



FLORIDA ATLANTIC UNIVERSITY

Department of Exceptional Student Education

EEX 4946: Student Teaching

Student Teaching Handbook For Exceptional Student Education

Fall 2013

**General Information and Guidelines for
Students, Cooperating Teachers, and University Supervisors**

ESE student teaching is not “a race to the finish” but an opportunity to demonstrate effective teaching strategies, on a consistent basis, over an extended period of time.

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Statement of Understanding Related to Student Teaching Procedures

DISCLOSURE STATEMENT

I understand it is inappropriate for me to be placed for student teaching at any school site where family members are employed or in attendance. Should circumstances change after my placement is determined, and a family member is either employed or enrolled at that site, I will notify the office of Student Teaching within 48 hours of becoming aware of the change. I am aware that a change in my placement will likely occur. _____ (initial here)

ATTENDANCE STATEMENT

I understand the importance of reliable attendance. To be treated like a professional I must demonstrate the responsibilities of a professional. Being a professional means that I will not miss any days of internship and I will attend all professional development seminars. Any absences must be due to extreme circumstances. Appropriate notice must be given to the Cooperating Teacher and University Supervisor for all absences. I understand that absences beyond three days require an extension or result in unsatisfactory completion of the experience as determined by the University Supervisor, Director of Student Teaching, and Department Chair. _____ (initial here)

PROFESSIONAL BEHAVIOR STATEMENT

I understand the importance of responsible and professional behavior in the student teaching/ internship semester. I will read and adhere to the Florida Principles of Professional Conduct and Code of Ethics for the Education Profession and conduct myself with prudence and decorum. I understand that any breach of this responsibility as judged by the Cooperating Teacher, School Administrator, University Supervisor, Director of Student Teaching, and/or Department Chair may result in failure of the experience. _____ (initial here)

PROCEDURAL STATEMENT

I understand that I am required to read the Student Teaching Handbook, including the course syllabus for student teaching and the responsibilities and requirements set forth by this document. If for any reason I have questions concerning the content, I will seek clarification from my University Supervisor or Director of Student Teaching. _____ (initial here)

PROGRAM GRADUATION REQUIREMENT

I understand that if I do not provide proof of passing both sections of the FTCE by the end of the semester I will receive an incomplete in Student Teaching. _____ (initial here)

Believing that the beginning student teacher will be made more comfortable within the early teaching experience, we mutually selected a date and time for the first observation visit. Additionally, we discussed the subject/skills/domains/accomplished practices to be covered during the first observation.

The first formal observation is scheduled for (Day) _____, (Date) _____ at (Time) _____.

_____, Developing Teacher's Signature

_____, Clinical Educator's Signature

_____, University Supervisor's Signature

Note to the Student: Please print this form and sign it after you have read the handbook. Keep original in your Student Teaching Notebook, and give one copy of the signed form to your University Supervisor.

INTRODUCTION TO STUDENT TEACHING

A significant component of Florida Atlantic University's (FAU) teacher education program is contained in the student teaching experience. It is during this time that the student teacher has the opportunity to apply concepts and methodologies learned in coursework, and to gain new skills and experiences under the guidance and direction of the Cooperating Teacher and University Supervisor. The student teaching process also allows the student to examine his/her beliefs about students and teaching, and to further refine an educational philosophy that will serve as a foundation for future professional endeavors.

The student teaching program is a collaborative effort between personnel from FAU and the school district. It is the teamwork between these professionals that creates an environment in which the student teacher may develop teaching competence. The University Supervisor recognizes the expertise of the Cooperating Teacher in promoting an environment conducive to effective instructional and supervisory practices. Each member of the team (student, Cooperating Teacher, and University Supervisor) realizes the role each must play to provide the best possible field experiences.

The difference between student teaching and the practicum experience is that the student teacher should be able to perform the tasks of instructional planning, presentation, and management with minimal direction from the Cooperating Teacher and University Supervisor. The basic skills needed for these tasks have been practiced in the practicum setting and student teaching requires students to refine and modify these skills.

Student teaching is a time during which the student should demonstrate continuous development and refinement of skills. A variety of experiences such as observing and analyzing behavior, assessing student progress, planning, implementing, and evaluating instruction, maintaining records, collaborating with peers and parents and attending meetings should provide opportunities for the student to acquire effective instructional skills and to grow professionally.

This Handbook provides guidelines for the student teacher, the Cooperating Teacher, and the University Supervisor. In addition to the course syllabus, included are role requirements, evaluation procedures, timelines, and copies of the necessary forms. Please take a few minutes to become familiar with the contents of this handbook. Any suggestions you have for information to be included in future editions are appreciated. Please do not hesitate to call the Department of Exceptional Student Education should you have questions about the student teaching program.



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COURSE NUMBER: EEX 4946

COURSE TITLE: STUDENT TEACHING: EXCEPTIONAL STUDENT EDUCATION

CATALOG DESCRIPTION:

This is the final field experience involving demonstration of competencies in assessment, strategic and tactical planning, instructional methods, curricula for academic, social, vocational skill development, and collaborative consultation.

PREREQUISITE: All required Education courses completed with a grade of "C" or better; programmed major; permission of advisor; overall G.P.A. of 2.5.

COREQUISITE COURSES: EEX 4751 & EEX 4932

COURSE CONNECTION TO CONCEPTUAL FRAMEWORK:

As a reflective decision-maker the student will make informed decisions, exhibit ethical behavior, and provide evidence of being a capable professional by planning and presenting lessons in classrooms that serve ESE students; receiving constructive feedback and modifying their practice and working collaboratively with a cooperating teacher and University Supervisor.

MATERIALS:

REQUIRED TEXTS:

Department of Exceptional Student Education Student Teaching Handbook

TECHNOLOGY:

E-mail: Your FAU email address will be used.

GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES:

- CEC International Standards for Preparation and Certification of Special Education Teachers (CEC)
- State of Florida Certification Standards for Exceptional Student Education (ESE)
- Florida Educator Accomplished Practices (EAP)
- Florida Subject Area Competencies ESOL (ESOL)

COURSE OBJECTIVES:

By the end of the course, students will demonstrate beginning level proficiency in:

- 1) Formulating, implementing, and evaluating educational plans for students at-risk for and with identified disabilities, including plans for students with limited English proficiency. (CEC cc4S3, cc7S2, cc7S6, cc7S7, cc7S13, cc8S6)(ESE 3.1) **(EAP (a) 2.a, (a) 2.d, (a) 2.f, (a) 2.h, (a) 3.g, (a) 3.h)** (ESOL 3, 4, 16, 17)

- 2) Knowledge and skills of specific culturally appropriate behavioral and classroom management methods appropriate to students at-risk for and with identified disabilities. (CEC cc5S1, cc5S4, cc5S5, cc5S10, cc5S11, cc5S12, gc5S6) (ESE 4.3) **(EAP (a) 3.d, (a) 3.l, (a) 4.b, (a) 4.c)** (ESOL 18)
- 3) Planning a series of sequential lessons recognizing gender, religious, ethnic, cultural, socioeconomic and racial differences that enable students at-risk for and with identified disabilities to master IEP objectives in the behavioral, social, emotional, affective, vocational, and/or academic areas. (CEC cc7S8, cc7S6) (ESE 3.2, 3.4, 3.5, 6.1, 6.2) **(EAP (a) 1.f, (a) 2.a, (a) 2.d, (a) 2.h, (a) 3.a, (a) 3.h, (a) 4.d)** (ESOL 14)
- 4) Direct instruction skills in the presentation of content as appropriate for students at-risk for or with identified disabilities, including culturally and linguistically diverse students. (CEC gc4S1, gc4S6) (ESE 3.2, 3.5) (ESOL 8, 12, 21)
- 5) Working collaboratively with other school professionals, parents, and/or family members to facilitate student progress. (CEC cc10K4, cc10S1, cc10S9, cc10S10, cc9S8, cc7S3) (ESE 3.6) **(EAP (b) 1.a, (b) 1.d, (b) 1.e, (a) 4.e, (b) 1.e)** (ESOL 3, 19, 21)
- 6) Employing effective problem-solving techniques in program implementation for students with disabilities, culturally diverse students, including those with limited English proficiency. (CEC cc10K4, cc10S9, cc10S10, cc9S11, gc5S5) (ESE 3.6) **(EAP (a) 4.e, (b)1.e)** (ESOL 19, 21)
- 7) Knowledge and skills in direct observation and assessment of students' learning and behavioral skills using teacher-made instruments, commercially produced tests, curriculum-based assessments, and rating and observation systems.(CECcc7S6, cc7S13, cc8S6) (ESE 3.1, 4.3)
- 8) Develop professional goals **(EAP (b) 1.a, (b) 1.d, (b) 1.e)**

COURSE CONTENT

- Lesson planning and presentation
- Student assessment and ongoing evaluation
- Research based teaching practices
- Collaborative problem solving and communication
- Classroom management

COURSE REQUIREMENTS:

1. CRITICAL ASSIGNMENT 1: Narrative Observation Summary Form

Student teachers will be evaluated formally by the University Supervisor (US) a minimum of four (4) times and by the Cooperating Teacher (CT) for a minimum of five (5) observations. At the mid-term evaluation and the final evaluation at the end of the semester, both the University Supervisor and the Cooperating Teacher will jointly complete the NARRATIVE OBSERVATION FEEDBACK SUMMARY FORM (NOS). To meet the expectations of this critical assignment, the majority of scores on the Final Evaluation are to be 3s, 4s, or 5s or evidence of continuous improvement on all observations with no 1s or 2s (see Rubric, Appendix B).

2. CRITICAL ASSIGNMENT 2: Professional Attribute Rubric

As part of the mid-term evaluation and the final evaluation, the University Supervisor and Cooperating Teacher will conference with the student teacher to discuss the PROFESSIONAL ATTRIBUTE RUBRIC (PAR). This conference is designed to provide the student with an evaluation of the critical professional skills not generally measured by lesson observations. These skills include such areas as judgment, tack, reliability, dependability, collegiality, professional development, ethical behavior, and independence. To meet the expectations of this critical assignment, the scores on the Final PAR must be 2s or 3s on the indicators with no 1s (see Rubric, Appendix B).

