The University of West Florida

Department of Teacher Education and Educational Leadership

The Empowered Professional
Making a Difference

Field Experience, Secondary Practicum, Student Teaching, and Apprenticeship Teaching Guide
2019 – 2020
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Welcome

Welcome to the University of West Florida, Department of Teacher Education and Educational Leadership (TEEL). 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 the 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 TEEL 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 stop by the undergraduate College of Education and Professional Studies Advising Center (CEPS), Building 86, Room 112, if you have questions, problems, or concerns.

Congratulations

The faculty in TEEL congratulate and commend you on making the decision 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 skills in teaching, and develop your professional identity. With the cooperation and support of partnering school districts and their schools and teachers, TEEL strives to provide our teacher candidates with K-12 classroom experiences to develop the skills and pedagogy necessary to become successful teachers. TEEL is particularly indebted to the school districts for their help in preparing the teachers of tomorrow. We are dedicated to providing the necessary support for you to achieve your dream of being a teacher in your own classroom, which will soon become a reality.

Accomplished Practices and the TEEL Conceptual Framework

Accomplished Practices are defined as the Pre-Professional Competencies you will be expected to perform as a pre-service, in-training teacher, established by the Florida Department of Education. The Florida Educator Accomplished Practices (FEAPs) are provided in Appendix B. You can find more information on the Accomplished Practices at [http://www.fldoe.org/profdev/FEAPs/](http://www.fldoe.org/profdev/FEAPs/)
The Conceptual Framework establishes goals of TEEL’s 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

TEEL offers three 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).


  This program may be completed fully online or by combining face-to-face and online courses with the exception of field experiences and student teaching. Students must also successfully complete the following Florida Teacher Certification Exams: 1) General Knowledge, 2) Professional Education, 3) Elementary Education, and 4) Exceptional Student Education


  This program is offered in a face-to-face format with some courses being offered online. Students must also successfully complete the following Florida Teacher Certification Exams: 1) General Knowledge, 2) Professional Education, and 3) Elementary Education.

In addition, the Hal Marcus College of Science and Engineering offers five degree programs:

- **Mathematics with Teaching**
- **Biology with Teaching**
- **Chemistry with Teaching**
- **Physics with Teaching**
- **Environmental Science and Teaching**
Degree plans for the three education majors and UWF Teach Degree programs are provided in Appendix C.

**TEEL Admissions Requirements**

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

1. Meet with a CEPS academic advisor.
2. Complete an Application for Admission to TEEL (Submit the application through Tk20) or UWF-Teach. (How will this work?)
3. Read the TEEL Field Experience and Student Teaching Guide
4. Take and pass all areas (English Language Skills, Reading, Math, and Essay) of the FTCE General Knowledge Test (GK). Study materials for the GK can be accessed at https://libguides.uwf.edu/ftce In addition, TEEL offers a free online Canvas course for the GK. Please contact your assigned academic advisor for more information.
5. Have a cumulative GPA of at least 2.50 in all previously attempted college coursework.
6. Complete online Teacher Education Orientation (see advisor)
7. Successfully complete the education course prerequisite: 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 level coursework

Per state statute, students will not be allowed to move forward in a certification track and take program courses if the prerequisite and all four sections of the GK exam are not passed. Additionally, students will not be permitted to take TEEL (or UWF-Teach) program courses without having a GPA of a 2.50 or higher. Once admitted to an initial certification degree major, students must maintain a minimum GPA of 2.50. Students must also maintain a Program GPA of a 2.50 or higher to move forward with Field Experiences and Student Teaching. 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** Community Education B.A. after completing the following requirements:

1. Meet with a CEPS 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.)

**TEEL Teacher Candidacy Admissions Requirements**

After being admitted to TEEL (or UWF-Teach), students must fulfill additional requirements to be admitted to teacher candidacy, which is required for student teaching. To be admitted to TEEL teacher candidacy, the student must:

1. Declare a major in one of the **two initial teacher certification degrees** (Elementary Education or ESE/Elementary Education) or UWF-Teach certification degrees,
2. Submit passing scores on both the FTCE Professional and Subject Area examination(s),
3. Remain in good standing in terms of GPA and dispositions assessments,
4. Be approved for candidacy by the Chair of Teacher Education and Educational Leadership (TEEL)
5. Maintain a program GPA of at least a 2.5.

Passing both the FTCE Professional and Subject Area exams are a requirement for degree completion; **students are required to take and pass all exams 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 October 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 classroom teacher.**
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 CEPS 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!

CEPS uses a dual advising model. Therefore, you will have an academic advisor and a faculty mentor. See below for more information.

For assistance, contact your academic advisor either in person, by phone, or by email. The CEPS Advising Center is located in Building 86/Room 112. Current students, please make an appointment through MyUWF “Navigate.” Center 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 the advising office at cepsadvising@uwf.edu or call 850.857.6306.

Academic Advising

Ms. Susan Martin at smartin1@uwf.edu (850-474-3088) is located in the CEPS Advising Center and is the Academic Advisor for TEEL undergraduate students with last names A-K.

Mrs. Jennifer Griffin at jgriffin@uwf.edu (850.857.6009) is located in the CEPS Advising Center and is the Academic Advisor for TEEL undergraduate students with last names L-Z.

Faculty Mentor

You will be assigned a faculty mentor when you begin a TEEL program. Your assigned mentor will contact you early in the semester to help you succeed in your endeavors and resolve any problems you may encounter. Your mentor is also a good person with whom to discuss your overall personal and professional goals.

For information for a specific TEEL faculty member go to: http://uwf.edu/ceps/departments/teacher-education-and-educational-leadership/our-faculty/faculty-profiles/

Collaborations for Assisting Students

To further support students who are in jeopardy of not meeting academic or dispositional standards, TEEL faculty use a coordinated system of communication to collaborate in order to identify problems and resources to help foster student success. This collaboration may involve current and past instructors, and will include, as appropriate, a student’s Academic Advisor and Faculty Mentor.

For students having difficulties in a course, the first step is to discuss the issue with the course instructor. If a successful resolution is not achieved, discuss the issue with the
TEEL department chair. We are all committed to achieving positive outcomes for our students.

When faculty cannot provide the help or answers you believe you need, the Student Grievance process provides students the opportunity to bring complaints to the attention of the University. The Student Grievance process may not be used for all issues (i.e., academic misconduct) or for any issue in which a specific appeal process is available. For more information regarding the Student Grievance Process go to:

Assessment System

Competencies and Skills
In your educational course programming, 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 and effective teaching. You can find more information on these Competencies and Skills at http://www.fldoe.org/asp/ftce/ftcecomp.asp

Assessment System and Academic Learning Compacts
TEEL faculty have developed an academic plan for the evaluation of students to ensure that specific student learning outcomes and compacts 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.

Tk20
TEEL certification programs are state approved and nationally accredited. This state and national approval/accreditation provides you with the assurances of both 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. Indeed, these assurances are not available from every college or university. In order to retain our national and state accreditations, which make our programs highly regarded throughout the nation not to mention within Florida, we must provide evidence that the educational experiences we provide our students are relevant, research-based, and data-driven. Thus, we must collect, maintain, and use data mandated by these accrediting bodies. We accumulate this data through our Tk20 software program.

The required Tk20 program for all three TEEL Undergraduate education majors can be purchased either through the UWF Bookstore or online at https://uwf.TK20.com/campustoolshighered/start.do You are required to purchase and apply to the TEEL program prior to taking major courses. If you are a transfer student, you must apply as soon as you have access to your University email.

If you encounter a problem with Tk20, submit a ticket at https://uwf.TK20.com/campustoolshighered/start.do

If you have a content issue with Tk20 in a particular class, contact your instructor.

TEEL students participate in a field-intensive program of study that allows them to engage in extensive reflection and writing about their classroom practice, preparing them for the diverse economic, social, cultural, and political context of Florida’s schools.
Courses and Field Experiences

Courses
The following is a required Prerequisite course for education certification majors:
- EDF 1005 Introduction to Education

The following courses are common for all education majors in TEEL:
- EEX 3070 Methods of Inclusion and Collaboration
- LAE 3314 Literacy for the Emergent Learner
- EDF 3234 Applied Foundations of Education
- EDF 4373 Elementary & Special Education Integrated Arts
- EDG 3945 Field Experience I
- EDG 4413 Classroom Management
- TSL 4080 ESOL Principles and Practices
- RED 3310 Literacy Instruction for the Intermediate Learner

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

UWF-Teach Program Courses
* EDG 2041 (or EDF1005): Exploring Inquiry Teaching (3 hrs)
* EDF 3224: Applied Foundations of Education (3 hrs)
* ESE 4322: Instruction, Management, and Assessment in Secondary Education (3 hrs)
* EDG 3323: General Methods in K-12 Reading Instruction (3 hrs)
* TSL 4080: ESOL Principles and Practices (3 hrs)
* MAE/SCE 4320: Teaching Mathematics/Science in Middle and Secondary Education (3 hrs)
* EDG 4940: Secondary Practicum (3 hours)
* EDG 4990: Apprenticeship Teaching (6 hours)

See individual degree plans for content coursework to complete.

Field Experiences
TEEL students participate in a field-intensive program of study that allows them to engage in extensive reflection and writing about their classroom practice, preparing them for the diverse economic, social, cultural, and political context of Florida’s schools.

There are two field experience courses for education majors: Field Experience 1 & 2. These courses cannot be taken together and are sequential. **Your Program GPA must be 2.5 or higher to be eligible for placement in Field Experience 1 and 2.** Work with your academic advisor to learn the details of each of them.
Students applying for Field Experience 2 must be admitted to Elementary Education or ESE/Elementary Education.

For UWF-Teach majors, there is one field experience class: Secondary Practicum. Work with your academic advisor to learn the details.

Placements for Field Experience 1 & 2 and Secondary Practicum are made by the Assistant Director of Field Placements. Once a placement is made, it will not be changed.

