 hours of classroom teaching experience before they can request enrollment in the Culminating Clinical Experience which happens during

Intensive Lesson 8. The Culminating Clinical Experience 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 Clinical Experience.

The Cooperating Teacher

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

- hold a **valid professional teaching certificate**,
- have a **minimum of three years of 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 Expectations

Program Standards of Behavior

The following professional norms are designed to guide your conduct as a teacher candidate and beyond. They reflect the values of today's K–12 educational landscape, emphasizing collaboration, professional conduct, and commitment to lifelong learning. By embracing these principles, you will help create a positive, student-centered environment where all learners—and educators—can thrive.

Professional and Classroom Norms for a Positive K–12 Learning Environment

- I will hold myself trustworthy and accountable. I understand that deadlines are important, and I am expected to meet them throughout my coursework, clinical work, and FTCE exams.
- I understand that effective communication is key to success, so I will be expected to read and respond to emails and return phone calls in a timely, professional manner. I will be expected to always speak in a respectful and professional manner to TeacherReady staff, school personnel, parents, and students.
- I understand that punctuality is key to being a successful professional, so I will be expected to be on time for appointments, deadlines, clinical placements, and lesson completion.
- I understand that I am still growing as a professional, and I will seek, read, and respond positively to feedback. I understand that honest feedback is seen as valuable and not criticism.
- I understand that I am expected to display a professional and positive attitude in all my interactions with colleagues, students, parents, mentors, and instructors. I will be friendly and helpful to others.
- I understand I am expected to actively seek ways to continuously expand my knowledge and skills.
- I understand I am making a commitment as a teacher candidate to provide the best instruction I can while in my clinical experiences. This includes, but is not limited to, being prepared for class, implementing effective teaching strategies, and being fully committed and focused on the students and their learning while in the classroom. I will recognize the value of each individual.

- I will be flexible, supportive, and respectful to students. I will not embarrass or criticize students or colleagues in the presence of others.
- I understand my mentor is volunteering to help me grow as an educator. I will respect their time, their expertise, and collaborate as a professional.
- I will celebrate successes and have fun while learning.

Expectations for School and Classroom Involvement

To make the most of your clinical experience, it is essential that you take the initiative and actively assume a leadership role in the classroom alongside your cooperating teacher and other educators. The following responsibilities are involved for **Non-Full-Time teacher candidates doing clinical experience 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** of clinical experience prior to your enrollment in **Intensive Lesson 8/Culminating Clinical Experience**.
- Log on your clinical experience hours in the **Clinical Experience Log for non-Full-Time teachers**.
- Be **punctual** and **dependable**. Report on time for each day's work and leave only when the work is complete. Inform the cooperating teacher 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.

Throughout the TeacherReady Program, candidates become integral members of the educational team at their cooperating teacher's school and are expected to adhere to the following professional guidelines.

- Know and operate within the policies, rules, and regulations of the school.
- Dress professionally and in accordance with the standards of the school.
- Read and follow the TeacherReady Standards of Behavior.
- Read and follow the assigned school Faculty Handbook or alike.
- 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 cooperating teacher.
- Attend meetings, conferences, and in-service programs required of the school faculty.
- Understand the activities, ideas, and values present in the school.
- Understand that the student teacher should never be left alone in the classroom with the students at any time.

Teacher candidates who are **full-time teachers, permanent substitute teachers or paraprofessionals doing clinical experience in their own classrooms** do not need to log on hours but do have to submit a **Clinical Experience Log for Full-Time teachers, Paras or Permanent Subs**.