3. LEARNING SEQUENCE:

Student teachers will plan and implement lesson plans on a daily basis and learning sequences throughout the semester. Student teachers will be required to develop and implement one learning sequence for formal observation and evaluation. The formal learning sequence will begin with assessment of the present level of functioning of the students as related to the goal of the learning sequence and end with a post test of the instructional objective. The University Supervisor and Cooperating Teacher will evaluate the quality of the formal learning sequence and give feedback. Students must have one learning sequence lesson plan formally observed by either the Cooperating Teacher or the University Supervisor. The formal learning sequence may address academic, social, or functional behaviors. Detailed directions for the formal learning sequence and the evaluation rubric can be found in Appendix D.

4. STUDENT TEACHING ACTIVITIES

These are the activities that a student teacher should engage in everyday. FAU ESE Student Teachers are expected to excel in each area, therefore formal and informal evaluations are completed to monitor progress toward excellence.

- **Assessment for Instructional Purposes**

Student teachers will use existing systems of data collection to plan for effective instruction. However, they may also be required to develop and implement additional data collection systems for the purpose of instructional planning and evaluation of student progress.

- **Lesson Planning**

Student teachers will plan and implement lesson plans on a daily basis. In conjunction with the Cooperating Teacher, student teachers need to develop a system for their own lesson plans, which provides adequate detail that can be understood by a Cooperating Teacher or University Supervisor. Daily/weekly lesson plans must be kept in the Student Teaching Notebook.

FOR FORMAL OBSERVATIONS BY US OR CT, students are required to provide a more detailed lesson plan and must use the **REQUIRED LESSON PLAN FORMAT** provided in Appendix E.

- **Classroom Management**

Student teachers will by necessity work with the Cooperating Teacher to plan and implement programs or procedures that monitor and control the behavior of groups of students and individuals. In some cases the student teacher will be required to follow the management plans enacted in multiple classrooms.

- **Record Keeping**

Student teachers will establish and maintain records commonly required in public school classrooms (e.g., attendance, daily grades, semester grades, lesson plans). As the student teacher's responsibilities increase so does their accountability for grading and feedback.

5. STUDENT TEACHING NOTEBOOK

Student teachers must maintain a Student Teaching Notebook throughout the course of student teaching. Included in this notebook will be informational forms (schedule, contact numbers, student lists, etc), activity log, observation summaries, evaluative observation feedback, lesson plans, and instructional sequences/units for all direct instruction provided to students. The notebook should be kept up-to-date and must be available, at all times, for the University Supervisor and Cooperating Teacher.

6. STUDENT TEACHING SEMINARS

Student teachers are expected to attend all scheduled student teaching seminars and orientation in order to receive a final grade for the course. Students are expected to activate and maintain their FAU email accounts. Notification of orientation and seminar schedules, as well as other vital information is communicated via fau.edu email and posted to course website.

7. SITE INFORMATION FORM AND OBSERVATION SCHEDULE

Student teachers are expected to begin student teaching when their assigned Cooperating Teacher returns from Winter Break (schedules vary according to district). At that time the CT and student teacher will develop a schedule for student teaching responsibilities. Also completed at that time is the Site Information Form is completed and a copy made for the student's US.

8. FLORIDA TEACHER CERTIFICATION EXAM

Students in the ESE program must pass the FTCE professional and subject area tests before graduation. An "Incomplete" in student teaching will be given to students who do not pass all required portions of the FTCE before graduation.

Florida Educator Accomplished Practices, Course Objectives, and Critical Assignments.

The Florida Department of Education has identified a set of Accomplished Practices that must be mastered in order to complete the ESE Bachelor's Degree Program. This includes the following FEAPs that are reflected either in the course objectives or measured by the NOS or PAR. The specific FEAPs assessed in NOS include: (a) 1.a, (a)1.b, (a)1.d, (a)1.e, (a)1.f, (a)2.a, (a)2.b, (a)2.c, (a)2.d, (a)2.e, (a)2.g, (a)2.h; (a)3.a, (a) 3.b, (a) 3.c, (a) 3.d, (a) 3.e, (a) 3.f, (a) 3.g, (a) 3.h, (a) 3.i, (a) 3.j; (a) 4.a, (a) 4.b, (a) 4.c, (a) 4.d,(a) 3.e, (a) 4.f; (b) 1.c, and (b) 1.e). The specific FEAP assessed in the PAR include: (a) 1.c, (a) 2.e, (a) 2.f, (a) 3.g, (a) 3.h, (a) 3.i, (a) 3.j; (b) 1.a, (b) 1.b, (b) 1.c, (b) 1.d, (b) 1.e, and (b) 2). The NOS and PAR are the Critical Assignments. Please carefully read the ESE departmental policy on Critical Assignments.

ESE Departmental Policy on CRITICAL ASSIGNMENT(S):

Assessment criteria:

A student must earn a **minimum grade of 73%** (for this course 73% or better = a grade of "S") for the two Critical Assignments to receive a passing grade in this course. In other words, a student cannot pass the course without successfully completing the critical assignment.

Remediation policy:

If a student has failed to pass the Critical Assignments with a minimum of 73% (S), the student will need to repeat the course (student teaching) and the Critical Assignments. In field-based courses (practicum, student teaching, and internship) re-doing the critical assignments involves the construction and completion of a Professional Development Plan (PDP). (See Department of Exceptional Student Education policies for directions for PDP).

Critical Assignment Information NOS Formal Observation/Final Evaluation Summary

Course: *Practicum in Methods of Teaching Individuals Served in Exceptional Student Education Programs*

Florida Educator Accomplished Practices: (a)1.a, (a)1.b, (a)1.d, (a)1.e, (a)1.f, (a)2.a, (a)2.b, (a)2.c, (a)2.d, (a)2.e, (a)2.g, (a)2.h; (a)3.a, (a)3.b, (a)3.c, (a)3.d, (a)3.e, (a)3.f, (a)3.g, (a)3.h, (a)3.i, (a)3.j; (a)4.a, (a)4.b, (a)4.c, (a)4.d,(a)4.e, (a)4.f; (b)1.c, and (b)1.e).

Description: Formal Observation: Each student will be observed formally by both the university supervisor and the cooperating teacher throughout the semester. The observations include both verbal and written feedback (Narrative Observation Summary/Coaching Form) regarding the student's progress in planning and teaching a lesson, as well as the student's ability to communicate academic and behavioral expectations in a positive and supportive manner appropriate to the functioning level of students with special needs. The observer will synthesize the information on the Narrative Observation Feedback Summary Form.

Professional Attribute Rating Scale (PAR) / Final Evaluation Summary

Florida Educator Accomplished Practices: (a)1.c, (a)2.e, (a)2.f; (a)3.g, (a)3.h, (a)3.i, (a)3.j; (b)1.a, (b)1.b, (b)1.c, (b)1.d, (b)1.e, and (b)2.

Description: The cooperating teacher and university supervisor discuss and rate (using the PAR) the student's demonstration of critical professional skills not generally measured by lesson observations. These skills include such areas as judgment, tack, reliability, dependability, collegiality, professional development, ethical behavior, and independence.

DIRECTIONS: The purpose of the form is to provide the Department of Exceptional Student Education with a summary of the student's overall professional development and behavior. Student will be assessed: "Exceeds Expectations," "Meets Expectations," or "Does Not Meet Expectations," which will be used to indicate student's final grade on this Critical Assignment.

PROFESSIONAL ETHICS / POLICIES AND EXPECTATIONS:

ESE students, as reflective decision-makers, choose to practice ethical behavior during class, in the university community, and while participating in field experiences. ESE students are expected to demonstrate a professional demeanor in their FAU courses including attendance, participation and responsible attention to requirements and deadlines necessary for the successful completion of the ESE program. ESE students are also expected to demonstrate a professional demeanor in field experience settings through their dress, actions, and sensitivity to the students, teachers and administrators at the host schools.

TEACHING METHODOLOGIES:

Participants will demonstrate their knowledge and skills related to teaching students with exceptionalities, including students from various cultural, religious, ethnic, socioeconomic and language backgrounds. Seminars will utilize discussion and problem-solving formats.

ASSESSMENT PROCEDURES ** Critical Assignments

Assignment	Points	% of Course Grade
1) **FORMAL OBSERVATION SUMMARY FORM	50	50%
2) **PROFESSIONAL ATTRIBUTE RUBRIC (PAR)	50	50%
3) LEARNING SEQUENCE	S/U	
4) STUDENT TEACHING ACTIVITIES	S/U	
5) STUDENT TEACHING NOTEBOOK	S/U	
6) STUDENT TEACHING SEMINARS	S/U	
7) FLORIDA TEACHER CERTIFICATION EXAM	P/I	
8) SITE INFORMATION FORM & OBSERVATION SCHEDULE	S/U	
TOTAL	100	100%

GRADING (ESE GRADING SCALE):

Activity scores are cumulative and the grade scale represents percentage of total points earned.
 S= 73% and higher U = 72% and lower

POLICIES AND PROCEDURES:

To avoid learner confusion or disappointment, the following are assumptions and expectations for this course.

UNIVERSITY ATTENDANCE POLICY:

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Attendance includes active involvement in all class sessions, class discussions, and class activities, as well as professional conduct in class.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-sponsored activities (such as athletic or scholastic team, musical and theatrical performances, and debate activities). It is the student's responsibility to give the instructor notice prior to any anticipated absence, and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

DEPARTMENTAL POLICY ON ABSENCES FROM STUDENT TEACHING:

There are no "given" absences during student teaching. You are expected to be at school, ready to teach, every day. However, it is understood that a student teacher may need to be absent for a significant or serious reason. If a student teacher is absent for more than **three (3) days over the course of the entire semester**, they will be required to make up the time (i.e., student teaching time will be extended). It is important that the student teacher discusses the arrangement for making up time with the Cooperating Teacher, University Supervisor.

If a student teacher must be absent, s/he must follow the procedures described below:

1. The student teacher will inform the Cooperating Teacher and University Supervisor of all absences as far in advance as possible.
2. The student teacher will make sure that the Cooperating Teacher has all the materials necessary to carry out lessons planned by the student teacher in his/her absence.
3. The student teacher will inform the school secretary before the school day begins.

COURSE REQUIREMENTS POLICY:

1. The course carries 4–9 credits. Students are expected to complete course requirements and meet course expectations within the time-span of the course. (*see Course Schedule/Student Teaching Timeline, Appendix G*)
2. Students are encouraged to talk with the University Supervisor if there are concerns or problems relating to the course.
3. A minimum grade of S (not U) is required in order to continue in sequence in the ESE Bachelor's program.
4. All **written assignments** must follow the directions on the assignment for presentation.
5. Due dates for assignments are provided in APPENDIX G and will be enforced. If the critical assignments and/or required documentation are submitted beyond the due date the student will receive an "I" (incomplete) in student teaching and will not graduate.