Before placements can be made, students must first submit a field placement application in Tk20 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. To submit an application, log into Tk20, click on “Applications” (top-left margin). When the link opens up, click on “Create New Application,” and then go to the drop down menu for the appropriate form. After you complete the form, click “Submit” and you are finished.

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

- **Fall** – Application window is March 1st – May 1st. **Deadline is May 1st**
- **Spring** – Application window is August 1st to October 1st. **Deadline is October 1st**

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

**Student and Apprenticeship Teaching**

Student and Apprenticeship Teaching Applications (in Tk20) and all passing FTCE scores must be received by the deadline or your student teaching will be delayed until the next semester. Student Teaching and Apprenticeship teaching Application deadlines are as follows:

- **Fall** – Application window is March 1st – May 1st. **Deadline is May 1st**. All test (FTCE) scores must be received by May 1st in order to secure a placement.
- **Spring** – Application window is August 1st – October 1st. **Deadline is October 1st**. All test (FTCE) scores must be received by October 1st in order to secure a placement.

In addition to passing all exams by the designated deadline and the application being submitted on time, students must also pass all required courses with a C- or better prior to student teaching and maintain a minimum program GPA of 2.5.

Placements for Student Teaching are made by the Assistant Director of Field Placements. Once a placement is made, it will not be changed.

Your student or apprenticeship teaching experience will be a progressive responsibility for learning under the supervision of high-performing and highly qualified educators.
Throughout the student teaching assignment, a cooperating teacher will closely monitor and measure your teaching skills to ensure you demonstrate the highest standards of excellence.

Students completing student teaching outside of the UWF service area (Escambia County, Florida; Santa Rosa County Florida; and Okaloosa County, Florida) should view “UWF State Authorization Status” - [http://uwf.edu/online/out-of-state-students/state-authorization/](http://uwf.edu/online/out-of-state-students/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.

**Internship Option**

There are a limited number of paid internships available each year for exemplary students. These internships fulfill the student teaching requirement and are available for any student who meets the requirements for student teaching. All students who are eligible for student teaching are invited to apply for the internships. The applications are available March 1st and should be completed by April 1st. Applicants are interviewed and the most qualified candidates are selected. The internships are 10 month paid student teaching experiences and are only available in **Escambia County, Florida**. Internships begin in August only. The interns work with a master teacher in their classroom for the entire year while fulfilling all of the student teaching requirements.

**ESOL Endorsement**

The knowledge necessary to work with ESOL students is embedded within the content of your degree courses and in TSL4080 and TSL4081. The performance component for your ESOL endorsement will be required in FE 2. For more information on the ESOL Endorsement go to [http://www.fldoe.org/academics/eng-language-learners](http://www.fldoe.org/academics/eng-language-learners)

**Reading Endorsement**

Students in an education certification degree program will complete Competencies 1-4 prior to student teaching. Competency 5, Demonstration of Accomplishment, is part of Senior Seminar and Student Teaching. For more information on Reading Endorsement go to [http://www.fldoe.org/academics/standards/just-read-fl/reading-endorsement.stml](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 field 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:  
- Okaloosa County School District:  
  [https://www.okaloosaschools.com/depts/hr/fingerprinting](https://www.okaloosaschools.com/depts/hr/fingerprinting)
- Santa Rosa County School District:  

Teacher candidates in other states and countries should contact their local school district for guidance.

**Liability Insurance and Medical Insurance**

It is recommended that all teacher education teacher candidates purchase professional liability insurance. (Please see Appendix M for more information.) It is also recommended that teacher candidates should secure their own health/medical insurance to provide coverage for any illness or injury incurred during any field 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 liability and/or medical insurance.

Please note some school districts will not hire teachers who have smoked within 6 months of the hiring date. This means if you are a smoker and wish to be hired as a new teacher, you may need to stop smoking at least 6 months prior to being hired. This is due to the rising medical costs associated with smoking. The penalty for lying about smoking on the application can be harsh. For example, in Escambia County, a teacher who has found to have lied will be dismissed and will never be allowed to teach in the district again. Therefore, you should check on the smoking policy for the district in which you hope to teach.

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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 the field experiences as well as away from the school environment. Lack of professionalism may result in the student being removed from a field placement and failing the course.

Dress Code
Teacher candidates participating in field experiences should dress according to professional practices. Jeans are not considered appropriate dress and any piercings should be removed with the exception of standard earrings for women or men. Shirts must cover the midriff and back and extend below the waistband of pants. Teacher candidates should follow the advice of the Coordinating Teacher regarding adult tattoos. 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 wear an identification badge at all times when on school grounds.

Dates of Attendance
Teacher candidates in Field Experience 1 and Field Experience 2 will begin their field work after placements have been confirmed. These placements conclude when teacher candidates have satisfactorily completed 100 hours of fieldwork – spread over a 10-12 week period. (See the University’s calendar for specific dates.) Teacher candidates in student teaching are expected to be in their field classrooms for the entire semester. All teacher candidates will follow the local school district’s schedule instead of the University’s schedule for holidays.

Daily Schedule
Teacher candidates in Field experience 1, Field experience 2, and practicum will work with their cooperating teacher to create a set schedule to complete their 100 hours in the classroom. All field experience teacher candidates are expected to be present and on-time once their schedule has been established.

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. If the teacher candidate is placed in a school with extended hours, they are expected to be there throughout the extended day. In these cases, the student placement will end the week before the last day of the semester for a total of 14 weeks.

In 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

Illness is difficult to avoid. However, the teacher candidates are responsible for planning in advance for any anticipated absences. If they must be absent, they will notify their cooperating teacher immediately so the teacher has time to make appropriate plans. Once the cooperating teacher has been notified, the teacher candidates must also inform the university supervisor immediately of any absences. Absences beyond three days require documentation from a health professional.

Please note: The Assistant Director of Field Placements and the Chair of TEEL reserve the right to terminate or extend the length of field experience, student teaching or apprenticeship teaching assignments where the teacher candidate misses too many 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 course work 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 are capable of doing before attempting too many courses in one semester.

Email Netiquette

- Check/access your MyUWF and Gmail accounts 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.
- Maintain professionalism 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). When you are in a field placement, your cell phone should be on “silent and stored away from sight.” You will refrain from using your cell phone in a K-12 classroom except for emergencies.
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) Student: a student enrolled in the first of three field experiences required for elementary and ESE/Elem majors. Community Education majors will enroll in this first field experience. The FE1 student is expected to be in the classroom for 100 hours over 10-12 weeks (a minimum of 2 days each week).

Field Experience 2 (FE2) Student: a student enrolled in the second of three field experiences. 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) Student: 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 secondary 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) Student: a student enrolled in the culminating field experience, apprenticeship teaching. Apprenticeship teachers are required to be in the classroom half day 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: a teacher candidate enrolled in the culminating field experience, 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.
**Intern:** a student selected to serve as a paid intern for his/her culminating field experience. Intern teacher candidates are required to be in the classroom full-time beginning with teacher pre-planning week through the final day of school.

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

**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). TEEL is a part of the UWF’s Professional Education Unit (PEU), which is accredited by NCATE. 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 (basic skills) and it is a Department of Teacher Education and Educational Leadership admission requirement for all undergraduate certification track programs. This exam must be passed prior to admission to one of the certification degree education majors as required by Florida State Statute. There are four subtests of this exam: Mathematics, Reading, English Language Skills, and Essay. All four subtests must be passed in order to pass the GK Test. Additionally, due to Florida State Statute, students are not permitted to take upper level 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* (PRO ED) which is based on educational theories and foundations as well as practical knowledge. This exam must be passed prior to student teaching. Deadline for submitting passing scores for fall placement is May 1. Deadline of submitting passing test scores for spring is October 1. It is recommended the student take this exam early in the TEEL program after passing EDF3234, EDG 4413 and completing the TEEL foundation courses. For more information, refer to Appendix C “Degree Plans: Additional Requirements.”

Finally, the student must take and pass the FTCE Subject Area Exam(s)* associated with his or her certification track program. [Elementary Education K-6 exam is required for both degrees and those in the ESE/Elementary degree will also need the Exceptional Student Education K-12 exam] These exams are based on the content and methods of your major. All required subject area exams must be passed prior to student teaching. Deadline for submitting passing scores for fall placement is May 1. Deadline for submitting passing test scores for spring is October 1. We recommend students take the Elementary Education K-6 and Exceptional Student Education K-12 exams early, after completing the methods and most of the content courses, in order to leave time to retake if necessary. For more information, refer to Appendix C “Degree Plans: Additional Requirements.”

* 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.
• For fall semester student teaching, FTCE scores must be received by May 1st.

• For spring semester student teaching, FTCE scores must be received by October 1st.

See Appendix D for FTCE study guidelines.

FTCE Information: https://uwf.edu/ceps/departments/teacher-education-and-educational-leadership/support--resources/ftce-information/

Registration for computer-based Florida Teacher Certification Exams is by appointment only at various testing sites. Go online to Florida Teacher Certification Examinations (FTCE) website at http://www.fl.nesinc.com/ 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 Florida to take the exams or make arrangements at a remote testing facility where available. View test center location in Florida and throughout the United states at http://www.fl.nesinc.com/FL_TestCenterMap.asp
Graduation

Pre-Graduation Audit

TEEL undergraduate majors are required to meet with the assigned CEPS 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

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

Student responsibilities include:

1. Meeting with a TEEL 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 TEEL undergraduate non-certification track programs
- UWF cumulative 2.50 GPA with a major GPA of 2.50 for TEEL 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 all program specific lower division common prerequisites
- Completion of admissions foreign language requirement
- Completion of multicultural requirement
- Nine hours of summer semester enrollment at a 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. TEEL 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 education from a TEEL certification program, 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.shtml. 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 52, Room 151. Please contact (850) 474-3176 or visit: [https://uwf.edu/offices/center-for-academic-success/](https://uwf.edu/offices/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. [http://uwf.edu/cassh/support-resources/the-uwf-writing-lab/](http://uwf.edu/cassh/support-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 (Building 22), Room 227 or call (850) 474-2393.