Expectations for Working with the Cooperating Teacher

Cooperating teachers play a vital role in the TeacherReady program, working closely with teacher candidates throughout the nine to twelve-month clinical experience. They serve as both instructional partners and professional role models, committed to supporting the candidate's development while maintaining a positive

and effective learning environment for all students. Cooperating teachers provide ongoing guidance and support, and they are primarily responsible for evaluating the candidate's performance during key milestones, including the **Benchmark Assessment** and the **Culminating Clinical 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 feedback.
- Keep in mind that your cooperating teacher has an adequate knowledge of 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 feedback.
- 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 conducting 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 the Culminating Clinical Experience.
- **Your Week of Culminating will be teaching everything your cooperating teacher teaches for a full week, so you may need to adjust your clinical experience time to make sure you have observed and taught all subjects and classes before culminating.**

Always contact the TeacherReady team at teacherreadyadvisors@uwf.edu or 850-898-3948 should there be any changes in your placement or mentor

Clinical Experience Placement

The TeacherReady online teacher certification program includes clinical experience assignments completed in PK-12 classrooms and aligned to the online curriculum. Clinical experiences provide opportunities for teacher candidates to apply the concepts, skills and actions learned in TeacherReady online lessons into real classrooms.

The TeacherReady Advising Team will also serve as Clinical Experience Placement Advisors requesting clinical experience placements to schools and school districts, communicating with principals and mentors to provide

information about requirements and process and support the teacher candidate should any clinical placement concerns arise.

Full-Time teachers, paraprofessional or permanent substitute teachers doing clinical experience in their own area of certification

During the admissions process, teacher candidates must submit a form with their clinical placement information. Teacher candidates get the recommendation and approval from their administrators for the assignment of a mentor teacher. Refer to the mentor requirements above. Administrators can also serve as mentor teachers. Keep in mind that some states might require that mentor teachers hold the same area of certification as the teacher candidates' subject area of certification.

Teacher candidates do not have to log observation hours since they are in the classroom all day every day. They will document the school year in which they completed their clinical experience, along with the name of the school, the school district, and the names of the principal and cooperating teacher. Cooperating teachers can be a fellow teacher or an administrator.

If there is a need to change mentor teachers while in the program, teacher candidates will inform the TeacherReady Advising Team immediately.

Non-Full-Time teacher doing clinical experience in their cooperating teacher's classroom

During the admissions process, teacher candidates must submit a form with the contact information of school districts or private/charter schools where they are interested in doing their clinical experience. The TeacherReady Advising team will reach out to these schools or school districts and request a clinical placement in the teacher candidate's subject area and grades of certification.

Cooperating teachers need to be certified in the teacher candidate's area and grade of certification. Cooperating teachers can also be administrators. Teacher candidates will spend a minimum of 150 hours of classroom teaching experience before they can request enrollment in the Culminating Clinical Experience which happens during Intensive Lesson 8. The Culminating Clinical Experience 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 Clinical Experience

Clinical Experience Placement Process with School Districts or Private/Charter Schools

1. Clinical Experience Placement Request is received by the Advising Team
2. The Clinical Experience Placement Advisor will request any additional information or clarification from the teacher candidate
3. The Clinical Experience Advisor submits the **request for placement** to the school or school district.
 - a. Some school districts might require a Memorandum of Understanding which is a legal agreement between the university and school district including the responsibilities of each party. This process can take a few weeks and delay the placement.
4. The school or school district assigns a mentor teacher and submits the information through the Final Field Placement Form provided by our office
 - a. The mentor must be a certified teacher with at least 3 years of teaching experience.
 - b. The mentor teacher must be evaluated as an effective or highly effective teacher.
 - c. The mentor must complete a free 4 hour online 'Clinical Educator Training' or submit written documentation of previous mentoring/clinical training. This requirement must be met prior to the Benchmark Assessment (after Intensive Lesson 4).

5. Schedules should be agreed upon between mentor and teacher candidate.

Clinical Experience Hours for non-Full-Time Teachers doing clinical experience in their cooperating teacher’s classroom

The total number of hours required by the program is a minimum of 185 hours in the cooperating teacher’s classroom. The clinical experience and student teaching must be completed in the **subject area and grades of certification** of the teacher candidate.