UNIVERSAL POLICY ON STUDENTS WITH DISABILITIES:

In compliance with the Americans with Disabilities Act (ADA) and FAU policy, students with disabilities who require special accommodations to properly execute course work must register with the Office for Students with Disabilities (OSD) and provide the instructor of this course with a letter from OSD which indicates the reasonable accommodations that would be appropriate for this course. OSD offices are located on Boca, Davie and Jupiter campuses. Information regarding OSD services and locations can be found on the FAU website.

BIBLIOGRAPHY

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- Roe, B.D., Ross, E.P., & Smith, S. H. (2006). *Student teaching and field experiences handbook* (6th ed.). Upper Saddle River, NJ: Prentice Hall.
- Rosenberg, M. J., O'Shea, L. J., & O'Shea, D. J. (2006). *Student teacher to master teacher: A practical guide for educating students with special needs* (4th ed.) Upper Saddle River, NJ: Prentice Hall.

APPENDIX A

GUIDELINES USED IN THE DEVELOPMENT OF THIS COURSE.

The instructor has included the guidelines of knowledge and skills related to the goal and objectives of this course for beginning special education teachers. The intent is to help the student understand the direction of the course and the relevancy of the material to be learned.

COUNCIL FOR EXCEPTIONAL CHILDREN STANDARDS (CEC)

What every special educator must know: Ethics, standards and guidelines for special educators (5th ed.) 2003. Reston, VA: CEC Publications.

4. Instructional Strategies

- cc4S3 Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs
- cc4S4 Use strategies to facilitate maintenance and generalization of skills across learning environments
- gc4S1 Use research-supported methods for academic and nonacademic instruction of individuals with disabilities
- gc4S6 Modify pace of instruction and provide organizational cues
- gc4S7 Use appropriate adaptations and technology for all individuals with disabilities
- gc4S13 Identify and teach essential concepts, vocabulary and content across the general curriculum

5. Learning Environments and Social Interactions

- gc5K3 Methods for ensuring individual academic success in one-to-one, small-group, and large-group settings
- cc5S1 Create a safe, equitable, positive, and supportive learning environment in which diversities are valued
- cc5S3 Identify supports needed for integration into various program placements
- cc5S4 Design learning environments that encourage active participation in individual and group activities
- cc5S5 Modify the learning environment to manage behaviors
- cc5S10 Use effective and varied behavior management strategies
- cc5S11 Use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs
- cc5S12 Design and manage daily routines
- gc5S5 Use skills in problem-solving and conflict resolution
- gc5S6 Establish a consistent classroom routine for individuals with disabilities

1. Instructional Planning

- cc7S1 Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs
- cc7S2 Develop and implement comprehensive, longitudinal individualized programs in collaboration with team members
- cc7S3 Involve the individual and family in setting instructional goals and monitoring progress
- cc7S5 Use task analysis
- cc7S6 Sequence, implement, and evaluate individualized learning objectives
- cc7S7 Integrate affective, social, and life skills with academic curricula
- cc7S8 Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences
- cc7S9 Incorporate and implement instructional and assistive technology into the educational program
- cc7S10 Prepare lesson plans
- cc7S11 Prepare and organize materials to implement daily lesson plans
- cc7S12 Uses instructional time effectively
- cc7S13 Make responsive adjustments to instruction based on continual observations

gc7S2 Select and use specialized instructional strategies appropriate to the abilities and needs of the individual

2. *Assessment*

cc8S1 Gather relevant background information
 cc8S5 Interpret information from formal and informal assessments
 cc8S6 Use assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds
 cc8S8 Evaluate instruction and monitor progress of individuals with exceptional learning needs
 cc8S10 Create and maintain records

9. *Professional and Ethical Practice*

cc9S8 Use verbal, nonverbal, and written language effectively
 cc9S9 Conduct self-evaluation of instruction
 cc9S11 Reflect on one's practice to improve instruction and guide professional growth

10. *Collaboration*

cc10K4 Culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members
 cc10S1 Maintain confidential communication about individuals with exceptional learning needs
 cc10S9 Collaborate with school personnel and community members in integrating individuals with exceptional learning needs into various settings
 cc10S10 Communicate effectively with families of individuals with exceptional learning needs from diverse backgrounds

STATE OF FLORIDA CERTIFICATION STANDARDS FOR EXCEPTIONAL STUDENT EDUCATION (ESE)

- 3.1 Analyze assessment information to identify a student's environmental needs & instructional levels, to select appropriate specialized techniques & learning strategies, & to determine IEP content
- 3.2 Select instructional practices that reflect individual learning needs & incorporate a wide range of learning strategies & specialized materials to create an appropriate instructional environment for students with disabilities
- 3.4 Select relevant general education & special skills curricula appropriate for a given student's age, instructional needs, & functional performance across settings
- 3.5 Identify methods of accommodating & modifying assessment, instruction, & materials to meet individual student needs.
- 3.6 Identify effective methods of communication, consultation, & collaboration with students, families, parents, guardians, administrators, general education teachers, paraprofessionals, & other professionals as equal members of education teams
- 6.1 Select appropriate instructional procedures for teaching adaptive life skills based on observations, ecological assessments, family interviews, & other student information
- 6.2 Identify methods for evaluating & documenting student progress in acquiring, generalizing, & maintaining skills related to interpersonal interactions & participation in activities across settings

FLORIDA SUBJECT AREA COMPETENCIES ESOL (ESOL)

- 3 Identify, expose, and reexamine cultural stereotypes relating to LEP and non-LEP students.
- 5 Determine and use appropriate instructional methods and strategies for individuals and groups, using knowledge of first and second hand language acquisition process.
- 8 Select and develop appropriate ESOL content according to student levels of proficiency in listening, speaking, reading, and writing, taking into account: (1) basic interpersonal communicative skills (BICS), and (2) cognitive academic language proficiency skills (CALPS) as they apply to the ESOL curriculum.
- 12 Apply content-based ESOL approaches to instruction.
- 14 Plan and evaluate instructional outcomes, recognizing the effects of race, gender, ethnicity, socioeconomic status, and religion on the results.
- 16 Design and implement effective unit plans and daily lesson plans which meet the needs of ESOL students within the context of the regular classroom.
- 17 Evaluate, adapt and employ appropriate instructional materials, media, and technology for ESOL in the content areas at elementary, middle and high school levels.
- 18 Create a positive classroom environment to accommodate the various learning styles and cultural backgrounds of the students.
- 19 Consider current trends and issues related to the testing of linguistic and culturally diverse students when using testing instruments and techniques.
- 20 Administer tests and interpret test results, applying basic measurement concepts.
- 21 Use formal and alternative methods of assessment/evaluation of LEP students, including measurement of language, literacy and academic content metacognition.

NEW Florida Educator Accomplished Practices (December 2010)
(A) Quality of Instruction
1. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator consistently:
a. Aligns instruction with state-adopted standards at the appropriate level of rigor;
b. Sequences lessons and concepts to ensure coherence and required prior knowledge;
c. Designs instruction for students to achieve mastery;
d. Selects appropriate formative assessments to monitor learning;
e. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons; and
f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.
2. The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:
a. Organizes, allocates, and manages the resources of time, space, and attention;
b. Manages individual and class behaviors through a well-planned management system;
c. Conveys high expectations to all students;
d. Respects students' cultural, linguistic, and family background;
e. Models clear, acceptable, oral and written communication skills;
f. Maintains a climate of openness, inquiry, fairness, and support;
g. integrates current information and communication technologies
h. Adapts the learning environment to accommodate the differing needs and diversity of students; and
i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.
3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:
a. Deliver engaging and challenging lessons;
b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;
c. Identify gaps in students' subject matter knowledge;
d. Modify instruction to respond to preconceptions or misconceptions;
e. Relate and integrate the subject matter with other disciplines and life experiences;
f. Employ higher-order questioning techniques;

g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding
h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;
i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and
j. Utilize student feedback to monitor instructional needs and to adjust instruction.
4. Assessment. The effective educator consistently:
a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;
b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;
c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;
d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;
e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s);
f. Applies technology to organize and integrate assessment information.
(B) Continuous Improvement, Responsibility, and Ethics
1. Continuous Professional Improvement. The effective educator consistently:
a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;
b. Examines and uses data-informed research to improve instruction and student achievement;
c. Collaborates with the home, school, and larger communities to foster communication and to support student learning and continuous improvement;
d. Engages in targeted professional growth opportunities and reflective practices, and
e. Implements knowledge and skills learned in professional development in the teaching and learning process.
2. Professional Responsibility and Ethical Conduct. Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to State Board of Education Rules 6B-1.001 and 6B-1.006, F.A.C., and fulfills the expected obligations to students, the public, and the education profession.

Appendix B DIRECTIONS FOR LEARNING SEQUENCE (LS)

Purpose: To teach a group of ESE students' one significant skill leading to **mastery**.

Time Frame: Pupils' needs will dictate actual time needed to complete the sequence. However, a **minimum of 8-9** lessons should be planned over a two-three week period in the student teaching site. Remember some parts of the Learning Sequence may need to be re-taught, therefore, requiring additional lessons and time.

Product:

- Students will submit to their University Supervisor for evaluation a 3 ring notebook containing all sections of the Learning Sequence (LS) subdivided into labeled sections as prescribed below.
- DO NOT place lesson plans or any of the written requirements in plastic sleeves.
- Supplemental materials, such as copies of materials used for a lesson, may be placed in plastic sleeves and labeled by lesson number. The plastic sleeves are to be placed immediately after the corresponding lesson.

THE SECTIONS OF THE LEARNING SEQUENCE NOTEBOOK:

It is very important that when developing the Learning Sequence that the ST and CT will collaboratively decide on the objectives/benchmarks to be mastered before the ST begins planning the LS.

SECTION ONE: GENERAL INFORMATION

This section provides a summary of the setting and the students who participated in this learning sequence. The information may be provided in paragraphs and charts.

- A. A summary chart describing the students who are participating in the LS (e.g. class type / first names / ages / grades / ESE classifications / overall academic abilities / characteristics that may need to be taken into consideration.
- B. A paragraph summary about the group of students in the LS, describe any group dynamics that you must consider.
- C. Include any other pertinent information you feel is important for an overall understanding of the learning sequence.