**Financial Aid**

Students attending on-campus or online may apply for eligibility to receive financial aid. The financial aid home page is located at [http://uwf.edu/finaid/index.cfm](http://uwf.edu/finaid/index.cfm)

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: deadlines apply.

Students attending UWF online who are non-Florida residents may apply for an out-of-state tuition waiver online at [http://uwf.edu/online/we-are-affordable/](http://uwf.edu/online/we-are-affordable/)

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

**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 academic audit can all be found in MyUWF. To access your MyUWF account, go to our home page at [my.uwf.edu](http://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.

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 library (Building 32) and Professional Studies Library (Building 86/Room105) 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 left)
- Click on “Access for Distance Learners”
- Click on “Access” (link in center of page) and follow the directions

The Circulation Department will send you an access number via email and you will be able to access library materials online.

While waiting for an access number, you should be able to login to MyUWF, click on the “MY Campus” tab, and locate the library interface in the center column. If you enter the databases here, in most cases you will have full access even without an access number. If you should 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 http://www.efollett.com/ by typing “University of West Florida” in the search box. In addition to books, students can purchase UWF apparel and gifts, school supplies, and computer products.

Once you register for classes, go to My Classes 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: http://uwf.edu/offices/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, Building 19, Room 100D, (850) 474-2387 (V/TDD: (850)857-6107), or https://uwf.edu/offices/student-accessibility-resources/

Health Services

Student Health Services, located in Building 960, 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, Tuesday, Wednesday, and Friday from 8 a.m. - 5 p.m. and Thursday from 9 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 & Wellness Services

Counseling & Psychological Services (CAPS) and Wellness Services are both located in Building 960, Suite 200-A. These areas work collaboratively to create a culture at UWF in which students value and nurture both physical and mental health. Each area also works independently, providing unique contributions to the UWF campus community. “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 or stop by between 8 am and 5 pm – Monday through Friday.

“The mission of UWF Wellness Services is to support student success through health education, promoting healthy choices, and encouraging activism.” Some of the services offered by the Wellness Office include sexual health, drug awareness, and gender and sexual violence. Wellness Services also works with the UWF Peer Educators to promote student driven health efforts on campus. For more information call (850) 473-7112.
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 regards 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 College of Education and Professional Studies 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) – the state of Florida requires all CTs to have CET. Check with your local district or TEEL placement office about upcoming training sessions.
- Makes 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 student’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 in the table below:

• Facilitate introduction of the field experience student 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 student.
• Allow the field experience student 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 student sufficient time to plan/develop lessons to be taught in the classroom.
  o 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
• Observe and informally evaluate the field experience student’s performance, providing frequent, targeted constructive feedback. For field experience 1 and 2, the student’s lessons will be 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 at mid term and the end of the term - Field Experience 1 and 2 located in Appendix K.
- Work with field experience student to establish a designated day and time each week for focused reflection and feedback.
- Assist the field experience student 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 student’s performance or behavior.

**Key Things to Remember**

- UWF students are not allowed to chaperone alone any type of activity during the placement.
- The University prohibits the use of UWF students as substitute teachers during the placement.
- UWF students are expected to know their pupils as well as possible through observations, conferences, test scores, and examination of school records.
- UWF student behavior during school days and non-school days should be governed by the fact that they are now a professional person.
- 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 Tk20 must reflect input from the candidate and cooperating teacher.

- 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 one instructional session, providing feedback. Complete informal observations as necessary.
- **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 (Appendix E) at the end of week 5 and end of the semester. Submit the summative evaluation to Tk20.

- Complete a final review conference with candidate and CT in order to complete Tk20 evaluation together.

- Submit the Tk20 Field Experience Binder at the end of the semester. (When completing evaluations in Tk20, please do not leave any item “unbubbled” or unmarked. If you cannot assess a student on an item, choose the NA option. 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 field experience student 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, 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.)

- Plan for 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 and FE2 and Secondary Practicum Student 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, and activities.
- Immediately inform the cooperating teacher and university supervisor of any changes in the agreed upon field experience schedule.
- FE1 student - Comprehensively plan at least two lessons delivered in a variety of instructional formats; all lessons will be informally evaluated by the cooperating teacher; the second lesson will be formally evaluated by the university supervisor.
  
  **FE2 and SP student** - 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.

- Submit assignments in a timely manner, to both the cooperating teacher and course instructor. Submit designated assignments to Tk20.
- Complete an evaluation on your CT and US.
- 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 student is in the classroom. The university supervisor will verify hours in Tk20 at the end of the semester.
Field Experience 1 and 2 and Secondary Practicum  
CT and US Roles and Responsibilities

<table>
<thead>
<tr>
<th>Cooperating Teacher (CT) Roles &amp; Responsibilities</th>
<th>University Supervisor (US) Roles &amp; Responsibilities</th>
</tr>
</thead>
</table>
| ❖ 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 student and once at the end for summative evaluation.  
❖ **FE1 and 2** - Evaluate lessons taught by the student and share feedback with the student. | ❖ 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 one lesson taught by the student and share with the CT.  
❖ **FE2** - Evaluate two lessons taught by the student and share with the CT. |
| Collaborate with teacher candidate and University Supervisor | Collaborate with classroom teacher |
| Scaffold teacher candidate’s experiences | Scaffold teacher candidate’s experiences |
| ❖ Monitor progression of teacher candidate’s teaching and learning.  
❖ **FE1** - Assist teacher candidate with understanding and applying research based best practices.  
❖ **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.  
❖ **FE2 & SP** - Assist teacher candidate with a deeper understanding (why and how) of the instrument and rubric for |
- Assist student in identifying strengths and areas for improvement.

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 Tk20 for program evaluation as evidence to support rubric ratings.

### Cooperating Teacher Roles & Responsibilities

<table>
<thead>
<tr>
<th>Scaffold teacher candidate’s experiences</th>
<th>University Supervisor Roles &amp; Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Support teacher candidate in completing requirements for field experience.</td>
<td>- Work with teacher candidates to identify artifacts to upload to Tk20 for program evaluation as evidence to support rubric ratings.</td>
</tr>
<tr>
<td>- <strong>FE2</strong> - Observe teacher candidate working with ESOL students and provide feedback.</td>
<td>- <strong>FE2</strong> - Provide feedback and support to teacher candidate working with ESOL students</td>
</tr>
<tr>
<td>- <strong>FE2</strong> - 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.</td>
<td>- <strong>FE2</strong> - 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.</td>
</tr>
<tr>
<td>- Review lesson plans and provide feedback.</td>
<td>- Review lesson plans and provide feedback.</td>
</tr>
</tbody>
</table>

### Link theory to practice

- Assist teacher candidate in connecting field practice to theory learned during previous course work.

- Use pre and post lesson meetings as an opportunity to link theory to practice (pre) and practice to theory (post).

- Assist teacher candidate in designing and teaching lessons to explicitly connect field practice to theory learned during previous course work.

- 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 experience. However, in order to pass FE1, the candidate must attain at least a “developing” rating on the 7 Critical Components of the Danielson Framework on his/her summative evaluation. In FE2, the candidate must attain at least a “developing” rating for all Danielson components on his/her summative evaluation.

Evaluation Instrument

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

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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 College of Education and Professional Studies 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) – the state of Florida requires all CTs to have CET. Check with your local district or TEEL placement office about upcoming training sessions.

- Makes 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 student’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 in the table 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 student.

• 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 student sufficient time to plan/develop lessons 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

• 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 Appendix L 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 field experience student 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 student’s performance or behavior.

**Key Things to Remember**

- UWF students are not allowed to chaperone alone any type of activity during the placement.
- The University prohibits the use of UWF students as substitute teachers during the placement.
- UWF students are expected to know their pupils as well as possible through observations, conferences, test scores, and examination of school records.
- UWF student behavior during school days and non-school days should be governed by the fact that they are now a professional person.
- 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 Tk20 must reflect input from the candidate and cooperating teacher.

- Meet with the cooperating teacher and student teacher for introductions and to outline the semester.
- Review lesson plans.
- Complete at least 3 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 Tk20 evaluation together.

• Submit the Tk20 Student Teaching Binder at the end of the semester. (When completing evaluations in Tk20, please do not leave any item “unbubbled” or unmarked. If you cannot assess a student on an item, choose the NA option. 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 field experience student 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.)

• Plan for 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 and instructor.
- Have the cooperating teacher approve all lesson plans and activities.
- 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 Tk20.

Student Teaching Timeline

**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.

**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 program) 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 fifth week, teacher candidate, cooperating teacher and university supervisor will discuss the teacher candidate disposition form. The university supervisor will upload the form to Tk20.
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 TEEL 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 three observations will be completed.