Clinical Experience Section	Requirement
<p>→ UNDER SUPERVISION OF MENTOR TEACHER</p> <p>Clinical Experience – Observations/Practice</p>	<p>Minimum of 150 hours 4-6 hours per week</p>
<p>→ UNDER SUPERVISION OF MENTOR TEACHER</p> <p>Student Teaching – Final Week of Observation and Evaluation</p>	<p>5 full days of teaching equivalent to 35 hours</p>
<p>!!NO FORMAL MENTOR TEACHER ASSIGNED</p> <p>Volunteering or Substituting Use the Clinical Experience Volunteering Log to document hours</p>	<p>The program highly recommends that teacher candidates look for volunteering or substituting opportunities while waiting to be placed with a mentor. Maximum of 45 hours can be logged towards the 150 observation/practice hours.</p> <p>If teacher candidates complete at least 45 hours of volunteering or substituting, then the remaining number of hours under the supervision of a mentor teaches is 105 hours.</p>

Clinical Experience observations/practice – minimum 150 hours which can be done at 4-6 hours per week during approx. 7 months – teacher candidates go to their cooperating teacher’s classroom, observe their teaching and have opportunities to work with small groups, teach a mini lesson and complete any tasks assigned by their cooperating teacher. If teacher candidates have volunteered or substituted, they may log up to 45 hours towards the 150 required observation hours. There is a separate clinical experience log in the Teacher Candidate Handbook for the volunteering hours. Remaining 105 hours must be completed in their cooperating teacher’s classroom (subject area and grades of certification)

Student Teaching 35 hours – after teacher candidates have completed all your coursework and clinical experience assignments for lessons 1-7 and a minimum of 150 hours of clinical experience, they will request their enrollment in lesson 8 which is the culminating week or student teaching. Here teacher candidates will teach in their cooperating teacher’s classroom for 5 full days and will need to prepare lesson plans and pre and post tests.

NOTE: If teacher candidates are working full-time in a different field (not teaching), teacher candidates will need to take at least half a day every week to do their clinical practice and then take a leave of absence for one (1) week to do their culminating week.

Clinical Experience and Clinical Experience Assignments

The clinical experience assignments you will be assigned are directly aligned to the topic of instruction of the content of the TeacherReady program. These embedded clinical experience assignments are designed to help you see how concepts, skills and theory are applied in a real classroom setting. In completing the clinical experience assignment, it is important to consider the topic at hand and how the clinical 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 clinical experience assignments will be done in your own classroom. You will still turn in all assignments, and your clinical experience assignments will be related to what you teach.

Clinical Experience and Lesson Content Alignment – Lessons 1-7

Clinical Experience assignments are aligned to each intensive lesson content (Lessons 1-7). Teacher candidates are encouraged to review lesson content prior to completing clinical experience assignments. Review the [TeacherReady Lesson Contents](#) and the [TeacherReady Clinical Experience Alignment to Content](#) and identify the correlation between the lesson objectives and clinical experience assignments described below.

Volunteering/Observation Experience

If you are a **non-full-time teacher** and you are waiting to be placed with a cooperating teacher for your clinical 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 you can count **up to 45 hours of volunteering** towards your clinical experience hours.

When looking for volunteering opportunities in your district schools, we recommend that you use the [Volunteering Opportunity for TeacherReady Pre-Service Teachers Letter](#) to present yourself as a student of the UWF TeacherReady Program.

Evaluations and Assessments

At the beginning of the program, teacher candidates must register and purchase an Exxat account. The Exxat platform houses all the program evaluations. When it is time for the evaluations--one in the middle of the program after Intensive Lesson 4 and the other at the end of the program during Intensive Lesson 8, teacher candidates will be instructed to send the link to the corresponding evaluation to their mentor teachers. Each evaluation link is unique to the teacher candidate.

After the evaluation is submitted by the mentor teacher, teacher candidates can download the document and send it to their mentor teachers to use during the post evaluation mentoring conversation.

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 instructors and cooperating teacher feedback.

The **Benchmark Assignment** and **Self-Assessment** come right after **Intensive Lesson 4**. At that time, your **cooperating teacher** will also be required to complete a Benchmark Assessment.