SECTION TWO: Curriculum-Based Assessment: Pre-test

1. You will develop a pre-test based upon a task analysis of the skills required to master the intended objective of the Learning Sequence. Don't forget to analyze and assess pre-requisites to the skill. Once you have developed the pre-test, administer it to the LS students **prior to planning the rest of the learning sequence.**

Formats for Pre-tests: Pre-test can be created and administered in many formats. The following is a list of possible formats with the directions regarding what you are to submit.

a. Paper/pencil pre-test:

Submit: copy of pre-test with answer key and students' results in chart form

b. Orally administered questions, to which student responds orally or in writing

Submit: copy of pre-test questions and answers, chart of students' response

c. "Hands on" pre-test:

Submit: provide pictures or directions given to students and correct answers, chart for recording student responses and all student responses.

2. Written Summary of results of pre-test, both individually and for the group.

Base your written summary on the charted results of the pretest. Discuss each student's strengths and deficits as they are related to the LS Objective.

3. Written Discussion of instructional decisions at this point for the group and/or for individual

students. Will you continue with the original LS Objective? Or do you need to change the Learning Sequence Objective based on the results of the pre-test?

SECTION THREE: TEACHING THE LEARNING SEQUENCE

A. Progress toward the LS Objective: Summary Chart

Develop a system for keeping track of the daily progress of all students during the Learning Sequence. This is probably best done as **a chart**. The system must include the name of each student participating in the Learning Sequence; the number of each lesson; the date of each lesson; a phrase which describes the objective of the lesson; the criteria for success for each lesson; and then the individual results.

This is to be a working chart, so it is perfectly acceptable to submit the hand written results recorded after each lesson. This chart is a summary of the charted results found in each lesson plan.

B. Lesson Plans (LP)

1. Include **all lesson plans** used in the LS, sequentially numbered and correctly dated. Lesson Plans are to be written in the short format, and contain all the components of direct instruction.

2. Copies of materials used are to be included with each lesson plan. If materials cannot be punched with holes, then place in plastic sleeve at end of lesson. If you are using objects, you may list/describe them, or provide a drawing/photo. You do not need to include copies of students papers, but do include an example of any task you require the students to complete along with the answer key.

3. The Annual Goal, Short Term Objective, and Sunshine Standard need **only be written on the first LP**. Subsequent LPs do not need this repeated.

4. The lesson plans will be evaluated individually and as a whole unit on the following points:

- Appropriateness of lessons for the LS Objective
- Appropriateness of the sequence of the lessons
- Progression of evaluation criteria and methods within the LS
- **Variety of ESE teaching methodology incorporated into lessons and sequence.** This includes Acquisition, Generalization, and Maintenance activities; levels of prompts and supports with planned fading; strategies; hands-on learning.
- Selection and use of both commercial and original materials

- Continuing response to daily measures of success, and subsequent instructional decisions.

(This means that every lesson should have a data chart reporting the student results for that lesson and then your written analysis of the lesson with an instructional decision for the next lesson.)

SECTION FOUR: POST TEST

A. Create and administer a Post-Test upon completion of the Learning Sequence. **The Post-Test is NOT to be administered the same day as the last lesson.** The purpose of the post test is to assess the students' mastery of the objective of the Learning Sequence.

- Remember, the post test is to assess the LS Objective.

B. Results and Analysis:

- Report individual results of the Learning Sequence post-test
 - a chart of the results including students' names, scores, and indication of who did or did not meet the objective of the Learning Sequence
- Include in this section of the notebook:
 - a copy of the post test with answer key
 - the students post tests
- Write an analysis of the results of the post test

SECTION FIVE: EVALUATION OF LEARNING SEQUENCE

You are to provide a thoughtful, written analysis of the LS in a narrative form. Areas to be discussed should include the following: your **selection of pre and post tests** components; your **lesson plans**; **specific ESE teaching methodologies** you used; your determination of the overall success of the LS in teaching the terminal objective

APPENDIX C:

Scoring Rubric for Learning Sequence

Name: _____ Spring Year: _____ University Supervisor: _____

Results of this Assignment: ___ Exceeds Expectation ___ Meets Expectation Unsatisfactory Grade: ___ Does not Meet Expectation

Categories	EXCEEDS EXPECTATION	MEETS EXPECTATION	DOES NOT MEET EXPECTATION
<p><i>General Information</i> _____</p>	<ul style="list-style-type: none"> <input type="checkbox"/> <u>Summary Chart</u> thoroughly describes LS participants, including: 1st names, age/grade, ESE classification, PLOP as relates to LS, special considerations. <input type="checkbox"/> <u>Summary paragraph</u> describes participants as group, special circumstances, & other pertinent information. 	<ul style="list-style-type: none"> <input type="checkbox"/> <u>Summary Chart</u> describes LS participants, including: 1st names, age/grade, ESE classification, PLOP as relates to LS. 	<ul style="list-style-type: none"> <input type="checkbox"/> Summary of LS participants is disorganized or lacks sufficient detail re: PLOP or other useful information. OR <input type="checkbox"/> No Summary of LS participants provided.
<p><i>Pre-test with analysis</i> _____</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Pre-test is based on a task analysis of skill including all appropriate tasks and pre-requisites <input type="checkbox"/> Tasks broken into steps suitable for targeted participants <input type="checkbox"/> Pre-test's items suitable for age/grade of LS participants <input type="checkbox"/> Participants' results reported in a well organized data chart <input type="checkbox"/> Error analysis of individual participant results <input type="checkbox"/> Participants' pre-tests included with LS 	<ul style="list-style-type: none"> <input type="checkbox"/> Pre-test based on a task analysis of skill including most appropriate tasks and pre-requisites <input type="checkbox"/> Pre-test's items suitable for age/grade of LS participants <input type="checkbox"/> Participants' results provided in a chart <input type="checkbox"/> Some analysis of results 	<ul style="list-style-type: none"> <input type="checkbox"/> Pre-test's items not linked to a task analysis <input type="checkbox"/> Pre-test's tasks broken into steps unsuitable for targeted participants <input type="checkbox"/> Few or No prerequisite skills of LS objective included in pre-test <input type="checkbox"/> Pre-test's items not suitable for age/grade of participants <input type="checkbox"/> Participants' results not provided <input type="checkbox"/> No analysis of data
<p><i>Lesson Plans, Materials, Progress Chart</i> _____</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Objectives for each LP are sequenced & appropriate for LS objective <input type="checkbox"/> Each LP contains PLOP, evaluation criteria & methods <input type="checkbox"/> Students' results reported for each LP <input type="checkbox"/> Consistent response to daily progress measures with appropriate instructional decisions 	<ul style="list-style-type: none"> <input type="checkbox"/> Objectives for each LP are sequenced & appropriate for LS objective <input type="checkbox"/> Each LP contains PLOP, evaluation criteria & methods <input type="checkbox"/> Students' results reported for each LP <input type="checkbox"/> <u>Fairly consistent</u> response to daily progress measures with appropriate instructional decisions 	<ul style="list-style-type: none"> <input type="checkbox"/> Some objectives for each LP are not correctly sequenced or appropriate for LS objective <input type="checkbox"/> Few LPs contain PLOP or evaluation criteria & methods <input type="checkbox"/> Few students' results reported for LPs <input type="checkbox"/> Inconsistent or no response to daily progress measures <input type="checkbox"/> Instructional decisions not based on progress measures

Categories	EXCEEDS EXPECTATION	MEETS EXPECTATION	DOES NOT MEET EXPECTATION
	<input type="checkbox"/> Exceeds expectations by quality & consistency of: <ul style="list-style-type: none"> ▪ Acquisition methods: (AO, Model, Think Aloud, GP, IP) ▪ Generalization Methods: (Rationales, within sequence, generalization plans) ▪ Maintenance Methods: Review, teacher follow-up <input type="checkbox"/> Excellent selection of materials / original & adapted commercial <input type="checkbox"/> <u>Wide variety</u> of activities & groupings <input type="checkbox"/> Appropriate use of strategies & prompts	<input type="checkbox"/> Demonstrates <u>developing skills</u> in: <ul style="list-style-type: none"> ▪ Acquisition methods: (AO, Model, Think Aloud, GP, IP) ▪ Generalization Methods: (Rationales, within sequence, generalization plans) ▪ Maintenance Methods: Review, teacher follow-up <input type="checkbox"/> <u>Adequate selection</u> of materials / original & adapted commercial <input type="checkbox"/> <u>Some variety</u> of activities & groupings <input type="checkbox"/> Some use of strategies and/or prompts	<input type="checkbox"/> Demonstrates a lack of skills in: <ul style="list-style-type: none"> ▪ Acquisition methods: (AO, Model, Think Aloud, GP, IP) ▪ Generalization Methods: (Rationales, within sequence, generalization plans) ▪ Maintenance Methods: Review, teacher follow-up <input type="checkbox"/> Materials mostly selected from commercial materials without adaptation <input type="checkbox"/> Little variety of activities & groupings <input type="checkbox"/> Lacks use of strategies and/or prompt
<i>Post-Test with analysis</i>	<input type="checkbox"/> Post-test measures LS objective <input type="checkbox"/> Post-test items suitable for age/grade of LS participants <input type="checkbox"/> Participants' results reported <u>in a well organized data chart</u> <input type="checkbox"/> Error analysis of individual participant results, particularly those not meeting LS objective criteria <input type="checkbox"/> Participants' post-test included with LS	<input type="checkbox"/> Post-test measures LS objective <input type="checkbox"/> Post-test items suitable for age/grade of LS participants <input type="checkbox"/> Participants' results provided in chart <input type="checkbox"/> Discussion of post-test results <input type="checkbox"/> Participants' post-test included with LS	<input type="checkbox"/> Post-test does not measures LS objective <input type="checkbox"/> Post-test items are not suitable for age/grade of LS participants <input type="checkbox"/> Participants' results not provided <input type="checkbox"/> No analysis provided of post-tests
<i>Self-Evaluation</i>	<input type="checkbox"/> Reflects on planning <u>and</u> delivery of lesson <input type="checkbox"/> Discusses strengths <u>and</u> deficits <input type="checkbox"/> All of above discussed in <u>specific terms</u> with examples provided <input type="checkbox"/> Provides <u>specific</u> plan for improvement in either planning or delivery <input type="checkbox"/> Reflection is detailed, thoughtful, <input type="checkbox"/> well-written self-evaluation with no <input type="checkbox"/> errors in mechanics of writing or <input type="checkbox"/> spelling.	<input type="checkbox"/> Reflects on planning <u>and/or</u> delivery of lesson <input type="checkbox"/> Discusses strengths <u>and/or</u> deficits <input type="checkbox"/> All of above discussed in <u>general terms</u> ; few specific examples provided <input type="checkbox"/> Provides <u>general</u> plan for improvement <input type="checkbox"/> Thoughtful self-evaluation with little or no editing required for grammar, capitalization, punctuation, and spelling (no more than 3 errors).	<input type="checkbox"/> Discusses strengths <u>OR</u> deficits in very general terms <p style="text-align: center;">OR</p> <input type="checkbox"/> Discussion centers on students, not a self-evaluation <p style="text-align: center;">OR</p> <input type="checkbox"/> Errors in grammar, capitalization, punctuation, and spelling repeatedly distract the reader and major editing and revision is required. <p style="text-align: center;">OR</p> <input type="checkbox"/> No self-evaluation

COMMENTS:

Appendix D

Lesson Planning: Writing Lesson Plans

During practicum you needed to work with the Cooperating Teacher to develop effective lesson plans and you received feedback from your University Supervisor about the quality of your planning method. At this point in your professional development you should be able to describe the elements of an effective lesson and generate usable lesson plans with little input from your Cooperating Teacher. In your student teaching, you will be required to develop effective lesson plans and present quality lessons. Initially you will work with your Cooperating Teacher to learn the planning techniques appropriate for this particular classroom. Eventually, the planning and presentation will be your responsibility alone.