*By mid-term, the cooperating teacher will submit the 1st feedback form to the university supervisor.*

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 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.*

**Internships**

Teacher candidates selected for internships serve an entire school year under the supervision of a master teacher in the local school district. They are employees of the school district and therefore must adhere to the employment policies of that district.
# Student and Apprenticeship Teaching/Internship CT and US Roles and Responsibilities

<table>
<thead>
<tr>
<th>Cooperating teacher Roles &amp; Responsibilities</th>
<th>University Supervisor Roles &amp; Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Collaborate with teacher candidate and University Supervisor</strong></td>
<td><strong>Collaborate with classroom teacher</strong></td>
</tr>
<tr>
<td>1. Communicate with candidate and University Supervisor (US) regularly.</td>
<td>1. Communicate with candidate and CT regularly (6-10 times/semester, more if necessary).</td>
</tr>
<tr>
<td>2. Meet at least 4 times with teacher candidate. Meet with the US and ST for orientation and summative evaluation.</td>
<td>2. Meet at least 4 times with teacher candidate (virtually or in person). Meet with the CT and ST for orientation and summative evaluation.</td>
</tr>
<tr>
<td>3. Commit to mentoring and coaching teacher candidate.</td>
<td>3. Explain expectations regarding coaching teacher candidate to the classroom teacher.</td>
</tr>
<tr>
<td>4. Evaluate lessons taught by the student and share feedback with the student and US.</td>
<td>4. Evaluate a minimum of three lessons taught by the student.</td>
</tr>
<tr>
<td>5. Complete mid-term and final feedback forms for University Supervisor.</td>
<td></td>
</tr>
<tr>
<td><strong>Scaffold teacher candidate’s experiences</strong></td>
<td><strong>Scaffold teacher candidate’s experiences</strong></td>
</tr>
<tr>
<td>2. Assist teacher candidate with a deeper understanding and application of research-based practices.</td>
<td>2. Assist teacher candidate with a deeper understanding (why and how) of the instrument and rubric for teacher performance expectation (i.e. Danielson).</td>
</tr>
<tr>
<td>3. Work with student to identify strengths and areas for improvement.</td>
<td>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.</td>
</tr>
<tr>
<td>4. Support teacher candidate in completing requirements for student teaching.</td>
<td>4. Work with teacher candidates to identify artifacts to upload to Tk20 for program evaluation as evidence to support rubric ratings.</td>
</tr>
<tr>
<td>5. Collaborate with a reading certification teacher for observing and evaluating the teacher candidate’s reading assignment.</td>
<td></td>
</tr>
<tr>
<td><strong>Link theory to practice</strong></td>
<td><strong>Link theory to practice</strong></td>
</tr>
<tr>
<td>1. Assist student in connecting field practice to theory learned during previous course work.</td>
<td>1. Use pre and post lesson meetings as an opportunity to link theory to practice (pre) and practice to theory (post).</td>
</tr>
<tr>
<td>2. Use pre and post lesson meetings as an opportunity to link theory to practice (pre) and practice to theory (post).</td>
<td></td>
</tr>
<tr>
<td><strong>Develop teacher candidate’s critical</strong></td>
<td><strong>Develop teacher candidate’s critical</strong></td>
</tr>
<tr>
<td>1. Encourage self-reflection throughout the field experience.</td>
<td>1. Encourage self-reflection throughout the field experience.</td>
</tr>
<tr>
<td>2. Support teacher candidate’s growth by providing feedback</td>
<td>2. Work with teacher candidate by providing feedback for revising a professional learning plan, which</td>
</tr>
</tbody>
</table>
Final Evaluation of Student Teaching and Internship

The *university instructor* will make the final decision for the teacher candidate’s final grade for student teaching or internship. However, in order to pass Student Teaching/Internship, the candidate must attain at least a developing rating for all Danielson components on his/her summative evaluation.

**Evaluation Instrument**

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

Appendix A – Florida Educator Accomplished Practices
Appendix B – Degree Plans (3 for TEEL and 5 for UWF-Teach)
Appendix C – Exam Study Guidelines
Appendix D – Dispositions
Appendix E – Danielson Evaluation
Appendix F – Planning Guides (2)
Appendix G – Reflection Guide
Appendix H – Post Observation Conference Guide
Appendix I – Professional Development Planning Guide
Appendix J – Cooperating Teacher Feedback Form (FE1, FE2, and SP)
Appendix K – Cooperating Teacher Feedback Form (Student and Apprenticeship Teaching)
Appendix L – Liability Insurance
Appendix A – The 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 – Degree Plans

### ELEM/ESOL/READING, B.A. (ELEM)

#### Degree Plan

**SUMMARY OF REQUIREMENTS-UNDERGRADUATE**

List of when each course is offered in which semester & the prerequisite(s)/Co-requisite(s)

#### Education Courses (Prerequisites)

<table>
<thead>
<tr>
<th>UWF Course</th>
<th>Semester Offered</th>
<th>Pre-req(s) and Coreq(s)</th>
<th>Add'l Req(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDF 1005: Introduction to Education</td>
<td>All</td>
<td>None</td>
<td>FTCE General Knowledge</td>
</tr>
</tbody>
</table>

#### Courses in the Major

<table>
<thead>
<tr>
<th>UWF Course</th>
<th>Semester Offered</th>
<th>Pre-req(s) and Coreq(s)</th>
<th>Add'l Req(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EEX 3070: Methods of Inclusion and Collaboration</td>
<td>All</td>
<td>None</td>
<td>FTCE Professional Education</td>
</tr>
<tr>
<td>LAE 3314: Literacy for the Emergent Learner</td>
<td>All</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>EDF 3234: Applied Foundations of Education</td>
<td>All</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>EDG 4373: Elementary &amp; Special Ed Integrated Arts</td>
<td>All</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>EDG 3945: Field Experience 1 (ELEM)</td>
<td>Fall &amp; Spring</td>
<td>Pre-req: EDF 3234</td>
<td></td>
</tr>
<tr>
<td>EDG 4413: Classroom Management</td>
<td>All</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>TSL 4080: Found of Teaching ESOL Students</td>
<td>All</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>RED 3310: Literacy Instru for the Intermediate Learner</td>
<td>All</td>
<td>Pre-req: LAE 3314</td>
<td></td>
</tr>
<tr>
<td>EDE 4200: Planning &amp; Curriculum I</td>
<td>Fall</td>
<td>None</td>
<td>FTCE Subject Area K-6</td>
</tr>
<tr>
<td>EDG 4351: Educational Assessment</td>
<td>All</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>SCE 4310: Teaching Science in the Elementary School</td>
<td>Fall &amp; Summer</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>MAE 4310: Teaching Math in the Elementary School</td>
<td>Fall &amp; Summer</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>RED 4542C: Assmnt &amp; Differentiated Instr in Reading</td>
<td>Fall &amp; Spring</td>
<td>Pre-reqs: LAE 3314 &amp; RED 3310</td>
<td>Apply for Teacher Candidacy</td>
</tr>
<tr>
<td>TSL 4081: Empow Tchrs to Teach Eng to ESOL Stu</td>
<td>All</td>
<td>Pre-req: TSL 4080</td>
<td></td>
</tr>
<tr>
<td>SSE 4113: Social Studies for Elementary Teachers</td>
<td>Spring &amp; Summer</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>EDE 4201: Planning &amp; Curriculum II</td>
<td>Spring</td>
<td>Pre-req(s): EDE 4200 and 2 Mtdhs Courses Co-req(s): Methods Course: LAE 3314, MAE4310, SCE4310, SSE4113</td>
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</tr>
<tr>
<td>EDG 4949: Field Experience 2</td>
<td>Fall &amp; Spring</td>
<td>Pre-req: EDG 3945 &amp; TSL4081</td>
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</table>

#### Student Teaching

<table>
<thead>
<tr>
<th>UWF Course</th>
<th>Semester Offered</th>
<th>Pre-req(s) and Coreq(s)</th>
<th>Add'l Req(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDG 4940: Student Teaching <strong>OR</strong></td>
<td>Fall &amp; Spring</td>
<td>All course-work &amp; passing all FTCEs: General Knowledge, Professional Education &amp; Subject Area (s): (ELE K-6)</td>
<td>FALL Application</td>
</tr>
<tr>
<td>EDG 4941: Teaching Internship I</td>
<td></td>
<td></td>
<td><strong>March 1 – May 1 SPRING Application</strong></td>
</tr>
<tr>
<td>EDG 4942: Teaching Internship II</td>
<td></td>
<td></td>
<td><strong>August 1 – Oct 1</strong></td>
</tr>
<tr>
<td>EDG 4936: Senior Seminar</td>
<td>Fall &amp; Spring</td>
<td>Co-req: EDG 4940 OR EDG 4941/4942</td>
<td></td>
</tr>
</tbody>
</table>
### ELEM/ESOL/READING (K-6) & ESE (K-12), B.A. (ELEM & ESE) Degree Plan

#### SUMMARY OF REQUIREMENTS-UNDERGRADUATE:
List of when each course is offered in which semester & the prerequisite(s)/co-requisite(s)

**Education Courses (Prerequisites)**

<table>
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<tr>
<th>UWF Course</th>
<th>Semester Offered</th>
<th>Pre-req(s) and Coreq(s)</th>
<th>Add'l Req(s)</th>
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<tbody>
<tr>
<td>EDF 1005: Introduction to Education</td>
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</tbody>
</table>

**Courses in the Major**

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<tr>
<th>UWF Course</th>
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<th>Pre-req(s) and Coreq(s)</th>
<th>Add'l Req(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EEX 3070  Methods of Inclusion and Collaboration</td>
<td>All</td>
<td>None</td>
<td>FTCE Professional Education</td>
</tr>
<tr>
<td>LAE 3314  Literacy for the Emergent Learner</td>
<td>All</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>EDF 3234  Applied Foundations of Education</td>
<td>All</td>
<td>None</td>
<td></td>
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<tr>
<td>EDG 4373  Elementary &amp; Special Ed Integrated Arts</td>
<td>All</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>EDG 3945  Field Experience 1 (ELEM)</td>
<td>Fall &amp; Spring</td>
<td>Pre-req: EDF 3234</td>
<td></td>
</tr>
<tr>
<td>EDG 4413  Classroom Management</td>
<td>All</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>TSL 4080  ESOL Principles &amp; Practices</td>
<td>All</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>RED 3310  Literacy Instr for the Intermediate Learner</td>
<td>All</td>
<td>Pre-req: LAE 3314</td>
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</tr>
<tr>
<td>EDG 4351  Educational Assessment</td>
<td>All</td>
<td>None</td>
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</tr>
<tr>
<td>SCE 4310  Teaching Science in the Elementary School</td>
<td>Fall &amp; Summer</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>EEX 4254  Instr Strateg for Teach Stu w/ Exceptionalities</td>
<td>Fall &amp; Spring</td>
<td>Pre-req: EEX 3070</td>
<td></td>
</tr>
<tr>
<td>TSL 4081  Empow Tchrs to Teach Eng to ESOL Stu</td>
<td>All</td>
<td>Pre-req: TSL 4080</td>
<td>FTCE Subject Area K-6 &amp; ESE K-12</td>
</tr>
<tr>
<td>MAE 4310  Teaching Math in the Elementary School</td>
<td>Fall &amp; Summer</td>
<td>None</td>
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<tr>
<td>SSE 4113  Social Studies for Elementary Teachers</td>
<td>Spring &amp; Summer</td>
<td>None</td>
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<tr>
<td>RED 4542C Assmnt &amp; Differentiated Instruc in Rdg</td>
<td>Fall &amp; Spring</td>
<td>Pre-reqs: LAE 3314 &amp; RED 3310</td>
<td></td>
</tr>
<tr>
<td>EEX 4255  Curr for Teach Students w/ Exceptionalities</td>
<td>Fall &amp; Spring</td>
<td>Pre-reqs: EEX 3070, EEX 4254 &amp; RED 3310</td>
<td></td>
</tr>
<tr>
<td>EEX 4141  Survey of Norm/Abnorm Lang &amp; Spch Dev</td>
<td>Fall &amp; Spring</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>EEX 4772  Pers, Social &amp; Emplymt Skills/Exc Students</td>
<td>Fall &amp; Spring</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>EEX 4474  Curr. for Teach Stu w/Sever Disabilities</td>
<td>Fall &amp; Spring</td>
<td>Pre-req: EEX 3070</td>
<td>Apply for Teacher Candidacy</td>
</tr>
<tr>
<td>EDG 4949  Field Experience 2 (ESE)</td>
<td>Fall &amp; Spring</td>
<td>Pre-req: EEX 3945 &amp; TSL4081</td>
<td></td>
</tr>
</tbody>
</table>