Benchmark Assessment Learning Outcomes

- 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 develop lesson plans 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.
- **Teacher candidates are responsible for sharing the link to the Benchmark Assessment to their mentor. Instructions are included in the candidate's e-Learning platform Canvas.**
- **Teacher candidates are responsible for downloading a copy of the submitted Benchmark Assessment and sending it to their cooperating teachers.**

FOR COOPERATING TEACHERS

- Cooperating teachers will review the [Florida Educator Accomplished Practices \(FEAPs\)](#) as preparation for the Benchmark Assessment.
- Cooperating teachers will review the [Benchmark Assessment \(Exxat\)](#) (PDF Sample Copy) as a reference to the **Benchmark Assessment online tool**.
- 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 evaluation** using the **Benchmark Assessment online tool**. (link shared by teacher candidate)
- **Teacher candidates are responsible for sharing the link to the Benchmark Assessment with their mentor. Instructions are included in the candidate's e-Learning platform Canvas.**
- **Teacher candidates are responsible for downloading a copy of the submitted Benchmark Assessment and sending it to their cooperating teachers.**
- **Cooperating teachers use the copy of the assessment during the post-Benchmark Assessment mentoring conference.**

Culminating Clinical Experience

The **Culminating Clinical Experience or Intensive Lesson 8** is a full week of evaluation where teacher candidates will develop **lesson plans** for 5 consecutive days of instruction; embed a variety of **formative assessments**; employ a variety of **instructional strategies** to ensure all students can learn; and submit **reflections** as part of their assignments after each day of teaching based on their teaching performance on the lessons and student learning gains.

Similarly, to the **Benchmark Assessment**, the TeacherReady program requires that cooperating teachers have a **pre-Culminating Clinical Experience Content Planning Conference** to review the objectives of the program, plan the best time for the observation and evaluation, and review the **lesson plans and pre- and post-tests**.

After the **Culminating Clinical Experience**, cooperating teacher and teacher candidate will have a **post-Culminating Clinical Experience Conference** to share feedback and observations before the cooperating teacher submits the evaluation using the **Culminating Clinical Experience Evaluation online tool**.

Cooperating teachers will also meet with their teacher candidate **at the end of each day of the Culminating Clinical Experience week** to provide immediate feedback.

Culminating Clinical Experience 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 clinical experience reflection form after each day of teaching to reflect on the lesson and student responses.
- Complete a final clinical experience reflection at the end of the week of culminating.

Culminating Clinical Experience Evaluation – What to Expect

FOR TEACHER CANDIDATES

- In lesson 8, teacher candidates will create **lesson plans for all the classes** that they will teach during the week established to do their culminating clinical experience.
- Teacher candidates will **create and administer a pre-test and post-test** to check on prior knowledge and evaluate student learning during their culminating clinical 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 Clinical Experience mentoring conference** to their cooperating teacher.
- Teacher candidates will make sure they **upload their lesson plans into lesson 8 dropbox** and verify 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 lessons (if cooperating teacher is a fellow teacher) or 1 lesson (if cooperating teacher is an administrator).

- Teacher candidates will make sure they 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 Clinical Experience Evaluation using the online tool** after the week of culminating is complete. The **Culminating Clinical Experience Evaluation link** can be found in **lesson 8 in their elearning system**.
- Teacher candidates will hold a **post-Culminating Clinical Experience mentoring conference** with their cooperating teachers. Teacher candidates will bring the **pre and post tests results and their reflections** to this conference.
- **Teacher candidates are responsible for sharing the link to the Culminating Clinical Experience Evaluation with their mentor. Instructions are included in the candidate's e-Learning platform Canvas.**
- **Teacher candidates are responsible for downloading a copy of the submitted Culminating Clinical Experience Evaluation and sending it to their cooperating teachers.**
- Teacher candidates must email their student advisor to verify their cooperating teacher's final evaluation was received and processed after 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 Clinical Experience (Lesson 8)
- Cooperating teachers will review the [Florida Educator Accomplished Practices \(FEAPs\)](#) as preparation for the Culminating Clinical Experience Evaluation.
- Cooperating teachers will review the [Culminating Evaluation \(Exxat\)](#) (PDF Sample Copy) as a reference to the **Culminating Clinical Experience Evaluation online tool**.
- Cooperating teachers will hold a **pre-Culminating Clinical 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) lesson during the week of culminating. If the cooperating teacher is a fellow teacher, they will observe one (1) lesson **each day of the culminating week** (5 consecutive days).
- 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 Clinical Experience conference sharing all observation feedback** and reviewing the culminating clinical experience final evaluation before submitting it.
- Cooperating teachers will **submit** the evaluation using the **Culminating Clinical Experience Evaluation online tool**. (link shared by teacher candidate)
- **Teacher candidates are responsible for sharing the link to the Culminating Clinical Experience Evaluation with their mentor. Instructions are included in the candidate's e-Learning platform Canvas.**
- **Teacher candidates are responsible for downloading a copy of the submitted Culminating**

Clinical Experience Evaluation and sending it to their cooperating teachers.