There are two significant types of lesson plans. Daily lesson plans should contain, at a minimum: (a) an instructional objective, (b) mastery criteria, (c) a presentation plan, and (d) student activities, which could include guided practice and/or independent practice. As indicated in the syllabus. Formal lesson plans and Learning Sequence lessons plans must follow the **required** lesson plan format on the following page; unless changes were made by the University Supervisor and discussed with the student teacher.

Note: ALL lesson plans MUST be approved by the Cooperating Teacher a minimum of 24 hours prior to implementation. Be sure to keep ALL lesson plans in your student teaching notebook.

Standard Lesson Plan for All Formal Observations*

US or CT (circle one)

Observation # 1 2 3 4 5

Teacher: _____ School: _____
 Grades: _____ Instructional ranges: _____
 Students: _____

Date: _____ Time Allowance: _____ Start: _____ Stop: _____

Annual Goal/ Subject Area:

Short Term Objective:

Sunshine Standard/Benchmark:

Present Level of Performance:

Instructional Objective:

Evaluation Criteria/Methods:

Instructional Procedures:

Materials/Equipment:
 Teacher _____
 Student _____

Special Considerations:
 Early Finishers _____
 Anticipated Problems _____
 Special Accommodations _____
 ESOL Strategies _____

Student Results and Instructional Decisions:

Complete the "*Student Reflection of Lesson*" form:

*Based on the setting, the lesson play may need adjustments as approved by the University Supervisor.

APPENDIX E

COURSE SCHEDULE FOR SEMESTER:

TIMELINE for STUDENT TEACHING ACTIVITIES

The activities listed below are organized in a week-by-week format. These activities are to be completed and/or accomplished during the designated week. Mark off each completed activity by writing the date completed on the line to the left of the activity. This timeline should be kept in the student teaching notebook for review by the University Supervisor.

First Week

Date: _____

My Cooperating Teacher returns from Winter Break on: _____

_____ Meet with Cooperating Teacher to discuss student teaching handbook. Establish schedule for student teaching responsibilities.

Submit copy of **SITE INFORMATION FORM** to US via email.

Collect curriculum materials for first teaching assignment.

Organize your Student Teaching Handbook.

_____ Meet with administration to introduce yourself to the principal, assistant principals, ESE specialist, office staff, etc.

Collect and review school handbook, district policy handbooks, or other policy handbooks.

_____ Learn student names, student interests, daily class schedule, seating arrangements in class, review IEPs'.

Assist individual students during seatwork, assist with supervisory duties, and observe the Cooperating Teacher during teaching/learning situations.

Learn and begin to implement the classroom management system.

Second Week

Date: _____

_____ Assume responsibilities for direct instruction for at least one class or group of students. **Obtain the Cooperating Teacher's approval prior to engaging in any teaching activity.**

_____ Conference with Cooperating Teacher and University Supervisor to establish the date of the first observation and sign *Time Frame for Developing Teachers* form.

_____ Review assessment instruments typically used in this setting and become familiar with their use. Establish lesson plan format to be used. Be sure to incorporate into every lesson the essential elements of a lesson plan described later in this handbook. Continue to implement the classroom management plan established in the class.

Third through Fifth Weeks

Date: _____

_____ Gradually assumes more teaching responsibilities in your class until you have **full responsibility for all teaching situations**. This should occur during the 5th week of student teaching.

_____ Begin learning sequence preparation. In conjunction with CT, Identify a group of students and a specific instructional need for the learning sequence. Prepare and administer pre-test.

_____ Begin teaching learning sequence after assessing pre-test results.

Week Five – Eight

_____ CE or US observe lesson from the LS. Date: _____

Eighth/Ninth Week

Date: _____

_____ **MID-TERM EVALUATIONS are due to Field Experience Coordinator.**
 By this point you should have at least two observations completed by both your US and your CT. The Summary Form should be completed jointly by the US and CT

For Spring Student Teachers:

- **MY SCHOOL DISTRICT SPRING BREAK IS:** _____

NOTE:

- Spring Break does not count toward the 15 weeks of student teaching
- FCAT involvement (proctoring) is factored into the 15 weeks of student teaching.

WEEK Nine - Thirteen

_____ US completes two formal observations including Final Summary Evaluation form and letter of recommendation.

_____ CT completes three formal observations

Week Fourteen ()

_____ Gradually decreases teaching responsibilities.

_____ Explore the opportunity for a member of the school's administration to observe your teaching.

Week Fifteen ()

_____ **FINAL EVALUATION PACKETS are due to FE Coordinator.**

_____ Observe in other classrooms within the assigned school. If observing outside of assigned school, clear visits with University Supervisor and FE Coordinator.

_____ Ask for letters of recommendation from Cooperating Teacher and University Supervisor (if appropriate).

Student's Name _____

Cooperating Teacher _____

University Supervisor _____

RESPONSIBILITIES of the COOPERATING TEACHER (CT)

The CT is the on-site instructor and mentor for the student teacher and has been trained as a Clinical Educator. The CT is responsible for structuring the student teaching experience to allow maximum opportunity for the student teacher to grow and learn the skills needed to become a beginning teacher. Initially, the CT acts as a model for the student teacher by demonstrating effective teaching practices. The CT familiarizes the student teacher with his/her classroom procedures, schedules, and routines. The CT provides the student teacher with the information and models that the student teacher needs to plan and carry out instruction capably. The CT should also allow the student teacher to practice various teaching methods and strategies he/she is learning in university coursework.

Throughout the student teaching experience, the CT provides detailed feedback and evaluative information to the student teacher. The CT alone can evaluate the student's competence in relation to the ESE students in that specific placement. Therefore, it cannot be stressed enough that a great deal of constructive feedback is critical to the professional development of the student. Frequent observation/evaluation followed by a formal conference with verbal AND written feedback is a necessary part of the learning process and should occur on a regular basis in order to keep the student teacher apprised of his/her progress. The formal observations should be of adequate length to allow the student to demonstrate several teaching skills (e.g., gaining attention of students, review, presentation of new material, guided practice, independent practice, evaluation, etc.). It is suggested that observations should be no shorter than 45 minutes in length with follow-up conferences as soon as practical. **The CT should be able to provide sufficient time, each day/week, to meet with the student teacher to discuss instruction, provide constructive feedback, and offer additional support.**

Primary CT Responsibilities Include:

- Act as a mentor for the student teacher
- Provide an abundance of constructive feedback
- Perform numerous informal observations
- Complete five formal written observation/feedback conference
- Collaborate with US to complete mid-term and final evaluations

PROFESSIONAL RECOGNITION OF THE COOPERATION TEACHER

A Certificate of Participation will be issued to each Cooperating Teacher for his or her participation in the program. It entitles the holder to register at any state university without payment of tuition (registration fees) for up to six hours during one semester (form on p. 53). Certificates of Participation are mailed directly to the Cooperating Teacher at the end of the semester. The Certificate is not transferable and it must be used for the purposes stated. It is valid for three years and must be used prior to the date of expiration stated on the certificate. It is surrendered at the time of registration and may not be used in lieu of payment of miscellaneous fees such as activity or health fees.

Most universities recognize the contribution of clinical educators by issuing a Certificate of Participation for hosting a student for the entire student teaching experience. This certificate entitles the holder to register at any state university for one semester for up to six semester credit hours. There is a small fee applicable per credit hour as determined by the State University System of Florida, but the cost per credit hour is heavily discounted. ***For more information***, see the FAU Website for Clinical Educators (CE), Inservice Points Memo available at, <http://www.coe.fau.edu/OASS/ce-page.htm>. **A Clinical Educator Registration form should be completed and submitted in a timely manner to the Office for Academic and Student Services (OASS).**

RESPONSIBILITIES of the UNIVERSITY SUPERVISOR (US)

The US provides the bridge from university instruction to practical experience. The US has knowledge of the college instruction the student teacher has received and is able to make links between the university work and the teaching requirements. The US is also responsible for ongoing and detailed feedback to the student regarding his/her progress. The formal evaluations should be of adequate length to allow the student to demonstrate several teaching skills (e.g., gaining attention of students, review, presentation of new material, guided practice, independent practice, evaluation, etc.). It is suggested that observations should be no shorter than 45 minutes in length with follow-up conferences immediately following the observation. The US is also supportive of the Cooperating Teacher and often listens to his/her concerns about the student's progress. In this role, the US is able to facilitate three-way discussions about issues related to the student teaching placement.