**Student Teaching**

<table>
<thead>
<tr>
<th>UWF Course</th>
<th>Semester Offered</th>
<th>Pre-req(s) and Coreq(s)</th>
<th>Add'l Req(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDG 4940  Student Teaching</td>
<td>Fall &amp; Spring</td>
<td>All course-work &amp; passing all FTCEs: General Knowledge, Professional Education &amp; Subject Area (s): (ESE K-12 &amp; ELE K-6)</td>
<td>FALL Application</td>
</tr>
<tr>
<td>EDG 4941  Teaching Internship I</td>
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<td></td>
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<tr>
<td>EDG 4936  Senior Seminar</td>
<td>Fall &amp; Spring</td>
<td>Co-req: EDG 4940 OR EDG 4941/4942</td>
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</tr>
</tbody>
</table>
## COMMUNITY EDUCATION
### Degree Plan

#### SUMMARY OF REQUIREMENTS-UNDERGRADUATE:

List of when each course is offered in which semester & the prerequisite(s)/Co-requisite(s)

### Courses in the Major

<table>
<thead>
<tr>
<th>UWF Course</th>
<th>Semester Offered</th>
<th>Pre-req(s) and Co-req(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EEX 3070 Methods of Inclusion and Collaboration</td>
<td>All</td>
<td>None</td>
</tr>
<tr>
<td>LAE 3314 Literacy for the Emergent Learner</td>
<td>All</td>
<td>None</td>
</tr>
<tr>
<td>EDF 3234 Applied Foundations of Education</td>
<td>All</td>
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</tr>
<tr>
<td>EDG 4373 Elementary &amp; Special Ed Integrated Arts</td>
<td>All</td>
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</tr>
<tr>
<td>EDG 3945 Field Experience 1</td>
<td>Fall &amp; Spring</td>
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<tr>
<td>EDG 4413 Classroom Management</td>
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<tr>
<td>TSL 4080 ESOL Principles &amp; Practices</td>
<td>All</td>
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<tr>
<td>RED 3310 Literacy Instru for the Intermediate Learner</td>
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<tr>
<td>EDG 4334 UDL for Informal Learning Environments</td>
<td>Spring</td>
<td>None</td>
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<tr>
<td>EDG 4947 High-Impact Practice Seminar</td>
<td>Fall</td>
<td>Co-req EDG 4944</td>
</tr>
<tr>
<td>EDG 4944 High-Impact Practice Practicum</td>
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<td>Co-req: EDG 4947</td>
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<td>EDG 4977 Learning in Informal Environments</td>
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<tr>
<td>DEP 3103 Child Development OR</td>
<td>Fall &amp; Spring</td>
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<td>DEP 4305 Psychology of Adolescence</td>
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<td>EDG 4064 Teaching at Risk Learners</td>
<td>Spring</td>
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<tr>
<td>EDG 4931 Capstone Seminar in Community Ed</td>
<td>Spring</td>
<td>None</td>
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</tbody>
</table>

Choose advisor-approved electives to total 15 Sh: See your advisor for a list of approved courses.
Appendix C – FTCE K-6 Exam Study Guidelines

If you plan to student teach in the fall, you must pass all of your FTCE exams by May 1. In the year prior to completing your student teaching, follow the study schedule below to prepare for the K-6 exam.

**Important note:** You must study the content! Simply taking practice tests will not be enough to prepare you. Study the content first and then take a practice test.

UWF FTCE Prep Guide: [http://libguides.uwf.edu/ftce](http://libguides.uwf.edu/ftce)

**August**
- 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

**October**
- Study and learn about K-6 science
  - Effective science instruction
  - The nature of science
  - Physical sciences
  - Earth and space
  - Life science

**November**
- 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)

**December**
- 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 – Initial Certification – Dispositions

UWF Dispositions: Behavioral Indicators/Danielson Components

University supervisors will evaluate the dispositions of teacher candidates during classroom observations, pre/post-observation conferences, and other interactions (e.g., personal communications with teacher candidate or cooperating teacher) using the following seven components from the Danielson instrument as behavioral indicators.

Disposition I. Willingness to learn:

<table>
<thead>
<tr>
<th>Component</th>
<th>Unsatisfactory</th>
<th>Needs Improvement/Developing</th>
<th>Effective</th>
<th>Highly Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a: Demonstrating knowledge of content and pedagogy</td>
<td>In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.</td>
<td>The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher’s plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.</td>
<td>The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.</td>
<td>The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.</td>
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<tr>
<td>1b: Demonstrating knowledge of students</td>
<td>The teacher displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages—and does not indicate that such knowledge is valuable.</td>
<td>The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.</td>
<td>The teacher understands the active nature of student learning and attains information about levels of development for individual students. The teacher also purposefully acquires knowledge from several sources about groups of students’ varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.</td>
<td>The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students’ varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.</td>
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</tr>
<tr>
<td>4e: Growing and developing professionally</td>
<td>The teacher engages in no professional development activities to enhance knowledge or skill. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others or to assume professional responsibilities.</td>
<td>The teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession.</td>
<td>The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.</td>
<td>The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.</td>
</tr>
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</table>
## Disposition II. Commitment to student learning:

<table>
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<tbody>
<tr>
<td>1c: Setting instructional outcomes</td>
<td>The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.</td>
<td>Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but the teacher has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.</td>
<td>Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students.</td>
<td>All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students.</td>
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<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>2a: Creating an environment of respect and rapport</td>
<td>Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students’ ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.</td>
<td>Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students’ ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.</td>
<td>Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks.</td>
<td>Classroom interactions between the teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.</td>
</tr>
<tr>
<td>Component</td>
<td>Unsatisfactory</td>
<td>Needs Improvement/Developing</td>
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<tr>
<td>3e: <strong>Demonstrating flexibility and responsiveness</strong></td>
<td>The teacher ignores students’ questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don’t understand the content.</td>
<td>The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.</td>
<td>The teacher successfully accommodates students’ questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.</td>
<td>The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students’ interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.</td>
</tr>
</tbody>
</table>
### Disposition III. Professionalism:

<table>
<thead>
<tr>
<th>Component</th>
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<th>Needs Improvement/Developing</th>
<th>Effective</th>
<th>Highly Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>4f: Showing professionalism</td>
<td>The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students’ needs and contributes to school practices that result in some students being ill served by the school. The teacher makes decisions and recommendations that are based on self-serving interests. The teacher does not comply with school and district regulations.</td>
<td>The teacher is honest in interactions with colleagues, students, and the public. The teacher’s attempts to serve students are inconsistent, and unknowingly contribute to some students being ill served by the school. The teacher’s decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisors about complying with school and district regulations.</td>
<td>The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and district regulations.</td>
<td>The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and district regulations, taking a leadership role with colleagues.</td>
</tr>
</tbody>
</table>
### Appendix E – Danielson Evaluation (FE2, Secondary Practicum, and Student Teaching)

Candidate: __________________________ Grade level: _________________

CT/US: __________________________________________________________

Date and time of Observation: ______________________________________

<table>
<thead>
<tr>
<th>Domain 1: Planning and Preparation</th>
<th>U</th>
<th>NI/D</th>
<th>E</th>
<th>HE</th>
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<tbody>
<tr>
<td>1a: Demonstrating knowledge of content and pedagogy</td>
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<tr>
<td>1b: Demonstrating knowledge of students.</td>
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<tr>
<td>1c: Setting instructional outcomes</td>
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<tr>
<td>1d: Demonstrating knowledge of resources</td>
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<tr>
<td>1e: Designing coherent instruction</td>
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<tr>
<td>1f: Designing student assessments</td>
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</table>

<table>
<thead>
<tr>
<th>Domain 2: Classroom Environment</th>
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<th>NI/D</th>
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<tbody>
<tr>
<td>2a: Creating an environment of respect and rapport</td>
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<tr>
<td>2b: Establishing a culture for learning</td>
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<tr>
<td>2c: Managing classroom procedures</td>
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<tr>
<td>2d: Managing student behavior</td>
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<tr>
<td>2e: Organizing physical space</td>
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<table>
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<tr>
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<th>HE</th>
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<tbody>
<tr>
<td>3a: Communicating with students</td>
<td></td>
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<tr>
<td>3b: Using questioning and discussion techniques</td>
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</tr>
<tr>
<td>3c: Engaging students in learning</td>
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</tr>
<tr>
<td>3d: Using assessment in instruction</td>
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</tr>
<tr>
<td>3e: Demonstrating flexibility and responsiveness</td>
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<table>
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<tr>
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<th>HE</th>
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<tbody>
<tr>
<td>4a: Reflecting on teaching</td>
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<tr>
<td>4b: Maintaining accurate records</td>
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<tr>
<td>4c: Communicating with families</td>
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<tr>
<td>4d: Participating in a professional community</td>
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<tr>
<td>4e: Growing and developing professionally</td>
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<tr>
<td>4f: Showing professionalism</td>
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</tbody>
</table>