- Cooperating teachers use the copy of the assessment during the **post-Culminating Clinical Experience mentoring conference**.

Clinical Experience Logs

Teacher candidates have access to three types of Clinical Experience Logs to document their practical experience in teaching in a K-12 setting as a requirement for teaching certification.

Clinical Experience Log for Full-Time Teachers, Paraprofessionals or Permanent Substitute Teachers

Teacher candidates will document the school year in which they completed their clinical experience, along with the name of the school, the school district, and the names of the principal and cooperating teacher in the [Clinical Experience Log for Full-Time Teachers, Paras & Permanent Subs](#).

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

Teacher candidates will upload the log in the corresponding **Clinical Experience Lesson Dropbox in their e-Learning platform Canvas**. The **Culminating Week** (student teaching) cannot begin until enrollment in **Intensive Lesson 8** has been granted.

Clinical Experience Log for Non-Full-Time Teachers

Teacher candidates will record the hours spent in the cooperating teacher's classroom and cooperating teacher will initial the logged hours in the [TeacherReady Clinical Experience Log for Non-Full-Time Teachers](#)

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

Teacher candidates will upload the log in the corresponding **Clinical Experience Lesson Dropbox in their e-Learning platform Canvas**.

Even if teacher candidates complete the required clinical experience hours early, they must continue participating in clinical experiences throughout the program until they have completed Intensive Lesson 7. In addition, the **Culminating Week** (student teaching) cannot begin until enrollment in **Intensive Lesson 8** has been granted.

Clinical Experience Log for Volunteering

Teacher candidates will record all clinical experience hours spent substituting or volunteering in a school prior to their formal clinical placement with an assigned and approved cooperating teacher.

Volunteering hours can be logged as part of the total number of hours required, however, the limit is 45 hours.

Teacher candidates will upload the [Clinical Experience Volunteering Log](#) in the corresponding **Clinical Experience Lesson Dropbox** in their e-Learning platform Canvas.

Program Policies

Teacher candidates must refer to the **UWF TeacherReady Enrollment Agreement** for specific information on the program, processes and policies.

We include some of the program policies below.

Progression Policy

Teacher candidates are required to enroll in each course/lesson every four weeks (one month). Teacher candidates can move through the lessons faster if they wish. If so, payments will be due accordingly.

The TeacherReady team will monitor and communicate regarding progression within the lessons as well as enrollment from lesson to lesson.

Teacher candidates can only enroll in the four Foundations Courses without an 'eligible' Statement of Eligibility (SOE). Teacher candidates will be put on a 'pause' (SOE STOP) while they obtain their 'eligible' Statement of Eligibility if necessary.

Teacher candidates will only be allowed to enroll in the intensive lessons after they provide an 'eligible' Statement of Eligibility. Teacher candidates must submit the 'eligible' Statement of Eligibility for their primary subject area by the time they enroll in the Benchmark Assessment (mid-program assessment)

STOP Status – Teacher candidates can request a temporary STOP status due to various reasons: maternity leave, vacation with no access to internet, sick leave, financial reasons, etc. Provided there is a valid reason, advisors will process a STOP status. STOP status should be maximum for 4 weeks. Candidates are only allowed one additional renewal. Access to the eLearning system Canvas will be unavailable during this time.

SOE STOP Status - Teacher candidates who completed Foundations Course 4 and have not yet received their 'eligible' Statement of Eligibility will be put on a 'pause' (SOE STOP) while they obtain their 'eligible' Statement of Eligibility for a period not to exceed 90 days.

Teacher candidates who do not provide an eligible SOE by the end of the 90-day period will be withdrawn.