Primary US Responsibilities Include:

- Make an initial contact with the CT at the beginning of the semester, prior to the first US observation
- Help the student link university coursework to the classroom
- Provide an abundance of detailed feedback
- Complete four formal written observations/feedback conference
- Complete mid-term and final evaluations in collaboration with CT
- Support both the CT and student teacher and listen to their concerns

For each student teacher the following documents should be turned in with necessary dates, signatures and all columns completed, in the following order:

- | | |
|---|-------------|
| • LiveText & Rubric Reporting Form for Critical Assignment 1 | page 42-44 |
| • LiveText Reporting Form (PAR) for Critical Assignment 2 | page 50 |
| • Rubric for Learning Sequence | pages 20-21 |
| • <u>FINAL</u> Supervision Documentation Checklist
(boxes checked and dates indicated) | page 34 |
| • <u>NARRATIVE OBSERVATION FEEDBACK FINAL SUMMARY</u>
(include <u>NOS FEAP Reporting Form</u> with all columns complete, signatures and dates) | page 38-41 |
| • Remediation Plan (where necessary) | pages 46-47 |
| • FINAL PAR | pages 48-49 |
| • CT evaluation and US evaluation | pages 51-52 |

PROCEDURES TO FOLLOW IF PROBLEMS ARISE

If the Cooperating Teacher (CT) and/or University Supervisor (US) conclude that a student teacher is experiencing difficulty in any aspect of the field experience process, the following steps should be taken until the problem is resolved:

1. Immediately discuss the problem with the student and follow-up on the student's performance to observe a positive change in behavior.
2. If the problem persists, the US will set up a three-way conference with the CT and the student teacher, to attempt to solve the problem. Document the problem on the *Narrative Observation Form* in writing and include the following:
 - a. Describe the problem
 - b. Identify recommended strategies/activities for resolving the problem
 - c. Identify timeline and evaluation criteria
 - d. Document student's response.
3. The CT and US will jointly monitor the student's progress to determine whether the problem is resolved.
4. If the problem is not resolved, the US may ask the Field Experience Coordinator or another faculty member to observe the student and provide written feedback.
5. The US, CT, and Field Experience Coordinator will discuss options regarding the student's continuation in the student teaching experience. Based on this discussion, the US will make a recommendation to the Field Experience Coordinator, and will provide appropriate documentation of the problem.
6. The Field Experience Coordinator, together with the US, and department chair, will make the final decision whether the student will be permitted to repeat, extend, or be removed from the student teaching experience and the conditions under which this will occur. If the student is permitted to repeat or extend the student teaching experience, a Professional Development Plan (PDP) will be

completed that specifies objectives, timelines, anticipated outcomes, and consequences of meeting or failing to meet the PDP.

In the event that the principal or a representative from the school decides to remove the student teacher from their school, the Field Experience Coordinator, the US, and department chair, will make the final decision for the next step for the student teacher.

STUDENT TEACHING OBSERVATION AND EVALUATION FORMS

- Site Information Form
- Time Frame for Developing Teacher
- EEX4946: Student Teaching Supervision Documentation Checklist
- Narrative Observation Feedback Form
- Narrative Observation Feedback Summary Form
- Student Reflection on Lesson Presentation
- Midterm Evaluation Plan for Remediation
- Professional Attribute Rubric (PAR)
- Assessment of the Cooperating Teacher
- Assessment of the University Supervisor
- Clinical Educator Registration Form

FALL 2013 EEX 4946 SITE INFORMATION FORM

DUE WEEK 2 of Student Teaching

Student:	Email/telephone number
University Supervisor:	Cooperating Teacher:
Email/telephone number	Email/telephone number
School Name:	School Address:
School Phone:	

Teaching Schedule

(indicate subject area taught for each time block for each day)

	Monday	Tuesday	Wednesday	Thursday	Friday
Time Block: _____ to _____	Subject area				
Time Block: _____ to _____					
Time Block: _____ to _____					
Time Block: _____ to _____					
Time Block: _____ to _____					
Planning Time: _____ to _____					

Directions for Completing the Site Information Form:

1. Mark days/times when Cooperating Teacher has planning period. This will be helpful for the University Supervisor for meetings with the Cooperating Teacher.
2. Give one copy of your schedule to your University Supervisor, place one in your Notebook and email a copy to Dr. Heiser lheiser1@fau.edu

TIME FRAME DEVELOPING TEACHERS

A general guide – subject to modification by the university supervisor with the cooperating teacher - based on student progress. Time frame details are indicated in more detail in the course syllabus and on the student teaching calendar.

The Developing Teacher (DT) should collaborate with the Clinical Educator to note specific weekly responsibilities. This form should be discussed and signed during the initial university supervisor conference.

Week 1	0/100 (% of DT's responsibilities/% of CT's responsibilities)
Week 2	25/75
Week 3	50/50
Week 4	75/25
Week 5	100/0 Full-time teaching – a minimum of eight <u>consecutive</u> weeks (weeks 5-13)
Week 8	Mid-Term Assessments due to the University Supervisor
Week 9	Supervisor submits Mid-Term Assessments to ESE Field Placement Coordinator
Weeks 9–13	Continue 100/0
Week 14	50/50 Final Assessments due to University Supervisor
Week 15	0/100 Final Assessments/Grade Sheet due to OASS

_____, Developing Teacher

_____, Clinical Educator

_____, University Supervisor

EEX4946 Supervision Documentation Checklist

STUDENT: _____ **Date Submitted:** _____ **Semester & Year:** _____

US: _____ **CT:** _____ **School:** _____

<input type="checkbox"/> Lesson Plan <input type="checkbox"/> Narrative Observation Form <input type="checkbox"/> Narrative Observation Feedback Summary Form <input type="checkbox"/> Student Reflection	US Observation #1	DATE: _____
<input type="checkbox"/> Lesson Plan <input type="checkbox"/> Narrative Observation Form <input type="checkbox"/> Narrative Observation Feedback Summary Form <input type="checkbox"/> Student Reflection	CT Observation #1	DATE: _____
<input type="checkbox"/> Lesson Plan <input type="checkbox"/> Narrative Observation Form <input type="checkbox"/> Narrative Observation Feedback Summary Form <input type="checkbox"/> Student Reflection	CT Observation #2	DATE: _____
<input type="checkbox"/> Lesson Plan <input type="checkbox"/> Narrative Observation Form <input type="checkbox"/> Narrative Observation Feedback Summary Form <input type="checkbox"/> Student Reflection Professional Attribute Rubric (PAR) <input type="checkbox"/> Midterm Evaluation Plan For Remediation, If Indicated	US Observation #2 & Midterm Evaluation	DATE: _____
<input type="checkbox"/> Lesson Plan <input type="checkbox"/> Narrative Observation Form <input type="checkbox"/> Narrative Observation Feedback Summary Form <input type="checkbox"/> Student Reflection	CT Observation #3	DATE: _____
<input type="checkbox"/> Lesson Plan <input type="checkbox"/> Narrative Observation Form <input type="checkbox"/> Narrative Observation Feedback Summary Form <input type="checkbox"/> Student Reflection	CT Observation #4	DATE: _____
<input type="checkbox"/> Lesson Plan <input type="checkbox"/> Narrative Observation Form <input type="checkbox"/> Narrative Observation Feedback Summary Form <input type="checkbox"/> Student Reflection	US Observation #3	DATE: _____
<input type="checkbox"/> Lesson Plan <input type="checkbox"/> Narrative Observation Form <input type="checkbox"/> Narrative Observation Feedback Summary Form <input type="checkbox"/> Student Reflection	CT Observation #5	DATE: _____
<input type="checkbox"/> Lesson Plan <input type="checkbox"/> Narrative Observation Form <input type="checkbox"/> Narrative Observation Feedback Summary Form <input type="checkbox"/> Student Reflection Professional Attribute Rubric (PAR) <input type="checkbox"/> Learning Sequence Rubric <input type="checkbox"/> Rubric for Critical Assignment #1 <input type="checkbox"/> Rubric for Critical Assignment #2 <input type="checkbox"/> US & CT Evaluations: STUDENT TEACHER submits directly to ESE Department, Boca Raton Campus	US Observation #4 & Final Evaluation	DATE: _____

**DIRECTIONS: NARRATIVE OBSERVATION FEEDBACK SUMMARY
AND
MID-TERM AND FINAL EVALUATION FORM**

The *Narrative Observation Feedback Summary and Mid-term and Final Evaluation Form* consist of descriptors grouped into eight (8) areas. These eight areas are defined below. Each area measures a specific teaching proficiency. The areas correspond to the FPMS, a statewide evaluation instrument used yearly to document teacher effectiveness.

IMPORTANT INFORMATION: This form is used throughout the semester each time the student is observed by the University Supervisor (US) or Cooperating Teacher (CT). It is also used for the Mid-term and Final evaluation of the student. The US and CT should have their own individual copy of the form to use during each formal observation of the student. The US and CT should complete this form together during the mid-term and final evaluations of the student. Expectations of the student's performance should rise for each subsequent observation. The student is expected to demonstrate continual progress throughout the semester. The student should not expect to receive all check +'s or 5's on overall rating during the first few observations.

Eight Evaluation Areas:

- 1) General Teaching Skills includes a variety of skills that can be used across different settings.
- 2) Activities Prior to Instruction refers to all the activities the teacher does before the presentation component of the lesson begins.
- 3) Presentation Component refers to the direct delivery/presentation/ description of a body of knowledge that must be mastered.
- 4) Questioning/ Feedback refers to the appropriate use of questioning and feedback techniques with students.
- 5) Guided Practice is an engagement of the student when the information has been initially acquired, but the goal of the practice has shifted to proficiency, maintenance, or generalization.
- 6) Independent Practice is the engagement of the student in the independent use of skills acquired during the teaching process and refined during the guided practice.
- 7) Evaluation of Student Progress includes formal and/or informal assessment procedures, and daily/weekly data collection for the purpose of instructional planning and evaluation of student progress.
- 8) Management of Student Behavior refers to teacher monitoring and managing students' behaviors.

The Mid-Term Evaluation Plan for Remediation must be used if scores of 1 or 2 are attained on a given item from the Narrative Observation Feedback Summary form during the Mid-term Evaluation and/or a score of less than 2 on the Professional Attribute Rubric (PAR). The evaluation plan will aid the student in improving instruction or management and will provide a documentation of the plans for remediation. As with Narrative Observation Feedback forms, one copy of Midterm-Term Evaluation Plan for Remediation should be given to the Cooperating Teacher, University Supervisor, the student, and the Field Experience Coordinator.

NARRATIVE OBSERVATION AND FEEDBACK CONFERENCE

US or CT (circle one)
 Observation # 1 2 3 4 5

(used by US and CT to document each observation)

FAU Student: _____ Date: _____ Indicate if Midterm or Final
 Observer: _____ School: _____
 Activity Observed: _____ From: _____ to _____ Number Students: _____

Effective Behaviors	Less Effective Behaviors → Suggested Alternatives	Coaching and recommendations for improvement: specific behaviors to be demonstrated at the next observation
		Student initials: _____ Cooperating Teacher initials: _____ University Supervisor initials: _____

Effective Behaviors	Less Effective Behaviors → Suggested Alternatives	Coaching and recommendations for improvement: specific behaviors to be demonstrated at the next observation
		<p>Student initials: _____ Cooperating Teacher initials: _____ University Supervisor initials: _____</p>

EEX 4946 NARRATIVE OBSERVATION (FEEDBACK) SUMMARY

(US and CT each have own form and use checklist system to record student performance during each observation as well as the Mid-term and Final Evaluations This form is to be used by US & CT Mid-Term and Final Evaluations.