**Key:**

Unsatisfactory = U  Needs Improving/Developing = NI/D  Effective = E  Highly Effective = HE

Comments:

Evaluator Signature: ______________________ Date: ______________

Candidate Signature: ______________________ Date: ______________
Charlotte Danielson’s FRAMEWORK FOR TEACHING

<table>
<thead>
<tr>
<th>DOMAIN 1: Planning and Preparation</th>
<th>DOMAIN 2: The Classroom Environment</th>
</tr>
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<tbody>
<tr>
<td>1a <strong>Demonstrating Knowledge of Content and Pedagogy</strong></td>
<td>2a <strong>Creating an Environment of Respect and Rapport</strong></td>
</tr>
<tr>
<td>1b <strong>Demonstrating Knowledge of Students</strong></td>
<td>2b <strong>Establishing a Culture for Learning</strong></td>
</tr>
<tr>
<td>1c <strong>Setting Instructional Outcomes</strong></td>
<td>2c <strong>Managing Classroom Procedures</strong></td>
</tr>
<tr>
<td>1d <strong>Demonstrating Knowledge of Resources</strong></td>
<td>2d <strong>Managing Student Behavior</strong></td>
</tr>
<tr>
<td>1e <strong>Designing Coherent Instruction</strong></td>
<td>2e <strong>Organizing Physical Space</strong></td>
</tr>
<tr>
<td>1f <strong>Designing Student Assessments</strong></td>
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<tr>
<th>DOMAIN 4: Professional Responsibilities</th>
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<tr>
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<td>4e <strong>Growing and Developing Professionally</strong></td>
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| 2a **Creating an Environment of Respect and Rapport** | 3a **Communicating With Students** |
| 2b **Establishing a Culture for Learning** | 3b **Using Questioning and Discussion Techniques** |
| 2c **Managing Classroom Procedures** | 3c **Engaging Students in Learning** |
| 2d **Managing Student Behavior** | 3d **Using Assessment in Instruction** |
| 2e **Organizing Physical Space** | 3e **Demonstrating Flexibility and Responsiveness** |

| 2a **Creating an Environment of Respect and Rapport** | 3a **Communicating With Students** |
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| 2d **Managing Student Behavior** | 3d **Using Assessment in Instruction** |
| 2e **Organizing Physical Space** | 3e **Demonstrating Flexibility and Responsiveness** |

| www.danielsongroup.org | |

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## Domain 1: Planning and Preparation

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<tr>
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<td>The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher’s plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.</td>
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<td>The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.</td>
<td>The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students’ varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.</td>
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<td>The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.</td>
<td>Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but the teacher has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.</td>
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<td>All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students.</td>
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<tr>
<td>1d. Demonstrating knowledge of resources</td>
<td>The teacher is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the teacher aware of resources for expanding one’s own professional skill.</td>
<td>The teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one’s professional skill but does not seek to expand this knowledge.</td>
<td>The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one’s professional skill, and seeks out such resources.</td>
<td>The teacher’s knowledge of resources for classroom use and for extending one’s professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.</td>
</tr>
<tr>
<td>1e. Designing coherent instruction</td>
<td>Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.</td>
<td>Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure, but the progression of activities is uneven, with only some reasonable time allocations.</td>
<td>Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.</td>
<td>The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.</td>
</tr>
<tr>
<td>1f. Designing student assessments</td>
<td>Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit.</td>
<td>Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher’s approach to using formative assessment is rudimentary, including only some of the instructional outcomes.</td>
<td>All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.</td>
<td>All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.</td>
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</table>
### Domain 2: The Classroom Environment

<table>
<thead>
<tr>
<th>Component</th>
<th>Unsatisfactory</th>
<th>Needs Improvement/Developing</th>
<th>Effective</th>
<th>Highly Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>2a. Creating an environment of respect and rapport</td>
<td>Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.</td>
<td>Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.</td>
<td>Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks.</td>
<td>Classroom interactions between the teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.</td>
</tr>
<tr>
<td>2b. Establishing a culture for learning</td>
<td>The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.</td>
<td>The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only &quot;going through the motions,&quot; and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.</td>
<td>The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.</td>
<td>The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.</td>
</tr>
<tr>
<td>2c. Managing classroom procedures</td>
<td>Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher’s management of instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines, or that volunteers and paraprofessionals have clearly defined tasks.</td>
<td>Some instructional time is lost due to partially effective classroom routines and procedures. The teacher’s management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines, and volunteers and paraprofessionals perform their duties.</td>
<td>There is little loss of instructional time due to effective classroom routines and procedures. The teacher’s management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines, and volunteers and paraprofessionals contribute to the class.</td>
<td>Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students. Volunteers and paraprofessionals make an independent contribution to the class.</td>
</tr>
<tr>
<td>2d. Managing student behavior</td>
<td>There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students’ misbehavior is repressive or disrespectful of student dignity.</td>
<td>Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.</td>
<td>Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.</td>
<td>Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is sable and preventive. The teacher’s response to student misbehavior is sensitive to individual student needs and respects students’ dignity.</td>
</tr>
<tr>
<td>2e. Organizing physical space</td>
<td>The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.</td>
<td>The classroom is safe, and essential learning is accessible to most students. The teacher makes modest use of physical resources, including computer technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.</td>
<td>The classroom is safe, and students have equal access to learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.</td>
<td>The classroom environment is safe, and learning is accessible to all students, including those with special needs. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.</td>
</tr>
<tr>
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<tr>
<td>3a. Communicating with students</td>
<td>The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher’s explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher’s spoken or written language contains errors of grammar or syntax. The teacher’s academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</td>
<td>The teacher’s attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher’s explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher’s explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher’s spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students’ ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.</td>
<td>The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher’s explanation of content is scaffolded, clear, and accurate and connects with students’ knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher’s spoken and written language is clear and correct and is suitable to students’ ages and interests. The teacher’s use of academic vocabulary is precise and serves to extend student understanding.</td>
<td>The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstandings. The teacher’s explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students’ interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher’s spoken and written language is expressive, and the teacher finds opportunities to extend students’ vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.</td>
</tr>
</tbody>
</table>

| 3b. Using questioning and discussion techniques | The teacher’s questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion. | The teacher’s questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results. | While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard. | The teacher uses a variety of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another’s thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion. |

| 3c. Engaging students in learning | The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed. | The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to think, with frequent pauses or transitions that may slow that many students have a considerable amount of “downtime.” | The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding. | Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiative of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding. |

| 3d. Using assessment in instruction | Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment. Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work. | Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment. Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment. | Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students’ misunderstandings. | The teacher uses assessment as a powerful tool to enhance learning, building on a spontaneous event or students’ interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help. |

| 3e. Demonstrating flexibility and responsiveness | The teacher ignores students’ questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don’t understand the content. The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective. | The teacher successfully accommodates students’ questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If unprompted measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly. | The teacher successfully accommodates students’ questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If unprompted measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly. | The teacher recognizes opportunities to enhance learning, building on a spontaneous event or students’ interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help. |
### Domain 4: Professional Responsibilities

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>4a. Reflecting on teaching</td>
<td>The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved.</td>
<td>The teacher has a generally accurate impression of a lesson’s effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved.</td>
<td>The teacher makes an accurate assessment of a lesson’s effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught.</td>
<td>The teacher makes a thoughtful and accurate assessment of a lesson’s effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.</td>
</tr>
<tr>
<td>4b. Maintaining accurate records</td>
<td>The teacher’s system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher’s records for noninstructional activities are in disarray, the result being errors and confusion.</td>
<td>The teacher’s system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher’s records for noninstructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors.</td>
<td>The teacher’s system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective.</td>
<td>The teacher’s system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective. Students contribute information and participate in maintaining the records.</td>
</tr>
<tr>
<td>4c. Communicating with families</td>
<td>The teacher provides little information about the instructional program to families; the teacher’s communication about students’ progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns.</td>
<td>The teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may not be culturally sensitive to those families.</td>
<td>The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. The teacher makes some attempts to engage families in the instructional program.</td>
<td>The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher’s efforts to engage families in the instructional program are frequent and successful.</td>
</tr>
<tr>
<td>4d. Participating in a professional community</td>
<td>The teacher’s relationships with colleagues are negative or self-serving. The teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher avoids becoming involved in school events or school and district projects.</td>
<td>The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school’s culture of professional inquiry when invited to do so. The teacher participates in school events and school and district projects when specifically asked.</td>
<td>The teacher’s relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.</td>
<td>The teacher’s relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry. The teacher volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.</td>
</tr>
<tr>
<td>4e. Growing and developing professionally</td>
<td>The teacher engages in no professional development activities to enhance knowledge or skill. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others or to assume professional responsibilities.</td>
<td>The teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession.</td>
<td>The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.</td>
<td>The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.</td>
</tr>
<tr>
<td>4f. Showing professionalism</td>
<td>The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students’ needs and contributes to school practices that result in some students being ill served by the school. The teacher makes decisions and recommendations that are based on self-serving interests. The teacher does not comply with school and district regulations.</td>
<td>The teacher is honest in interactions with colleagues, students, and the public. The teacher’s attempts to serve students are inconsistent, and unknowingly contribute to some students being ill served by the school. The teacher’s decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisors about complying with school and district regulations.</td>
<td>The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and district regulations.</td>
<td>The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and district regulations, taking a leadership role with colleagues.</td>
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</table>
Appendix F – Lesson Planning Guide

The following are recommended components to include in your lesson plan. Your instructor may require additional components.