During this time, teacher candidates must attempt their FTCE subject area exam every 31 days. Candidates will submit test registrations and FTCE score reports to program advisors.

Voluntary Withdrawal – Teacher candidates might choose to withdraw from the TeacherReady program. Teacher candidates must inform the program advisors of their decision. At this time, there would be no additional access to coursework or clinical placements. Any clinical placements in process will be concluded.

Completion Policy

Completion of the program involves completion of coursework, clinical experience and passing of the three Florida Teacher Certification Exams unless exempted. Once these have been received, the teacher candidate's file will be reviewed for completion.

Teacher candidates will receive a certificate of completion from the TeacherReady program and transcripts upon request.

Withdrawal Policy

Students may be withdrawn from TeacherReady for any of the following infractions:

- Lack of reasonable effort or inactivity for more than thirty (30) days without a progression plan that has been mutually agreed upon by the student and TeacherReady staff.
- Inability to fulfill all course requirements (coursework, clinical work, including FEAP competency, and passage of the required FTCE exams) within two years of starting the program. For extenuating circumstances, an extension not to exceed an additional year may be granted with written approval from the Program Director.
- Failure to comply with the Standards of Behavior, which are found in the Enrollment Agreement and in the student handbook.
- Dismissal from Clinical Experience placement by the host school/school district.

Students who are withdrawn for behavior infractions or clinical experience dismissals may not re-enroll in the TeacherReady Program.

Appeal Policy

Upon withdrawal, TeacherReady students who wish to appeal will:

- Notify the TeacherReady Program Director that they wish to appeal.
- The TeacherReady student will write a narrative about the situation or incident and submit it to the TeacherReady Program Director within fifteen (15) days.
- The TeacherReady Program Director will review the request and all relevant data and will notify the student of the outcome.

If a student wishes to appeal further to the Dean of Education, they will:

- Notify the Dean that they wish to appeal.
- The TeacherReady student will write a narrative about the situation or incident and submit it to the Dean of Education within fifteen (15) days from the Program Director's decision.
- The Dean will review the request and all relevant data. The Dean will notify the student of the outcome.
- If the Dean upholds the withdrawal, the student has the right to appeal to the Provost in writing within fifteen (15) days from the Dean's decision.

Re-enrollment Policy

Teacher candidates who are withdrawn might decide to re-enroll at a later date.

Teacher candidates will contact the program advisors who will review candidates' files and determine the best path to successful completion of the Program. Program advisors will issue a Letter of Re-enrollment including current status and next steps. Considerations for the re-enrollment plan will be based on length of time since previous enrollment, changes to content and delivery, changes to state policy or rule, and time required for completion.

Additional fees may be required and will be discussed prior to re-enrollment. Each reenrollment requires a nonrefundable \$200 reenrollment fee. Students who are withdrawn for behavior infractions or clinical experience dismissals may not re-enroll into the TeacherReady Program.

Teacher Candidate Resources

Access the [UWF TeacherReady](#) institutional website for important information and useful links to documents, forms and resources.

We include some resources below.

- [Standards of Behavior](#)
- [Example TeacherReady Progression Plan](#)
- [TeacherReady Lesson Contents](#)
- [TeacherReady Clinical Experience Alignment to Content](#)
- [Clinical Experience Volunteering Log](#)
- [TeacherReady Clinical Experience Log for Non-Full-Time Teachers](#)
- [Clinical Experience Log for Full-Time Teachers, Paras & Permanent Subs](#)
- [Volunteering Opportunity for TeacherReady Pre-Service Teachers Letter](#)
- [Florida Educator Accomplished Practices \(FEAPs\)](#)
- [Benchmark Assessment \(Exxat\)](#)
- [Culminating Evaluation \(Exxat\)](#)

TeacherReady Contact Information

Contact the TeacherReady team should you have any questions or concerns.

- For admissions and general inquiries, contact teacherready@uwf.edu
- For advising, contact teacherreadyadvisors@uwf.edu
- For academics, contact Dr. Reggie Todd, Lead Instructor at rtodd1@uwf.edu or each lesson instructor for specific questions.

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[UWF TeacherReady](#)