Student:	Dates completed:
Evaluator(s):	Semester/Year: Spring/ Fall/ School:

Narrative Observation Feedback Summary Instructions (Observations 1-5 below): Please provide the student with feedback after each observation using both the Narrative Observation Feedback Form and this form.

Mid-term and Final Evaluation: Please rate the student’s performance in each area during Mid-term and Final. The rating should be an overall average of the student’s performance on a day to day basis and not just their performance during scheduled formal observations. If the student receives a 1 or 2 on any indicator during mid-term evaluation the Mid-Term Evaluation Comment Form must be completed. Please rate the student’s performance by using the following rating scale:

- 5 - Far Exceeds Expectation Performance demonstrates exemplary ability to perform at an outstanding level that is equivalent to a first-year teacher.
 - 4 - Exceeds Expectation Performance demonstrates above average ability to create, implement and perform duties.
 - 3 - Meets Expectation Demonstrates clear conceptual understanding of components with consistent and effective implementation.
 - 2 - Below Expectation Performance demonstrates understanding of concepts. Implementation attempts are intermittent and not entirely successful. Demonstrates little or no evidence of the indicator.
 - 1 - Unsatisfactory Demonstrates little or no evidence of the indicator
 - NO – No Opportunity No opportunity to observe indicators
 - N/A – Not Applicable Indicator is not applicable at this time (all indicators should be rated by final observation)
- To meet the expectations of this critical assignment, the majority of scores on the Final Evaluation are to be 3s, 4s, or 5s or evidence of continuous improvement on all observations with no 1s or 2s.

1) General Teaching Skills: include a variety of skills that are demonstrated across settings.

OBSERVATIONS

	BEHAVIORS	FEAP	1 ST	2 ND	MIDTERM SUMMARY	3 RD	4 TH	5 TH	FINAL SUMMARY
	<i>dates</i>								
1	Uses students' names	(a)2.e							
2	Requires student involvement throughout activity	(a) 1.f							
3	Paces activities to meet student needs	(a) 1.b							
4	Is alert & attentive to all students	(a) 2.e							
5	Communicates expectations to students	(a) 2.c							
6	Promotes student responsibility & independence	(a) 2.f							
7	Orients students and maintains students focus	(a) 3.a							
8	Plans to insure students meet instructional goals & objectives	(a) 1.f							
9	Efficiently uses class time	(a) 3.j							
10	Transitions smoothly from one task to another	(a) 3.j							
11	Organizes instructional materials & makes use of instructional aids in a non-distracting manner	(a) 3.g							
12	Communicates attitude of enthusiasm	(a) 3.i							
13	Uses model-lead-test procedure as appropriate	(a) 4.a							
**	OVERALL RATING								

Coaching Comments:

Student's Name _____

2) Activities Prior to Instruction: refers to all the activities the teacher does before the presentation component of the lesson begins.

OBSERVATIONS

	BEHAVIORS <i>dates</i>	FEAP	1 ST	2 ND	MIDTERM SUMMARY	3 RD	4 TH	5 TH	FINAL SUMMARY
1	Lesson plans are submitted in advance to cooperating teacher for approval before lessons are taught	(b) 1.a							
2	Lesson plans are submitted 2-3 days in advance to observer before each formal observation	(b) 1.c							
3	Lesson plans are effective for planning instruction	(b) 1.e							
4	Materials are prepared and readily available	(b) 1.c							
**	OVERALL RATING								

Coaching Comments:

3) Presentation Component: refers to the direct delivery/presentation/description of a body of knowledge that must be mastered.

OBSERVATIONS

	BEHAVIORS <i>dates</i>	FEAP	1 ST	2 ND	MIDTERM SUMMARY	3 RD	4 TH	5 TH	FINAL SUMMARY
1	Begins lesson with attention getter and advanced organizer	(a) 2.a							
2	Sets standards for performance and behavior	(a) 2.c							
3	Establishes clear purpose of lesson and rationale	(a) 1.a							
4	Provides review of previously presented instruction including teacher questions and/or student review activity	(a) 3.c							
5	States/defines skills, rules, concepts	(a) 3.g							
6	Gives appropriate examples	(a) 3.e							
7	Uses think aloud procedure as appropriate	(a) 3.b							
8	Asks questions to check for understanding	(a) 3.h							
9	Describes situations, gives examples, and asks questions to plan for generalization	(a) 3.e							
10	Emphasizes important points	(a) 3.i							
11	Task analyzes content from easy to hard	(a) 1.b							
12	Uses content appropriate to student need & level	(a) 2.d							
13	Modifies content for individual students as needed	(a) 4.b							
14	Provides end review/summarizes presentation	N/A							
15	Uses a variety of methods, materials, procedures to enhance learning	(a) 3.a							
16	Communicates knowledge of subject matter	(a) 3.b							
**	OVERALL RATING								

Coaching Comments:

4) Questioning/ Feedback: refers to the appropriate use of questioning and feedback techniques with students.

OBSERVATIONS

	BEHAVIORS <i>dates</i>	FEAP	1 ST	2 ND	MIDTERM SUMMARY	3 RD	4 TH	5 TH	FINAL SUMMARY
1	Utilizes appropriate questioning techniques	(a) 3.f							
2	Calls on variety of students	(a) 2.b							
3	Accepts all students' responses	(a) 3.i							
4	Provides appropriate feedback to student response	(a) 3.i							
5	Uses effective praise techniques	(a) 3.i							
**	OVERALL RATING								

Coaching Comments:

Student's Name _____

5) Guided Practice: is the engagement of students in a practice situation where the information has been initially acquired, but the goal of practice has shifted to proficiency, maintenance or generalization.

OBSERVATIONS

	BEHAVIORS <i>dates</i>	FEAP	1 ST	2 ND	MIDTERM SUMMARY	3 RD	4 TH	5 TH	FINAL SUMMARY
1	Gives advanced organizers for guided practice task	N/A							
2	Gives students clear instructions	(a) 2.e							
3	Gives students materials appropriate to their levels	(a) 1.f							
4	Guides students through early stages of practice	(a) 1.b							
5	Monitors students during practice	(a) 3.j							
6	Circulates among students; dividing time as needed	(a) 2.h							
7	Solicits and/or answers student questions	(a) 3.d							
8	Checks student work for accuracy/mastery	(a) 4.c							
9	Provides positive & informative feedback	(a) 3.i							
10	Provides "waiting" students with appropriate tasks	N/A							
11	Provides tasks to maintain skills	(a) 3.b							
12	Provides summary/review of progress to each student by the end of the session	(a) 3.j							
13	Sets & communicates to students criteria for movement from guided to independent practice	(a) 4.a							
**	OVERALL RATING								

Coaching Comments:

6) Independent Practice: is the engagement of student in independent use of skills acquired during the presentation and refined during guided practice.

OBSERVATIONS

	BEHAVIORS <i>dates</i>	FEAP	1 ST	2 ND	MIDTERM SUMMARY	3 RD	4 TH	5 TH	FINAL SUMMARY
1	Gives advance organizers for independent practice task	N/A							
2	Gives students clear instructions	(a) 2.e							
3	Assures students have met criterion for beginning independent practice	(a) 4.a							
4	Gives students materials appropriate to their levels	(a) 1.f							
5	Provides independent practice of skills	(a) 3.j							
6	Circulates among students; dividing time as needed	(a) 2.h							
7	Solicits and/or answers student questions	(a) 3.d							
8	Checks student work for accuracy/mastery	(a) 4.c							
9	Provides positive & informative feedback	(a) 3.i							
10	Provides "waiting" students with appropriate tasks	N/A							
11	Provides varied formats, procedures, and materials for practice	(a) 2.g							
12	Provides tasks designed to maintain skills	(a) 3.b							
13	Provides summary/review of progress to each student by the end of the session	(a) 3.j							
**	OVERALL RATING								

Coaching Comments:

Student's Name _____

7) Evaluation of Student Progress: Includes formal and/or informal assessment procedures, daily/ weekly data collection for the purpose of instructional planning and evaluation of student progress for instructional purposes.

OBSERVATIONS

	BEHAVIORS <i>dates</i>	FEAP	1 ST	2 ND	MIDTERM SUMMARY	3 RD	4 TH	5 TH	FINAL SUMMARY
1	Sets criteria, collects data, & monitors progress toward mastery of individual student objectives	(a) 1.d							
2	Evaluates lessons & documents results & decisions in lessons plans	(a) 1.e							
3	Modifies subsequent lessons to incorporate results & decisions from #2 above	(a) 4.d							
**	OVERALL RATING								

Coaching Comments:

8) Management of Student Behavior: refers to teacher behaviors that manage student's behavior.

OBSERVATIONS

	BEHAVIORS <i>dates</i>	FEAP	1 ST	2 ND	MIDTERM SUMMARY	3 RD	4 TH	5 TH	FINAL SUMMARY
1	Manages off-task behavior	(a) 2.b							
2	Specifies, explains & consistently enforces rules	(a) 2.b							
3	Uses prompts to stop misbehavior before it occurs	(a) 2.c							
4	Shows awareness of all activities within classroom	(a) 2.b							
5	Simultaneously attends to multiple activities	(a) 2.b							
6	Gives short, clear directions	(a) 2.e							
7	Refocuses students to stop inappropriate behavior	(a) 2.b							
8	Utilizes behavior management systems effectively and consistently	(a) 2.b							
**	OVERALL RATING								

Coaching Comments:

9) Notebook

OBSERVATIONS

	BEHAVIORS <i>dates</i>	FEAP	1 ST	2 ND	MIDTERM SUMMARY	3 RD	4 TH	5 TH	FINAL SUMMARY
**	Organizes and maintains Notebook (please rate using only the check +, check, and check -)	(a) 4.e							

Coaching Comments:

10) Typical Performance

OBSERVATIONS

	BEHAVIORS <i>dates</i>	FEAP	1 ST	2 ND	MIDTERM SUMMARY	3 RD	4 TH	5 TH	FINAL SUMMARY
**	Is the student's performance typical of ALL lessons presented (even while not being formally observed) please indicate yes or no)	(b) 1.e							

Coaching Comments:

NOS Rubric Reporting Form and LiveText Summary Reporting Form - Critical Assignment 1