**Option 1**

1. **Class and student characteristics**
   a) Describe any unique characteristics of the class, and students in the class, to be observed. Consider the following:
      i. Unique class characteristics
      ii. Demographics of students
      iii. Students with special needs
      iv. Culturally and linguistically diverse learners
      v. English language learners
   b) Describe UDL learning barriers that any students may experience in this lesson.
   c) Describe any special considerations/information that an observer should know about.
   d) Describe any resources used in the class (school support personnel, technology, etc.)

2. **Lesson outcomes**
   a) List your standards (state or national), instructional goals, objectives, and essential questions for this lesson. That is, what do you expect students to learn? What will students be able to do/understand as a result of this lesson?
   b) Why have you chosen these goals and objectives? How do they relate to the curriculum, and to your students’ current progress/prior knowledge?

3. **Instructional plan**
   a) Outline/describe your instructional plan.
   b) How will you facilitate learning that engages students cognitively throughout the lesson? Consider the following:
      i. UDL strategies that address the previously identified learning barriers and support flexible student engagement, representation, and action/expression. [http://udlguidelines.cast.org](http://udlguidelines.cast.org)
      ii. Strategies to help students interact with new knowledge (e.g., identifying critical content)
      iii. Strategies to help students practice and deepen knowledge (e.g., reviewing content, examining similarities and difference, practicing skills)
      iv. Questions that require higher order thinking skills (e.g., creating, evaluating, analyzing)
      v. Collaborative/cooperative learning groups
   c) Describe any accommodations, modifications, or differentiation strategies that you will use to help specific learners to be successful.
4. **Assessment for and of learning**  
   a) How will you formatively assess student learning to inform your instruction during the lesson?  
   b) Describe any summative assessments to be used, if applicable.

5. **Materials/resources**  
   a) What materials and resources will you use in this lesson?

6. **Engagement and Learning Environment**  
   a) What will you do to maintain student engagement and participation throughout the lesson?  
   b) What will you do to establish or maintain a productive learning environment?

Important: Please check your lesson plan for correct spelling, grammar and usage.
## Option 2: Unit Plan

### Vital Information

<table>
<thead>
<tr>
<th>Teacher Candidate:</th>
<th>Subject(s):</th>
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<table>
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<tr>
<th>Grade Level:</th>
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</table>

### Class and student characteristics

Describe any unique characteristics of the class, and students in the class, to be observed. Consider the following:

i. Unique class characteristics
ii. Demographics of students
iii. Students with special needs
iv. Culturally and linguistically diverse learners
v. English language learners

Describe UDL learning barriers that any students may experience in this unit/lessons.

Describe any special considerations/information that an observer should know about.

Describe any resources used in the class (school support personnel, technology, etc.)

### Standard(s)

*List the full standard with its number.*
### Student Learning Objective(s)
- List all objectives for the lesson.
- Objectives must be measurable, observable, and based on lesson content.
- Why have you chosen these goals and objectives? How do they relate to the curriculum, and to your students’ current progress/prior knowledge?
- List your essential question(s) and explain the connection to your standards and objectives.

### Justification for Goals and Objectives
*Description of what the students already know about the topic and their gaps in knowledge.*
*(Optional at professor’s/instructor’s discretion)*

### Prior Academic Knowledge and Conceptions
What prior knowledge, skills, and concepts must students *already know* to be successful with this lesson?

### Common Errors
What are common errors or misunderstandings of students related to the central focus of this lesson?
*How will you address them for this group of students?*

### Day 1

### Instructional Strategies and Learning Tasks
*Description of what the teacher (you) will be doing and/or what the students will be doing.*
Use UDL strategies that address the previously identified learning barriers and support flexible student engagement, representation, and action/expression. [http://udlguidelines.cast.org](http://udlguidelines.cast.org)

<table>
<thead>
<tr>
<th><strong>Launch</strong></th>
<th>_____ Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>How will you start the lesson to engage and motivate students in learning? State the objective in student terms.</td>
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</tr>
<tr>
<td>Based upon research, how will you facilitate learning that engages students cognitively throughout the lesson?</td>
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<table>
<thead>
<tr>
<th><strong>Instruction</strong></th>
<th>_____ Minutes</th>
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</thead>
<tbody>
<tr>
<td>List the steps for your instruction, based on the student learning objective and assessment.</td>
<td></td>
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<tr>
<td>Based upon research, indicate how your instructional strategies support your objectives and mastery.</td>
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<tr>
<td>Based upon research, what strategies will you use to help students:</td>
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<tr>
<td>a. interact with new knowledge</td>
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<tr>
<td>b. practice and deepen knowledge</td>
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<tr>
<td>c. develop and respond to questions that require higher order thinking skills</td>
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<tr>
<td>d. collaborate</td>
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<tr>
<td>Using research show how you use assessment to inform instruction.</td>
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</table>

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<thead>
<tr>
<th><strong>Closure</strong></th>
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<tbody>
<tr>
<td>How will you end the lesson? Restate the objective and make life connections.</td>
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<thead>
<tr>
<th><strong>Differentiation/Planned Support</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>How will you provide students access to learning based on individual and group needs?</td>
</tr>
<tr>
<td>Groups of students with similar needs:</td>
</tr>
<tr>
<td>Based upon research, describe any accommodations, modifications, or differentiation strategies that you will use to help specific learners to be successful.</td>
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<tr>
<td>How will you support students with gaps in the prior knowledge that is necessary to be successful in this lesson?</td>
</tr>
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</table>

**What Ifs**

What might not go as planned and how can you be ready to make adjustment?

**Resources and Materials**

What materials are needed for this lesson?

What technology will you use in this lesson?

---

**Day 2**

**Instructional Strategies and Learning Tasks**

Description of what the teacher (you) will be doing and/or what the students will be doing.

Use UDL strategies that address the previously identified learning barriers and support flexible student engagement, representation, and action/expressions. [http://udlguidelines.cast.org](http://udlguidelines.cast.org)

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</table>
**Instruction  ____ Minutes**

List the steps for your instruction, based on the student learning objective and assessment.

Based upon research, indicate how your instructional strategies support your objectives and mastery.

Based upon research, what strategies will you use to help students:

- e. interact with new knowledge
- f. practice and deepen knowledge
- g. develop and respond to questions that require higher order thinking skills
- h. collaborate

Using research show how you use assessment to inform instruction.

**Closure  ____ Minutes**

How will you end the lesson? Restate the objective and make life connections.

**Differentiation/Planned Support**

How will you provide students access to learning based on individual and group needs?

Based upon research, describe any accommodations, modifications, or differentiation strategies that you will use to help specific learners to be successful.

How will you support students with gaps in the prior knowledge that is necessary to be successful in this lesson?

**Groups of students with similar needs:**

**Individual students:**
<table>
<thead>
<tr>
<th>What Ifs</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What might not go as planned and how can you be ready to make adjustment?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resources and Materials</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What materials are needed for this lesson?</td>
<td></td>
</tr>
<tr>
<td>What technology will you use in this lesson?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day 3</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instructional Strategies and Learning Tasks</strong></td>
<td></td>
</tr>
<tr>
<td>Description of what the teacher (you) will be doing and/or what the students will be doing.</td>
<td></td>
</tr>
<tr>
<td>Use UDL strategies that address the previously identified learning barriers and support flexible student engagement, representation, and action/expression. <a href="http://udlguidelines.cast.org">http://udlguidelines.cast.org</a></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Launch</th>
<th>_____ Minutes</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>How will you start the lesson to engage and motivate students in learning? State the objective in student terms.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Based upon research, how will you facilitate learning that engages students cognitively throughout the lesson?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Instruction _____ Minutes

List the steps for your instruction, based on the student learning objective and assessment.

Based upon research, indicate how your instructional strategies support your objectives and mastery.

Based upon research, what strategies will you use to help students:

i. interact with new knowledge
j. practice and deepen knowledge
k. develop and respond to questions that require higher order thinking skills
l. collaborate

Using research show how you use assessment to inform instruction.

### Closure _____ Minutes

How will you end the lesson? Restate the objective and make life connections.

### Differentiation/Planned Support

How will you provide students access to learning based on individual and group needs?

Based upon research, describe any accommodations, modifications, or differentiation strategies that you will use to help specific learners to be successful.

How will you support students with gaps in the prior knowledge that is necessary to be successful in this lesson?

### Groups of students with similar needs:

### Individual students:

### What Ifs

What might not go as planned and how can you be ready to make adjustment?
## Resources and Materials

What materials are needed for this lesson?
What technology will you use in this lesson?

## Day 4

### Instructional Strategies and Learning Tasks

*Description of what the teacher (you) will be doing and/or what the students will be doing.*

*Use UDL strategies that address the previously identified learning barriers and support flexible student engagement, representation, and action/expression.* [http://udlguidelines.cast.org](http://udlguidelines.cast.org)

<table>
<thead>
<tr>
<th>Launch</th>
<th>_____ Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>How will you start the lesson to engage and motivate students in learning? State the objective in student terms.</em></td>
<td></td>
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<tr>
<td><em>Based upon research, how will you facilitate learning that engages students cognitively throughout the lesson?</em></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Instruction</th>
<th>_____ Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>List the steps for your instruction, based on the student learning objective and assessment.</em></td>
<td></td>
</tr>
<tr>
<td><em>Based upon research, indicate how your instructional strategies support your objectives and mastery.</em></td>
<td></td>
</tr>
<tr>
<td><em>Based upon research, what strategies will you use to help students:</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>m. interact with new knowledge</td>
</tr>
<tr>
<td></td>
<td>n. practice and deepen knowledge</td>
</tr>
<tr>
<td></td>
<td>o. develop and respond to questions that require higher order thinking skills</td>
</tr>
<tr>
<td></td>
<td>p. collaborate</td>
</tr>
<tr>
<td><em>Using research show how you use assessment to inform instruction.</em></td>
<td></td>
</tr>
</tbody>
</table>
**Closure  ____ Minutes**  
*How will you end the lesson? Restate the objective and make life connections.*

**Differentiation/Planned Support**  
*How will you provide students access to learning based on individual and group needs?*

Based upon research, describe any accommodations, modifications, or differentiation strategies that you will use to help specific learners to be successful.

*How will you support students with gaps in the prior knowledge that is necessary to be successful in this lesson?*

**What Ifs**  
*What might not go as planned and how can you be ready to make adjustment?*

**Resources and Materials**  
*What materials are needed for this lesson?  
What technology will you use in this lesson?*

---

**Day 5**

**Instructional Strategies and Learning Tasks**  
*Description of what the teacher (you) will be doing and/or what the students will be doing.*

*Use UDL strategies that address the previously identified learning barriers and support flexible student engagement, representation, and action/expression.* [http://udlguidelines.cast.org](http://udlguidelines.cast.org)

**Launch  ____ Minutes**  
*How will you start the lesson to engage and motivate students in learning? State the objective in student terms.*
Based upon research, how will you facilitate learning that engages students cognitively throughout the lesson?

### Instruction  _____ Minutes

List the steps for your instruction, based on the student learning objective and assessment.

Based upon research, indicate how your instructional strategies support your objectives and mastery.

Based upon research, what strategies will you use to help students:
  - interact with new knowledge
  - practice and deepen knowledge
  - develop and respond to questions that require higher order thinking skills
  - collaborate

Using research show how you use assessment to inform instruction.

### Closure  _____ Minutes

How will you end the lesson? Restate the objective and make life connections.

### Differentiation/Planned Support

How will you provide students access to learning based on individual and group needs?

Based upon research, describe any accommodations, modifications, or differentiation strategies that you will use to help specific learners to be successful.

How will you support students with gaps in the prior knowledge that is necessary to be successful in this lesson?

<table>
<thead>
<tr>
<th>Groups of students with similar needs:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual students:</td>
</tr>
<tr>
<td>What Ifs</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>What might not go as planned and how can you be ready to make adjustment?</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Resources and Materials</th>
<th></th>
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<tbody>
<tr>
<td>What materials are needed for this lesson?</td>
<td></td>
</tr>
<tr>
<td>What technology will you use in this lesson?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Describe the tools/procedures that will be used in this lesson to monitor students’ learning of the lesson objective(s). Attach a copy of the assessment to this document.</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Description of the Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the tools/procedures that will be used to evaluate whether students met the learning objective.</td>
</tr>
<tr>
<td>Based upon research, indicate how you will use your assessment data to inform instruction.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Accommodations to the Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>How can you accommodate the assessment for students with identified learning needs?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>How will you evaluate your assessment?</td>
</tr>
</tbody>
</table>
Appendix G – Candidate Reflection Guide

Candidate Reflection Guide

The following are recommended questions for reflection after you have taught your lesson. Additional questions may be added by your instructor.

A. Reflecting on an individual lesson:
1. Compare your expectations for the lesson with how it actually went - How do you think the lesson went? What happened to cause it to go that way?
2. To what extent were the instructional goals met? What is the evidence of this? Did you make any modifications to your plan during the lesson?
3. How did you use technology in your lesson? How could you use various forms of technology to enhance your lesson?
4. Describe changes you would make if you were to teach this lesson again to the same group of students?
5. Identify a goal for improvement. What can the observer do to help you achieve the goal?

B. Reflecting on the semester-long experience:
1. Describe ways you used student data to inform your instructional plan and provide feedback.
2. How did you address the needs of your diverse population of students? How did you apply UDL principles and differentiation?
3. How did you include families in educational decisions? How did you receive and give the families information related to the students? Give examples.
4. What did you do to enhance your professional knowledge and practice? Describe what you have done and/or plan to do.
5. How did you strive to collaborate with other teachers and school personnel? How did you provide services to the school and contribute to district event?
5. How have you applied and/or plan to apply Florida Code of Ethics for educators?
Appendix H – Post Observation Conference Guide

1. Overall, how do you think the lesson went and why? In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know?

2. Did the students meet or not meet the learning goals or objectives you established for this lesson?

3. If you were able to bring samples of student work, what do those samples reveal about those students' levels of engagement and understanding?

4. Comment on your classroom procedures, student conduct, and your use of physical space. To what extent did these contribute to student learning? How effective is the classroom or workspace to maximize student learning?

5. Did you depart from your plan? If so, how, and why?

6. Comment on different aspects of your instructional delivery (e.g., activities, grouping of students, materials and resources.) To what extent were they effective? How did the strategies you used to help the students deepen and practice their understanding of the new knowledge support student learning?

7. Which techniques for engaging students were most successful and which ones were not successful?

8. If you had a chance to teach this lesson again to the same group of students, what would you do differently, from planning through execution?
Appendix I – Teacher Candidate Professional Development Planning Guide

After conversations and feedback from your cooperating teacher and university supervisor following your first formal observation, you will complete this Candidate Professional Development Plan.

Based upon my performance in this lesson, I perceive my strengths to be:

1.

2.

Based upon my performance in this lesson, I have identified two goals for improvement and created a plan for how I will achieve these goals.

1. **Goal 1: Academic Goal**
   a. Rationale statement
      i. Based upon student data from your classroom, what is your goal for improvement?
      ii. Why did you choose this goal?
   b. Measurable objective related to specific components/elements from Danielson Evaluation rubric.
   c. Identify a minimum of one research-based resource that you will use to help improve in this area. Resources must be published within the last 5 years.

2. **Goal 2: Personal Goal**
   a. Rationale statement
      i. What is your goal for improvement?
      ii. Why did you choose this goal?
   b. Measurable objective related to specific components/elements from the Danielson Evaluation rubric.
   c. Identify a minimum of one research-based resource that you will use to help improve in this area. Resources must be published within the last 5 years.

You will upload this as an artifact in Tk20 at the end of this course.
Appendix J – Cooperating Teacher Feedback Form - Field Experience 1 & 2

Cooperating Teacher Feedback Form - Field Experiences

Complete form at midterm and at the end of the semester to rate the student for each date.

Candidate’s Name __________________________ Subject __________________ Dates ____________
Cooperating Teacher _______________________ School __________________ Grade ____________

Using the scale provided, please rate the student in the areas below: (Dispositions based upon Danielson components (1a,1b,4e, 1c, 2a, 3e, 4f)

<table>
<thead>
<tr>
<th>Key:</th>
<th>3- Highly Effective</th>
<th>2- Effective</th>
<th>1- Developing</th>
<th>0- Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate displays knowledge of content and appropriate standards</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Candidate is able to set goals and objectives</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Candidate displays an eagerness to learn about students</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Candidate is respectful, positive and encouraging with all students</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Candidate accepts responsibility for student learning</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Candidate welcomes feedback and applies it appropriately</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Candidate displays professionalism at all times</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

Lesson strengths:

Areas of improvement:

1st Feedback at midterm: (circle one):
   The student is prepared to teach a lesson in my classroom:  Yes  No

2nd Feedback at end of the semester: (circle one):
   The candidate is prepared to advance to their next clinical experience.  Yes  No

Cooperating teacher’s signature: 1st __________________________ 2nd __________________________
Teacher candidate’s signature: 1st __________________________ 2nd __________________________
Appendix K – Cooperating Teacher Feedback Form - Student Teaching/Internship

Complete form at mid-term and at the end of the semester to rate the student.

Candidate’s Name __________________________ Subject __________________ Dates ____________
Cooperating Teacher ______________________ School __________________ Grade _____________

Using the scale provided, please rate the student in the areas below on the lesson observed:

| Ability to effectively plan lessons to correspond with state standards | 3 | 2 | 1 | 0 |
| Ability to explicitly teach subject matter | 3 | 2 | 1 | 0 |
| Ability to assess student learning | 3 | 2 | 1 | 0 |
| Ability to manage students | 3 | 2 | 1 | 0 |
| Ability to engage students in meaningful instructional activities | 3 | 2 | 1 | 0 |
| Ability to communicate effectively | 3 | 2 | 1 | 0 |

Lesson strengths:

Areas of improvement:

1st Feedback at midterm (circle one):

The student is prepared to enter full time teaching in my classroom:  
Yes  No

2nd Feedback at end of the semester: (circle one):

The candidate is prepared to enter their first full time teaching position.  Yes  No

Cooperating teacher’s signature: 1st __________________________ 2nd __________________________
Teacher candidate’s signature: 1st __________________________ 2nd __________________________
Appendix L – Liability Insurance

The Department of Teacher Education and Educational Leadership does not specifically endorse or recommend any particular insurance carrier or insurance policy. However, some school districts require students to show proof of insurance. The following information is provided for your convenience as options you may wish to consider:

- If you are a member of a professional association (e.g., MENC, NCTE, NCTM, NCSS), and professional liability insurance is not provided with the membership, you may wish to consider Forrest T. Jones [http://www.ftj.com/educatorliability](http://www.ftj.com/educatorliability). The insurance policy is $25.00 per year. Email confirmation is provided.

- If you are a sorority/fraternity member, determine if professional liability insurance is included with your membership.

- Professional Educators Network of Florida: $20.00 a year for $2,000,000 professional liability coverage: [http://www.penfl.org/join-now](http://www.penfl.org/join-now)

- Association of American Educators: $20.00 a year for $2,000,000 of professional liability protection. [http://www.aaeteachers.org/index.php/join-renew](http://www.aaeteachers.org/index.php/join-renew)

- Student Florida Education Association (SFEA). The SFEA’s annual membership fee of $31.00/year includes $3,000,000 of professional liability protection, which is applicable to classroom situations. SFEA membership enrollment information is available at:
  - Florida: [https://feaweb.org/student-fea-member-benefits](https://feaweb.org/student-fea-member-benefits) (Click on “Who We Are” and scroll down to “Education Students.”)

- Council for Exceptional Students: Student members preparing for employment and performing educational duties under the supervision of a licensed educator can purchase an individual $1 million policy for an annual premium of only $25. The policy is the same as that offered to professional members, but does not include job protection benefits. Apply online or call 800/821-7303.