Student _____

Classroom Teacher _____

5 of 7

School _____

University Supervisor _____

Mid-term and Final Evaluation: Each rating is an overall average of the student's performance on a day to day basis and not solely their performance during scheduled formal observations. If the student receives a 1 or 2 on any indicator during mid-term evaluation, the Mid-Term Evaluation Comment Form is completed and a Remediation Plan developed that address the less effective teaching behavior that were observed. Student's performance is assessed using the following rating scale:

- 5 - Far Exceeds Expectation Performance demonstrates exemplary ability to perform at an outstanding level that is equivalent to a first-year teacher
- 4 - Exceeds Expectation Performance demonstrates above average ability to create, implement and perform duties.
- 3 - Meets Expectation Demonstrates clear conceptual understanding of components with consistent and effective implementation
- 2 - Below Expectation Performance demonstrates understanding of concepts. Implementation attempts are intermittent and not entirely successful. Demonstrates little or no evidence of the indicator.
- 1 - Unsatisfactory Demonstrates little or no evidence of the indicator
- N/A – Not Applicable Indicator is not applicable at this time (all indicators should be rated by final observation)

Department of ESE NOS INDICATOR	Item Number	FEAP	OVERALL RATING (CIRCLE ONE)	
			MIDTERM EVAL Date:	FINAL EVAL. Date:
1) General Teaching Skills	1.	(a)2.e	5 4 3 2 1	5 4 3 2 1
	2.	(a) 1.f	5 4 3 2 1	5 4 3 2 1
	3.	(a) 1.b	5 4 3 2 1	5 4 3 2 1
	4.	(a) 2.e*	5 4 3 2 1	5 4 3 2 1
	5.	(a) 2.c	5 4 3 2 1	5 4 3 2 1
	6.	(a) 2.f	5 4 3 2 1	5 4 3 2 1
	7.	(a) 3.a	5 4 3 2 1	5 4 3 2 1
	8.	(a) 1.f	5 4 3 2 1	5 4 3 2 1
	9.	(a) 3.j	5 4 3 2 1	5 4 3 2 1
	10.	(a) 3.j*	5 4 3 2 1	5 4 3 2 1
	11.	(a) 3.g	5 4 3 2 1	5 4 3 2 1
	12.	(a) 3.i	5 4 3 2 1	5 4 3 2 1
	13.	(a) 4.a	5 4 3 2 1	5 4 3 2 1
2) Activities Prior to Instruction	1.	(b) 1.a	5 4 3 2 1	5 4 3 2 1
	2.	(b) 1.c	5 4 3 2 1	5 4 3 2 1
	3.	(b) 1.e	5 4 3 2 1	5 4 3 2 1
	4.	(b) 1.c	5 4 3 2 1	5 4 3 2 1
3) Presentation Component	1.	(a) 2.a	5 4 3 2 1	5 4 3 2 1
	2.	(a) 2.c	5 4 3 2 1	5 4 3 2 1
	3.	(a) 1.a	5 4 3 2 1	5 4 3 2 1
	4.	(a) 3.c	5 4 3 2 1	5 4 3 2 1
	5.	(a) 3.g	5 4 3 2 1	5 4 3 2 1
	6.	(a) 3.e	5 4 3 2 1	5 4 3 2 1
	7.	(a) 3.b	5 4 3 2 1	5 4 3 2 1
	8.	(a) 1.h	5 4 3 2 1	5 4 3 2 1
	9.	(a) 3.e	5 4 3 2 1	5 4 3 2 1
	10.	(a) 3.i	5 4 3 2 1	5 4 3 2 1
	11.	(a) 1.b	5 4 3 2 1	5 4 3 2 1
	12.	(a) 2.d	5 4 3 2 1	5 4 3 2 1
	13.	(a) 4.b	5 4 3 2 1	5 4 3 2 1
	14.	N/A	5 4 3 2 1	5 4 3 2 1
	15.	(a) 3.a	5 4 3 2 1	5 4 3 2 1
	16.	(a) 3.b	5 4 3 2 1	5 4 3 2 1
4) Questioning/ Feedback	1.	(a) 3.f	5 4 3 2 1	5 4 3 2 1
	2.	(a) 2.b	5 4 3 2 1	5 4 3 2 1
	3.	(a) 3.i	5 4 3 2 1	5 4 3 2 1

	4.	(a) 3.l	5 4 3 2 1	5 4 3 2 1
	5.	(a) 3.i	5 4 3 2 1	5 4 3 2 1
5) Guided Practice	1.	N/A	5 4 3 2 1	5 4 3 2 1
	2.	(a) 2.e	5 4 3 2 1	5 4 3 2 1
	3.	(a) 1.f	5 4 3 2 1	5 4 3 2 1
	4.	(a) 1.b	5 4 3 2 1	5 4 3 2 1
	5.	(a) 3.j	5 4 3 2 1	5 4 3 2 1
	6.	(a) 2.h	5 4 3 2 1	5 4 3 2 1
	7.	(a) 3.d	5 4 3 2 1	5 4 3 2 1
	8.	(a) 4.c	5 4 3 2 1	5 4 3 2 1
	9.	(a) 3.i	5 4 3 2 1	5 4 3 2 1
	10.	N/A	5 4 3 2 1	5 4 3 2 1
	11.	(a) 3.b	5 4 3 2 1	5 4 3 2 1
	12.	(a) 3.j	5 4 3 2 1	5 4 3 2 1
	13.	(a) 4.a	5 4 3 2 1	5 4 3 2 1
6) Independent Practice	1.	N/A	5 4 3 2 1	5 4 3 2 1
	2.	(a) 2.e	5 4 3 2 1	5 4 3 2 1
	3.	(a) 4.a	5 4 3 2 1	5 4 3 2 1
	4.	(a) 1.f	5 4 3 2 1	5 4 3 2 1
	5.	(a) 3.j	5 4 3 2 1	5 4 3 2 1
	6.	(a) 2.h	5 4 3 2 1	5 4 3 2 1
	7.	(a) 3.d	5 4 3 2 1	5 4 3 2 1
	8.	(a) 4.c	5 4 3 2 1	5 4 3 2 1
	9.	(a) 3.i*	5 4 3 2 1	5 4 3 2 1
	10.	N/A	5 4 3 2 1	5 4 3 2 1
	11.	(a) 2.g	5 4 3 2 1	5 4 3 2 1
	12.	(a) 3.b	5 4 3 2 1	5 4 3 2 1
	13.	(a) 3.j	5 4 3 2 1	5 4 3 2 1
7) Evaluation of Student Progress	1.	(a) 1.d	5 4 3 2 1	5 4 3 2 1
	2.	(a) 1.e*	5 4 3 2 1	5 4 3 2 1
	3.	(a) 4.d	5 4 3 2 1	5 4 3 2 1
8) Management of Student Behavior	1.	(a) 2.b*	5 4 3 2 1	5 4 3 2 1
	2.	(a) 2.b	5 4 3 2 1	5 4 3 2 1
	3.	(a) 2.c	5 4 3 2 1	5 4 3 2 1
	4.	(a) 2.b*	5 4 3 2 1	5 4 3 2 1
	5.	(a) 2.b	5 4 3 2 1	5 4 3 2 1
	6.	(a) 2.e*	5 4 3 2 1	5 4 3 2 1
	7.	(a) 2.b*	5 4 3 2 1	5 4 3 2 1
	8.	(a) 2.b*	5 4 3 2 1	5 4 3 2 1
9) Notebook		(a)4.e	5 4 3 2 1	5 4 3 2 1
10) Typical Performance		(b)1.e*	YES NO	YES NO

NOTE: To meet the expectations of this critical assignment, the majority of scores on the Final Evaluation are to be 3s, 4s, or 5s or evidence of continuous improvement on all observations with no 1s or 2s.

COMMENTS:

Midterm coaching comments based upon Observation 1 & 2 by US, observation 1 & 2 by CT, and the summary rating delivered at midterm:

Live Text: NOS FEAP

Final Score: E M D

Student _____
 Cooperating Teacher _____
 University Supervisor _____

Date _____
 Date _____
 Date _____

Final coaching comments based on all observations by US & CT and midterm and final summary statements:

Student _____

Date _____

Cooperating Teacher _____

Date _____

University Supervisor _____

Date _____

Student Teaching Student Reflection on Lesson Presentation
(used by the student after each FORMAL observation)

Student:	Date:
Observer:	Lesson:

Student: Indicate the value that represents your perception of your performance of this lesson using the following rating scale:

5 - Far Exceeded Expectation 4 - Exceeded Expectation 3 - Met Expectation 2 - Below Expectation 1 - Unsatisfactory NO - No Opportunity N/A - Not Applicable	Demonstrated exemplary ability Demonstrated above average ability Demonstrated solid competence Demonstrated understanding of concepts. Some problems with implementation occurred. Demonstrated limited understanding Demonstrated little or no evidence of the indicator No opportunity to perform indicator Indicator was not applicable at this time
---	---

1. ____ **General Teaching Skills:** include a variety of skills that are demonstrated across settings.
2. ____ **Activities Prior to Instruction:** refers to all the activities the teacher does before the presentation component of the lesson begins.
3. ____ **Presentation Component:** refers to the direct delivery/presentation/description of a body of knowledge that must be mastered.
4. ____ **Questioning/ Feedback:** refers to the appropriate use of questioning and feedback techniques with students.
5. ____ **Guided Practice:** is the engagement of students in a practice situation where the information has been initially acquired, but the goal of practice has shifted to proficiency, maintenance or generalization.
6. ____ **Independent Practice:** is the engagement of student in independent use of skills acquired during the presentation and refined during guided practice.
7. ____ **Evaluation of Student Progress:** includes formal and/or informal assessment procedures, daily/weekly data collection for the purpose of instructional planning and evaluation of student progress.
8. ____ **Management of Student Behavior:** refers to teacher behaviors that manage student's behavior.

Comments:

Student Teaching Mid-Term Evaluation Plan for Remediation
(used if student earns 1's or 2's on NOS and/or less than 2 on PAR)

Student:	Date completed: Semester/Year: Spring/ Fall/
Evaluator(s):	School:

Directions: Please complete this form ONLY if scores of 1 or 2 are attained on a given item from on the Mid-term NOFSF and/or less than 2 on the PAR. This comment form will provide documentation of the problems and the plans for remediation, which will aid the student in improving instruction, management, and/or professionalism. Copies are to be given to the Cooperating Teacher, University Supervisor, student, and the FE Coordinator.

Remediation Plan For NOS and/or PAR

Your plan, to be implemented immediately, is to:

You are required to accomplish this plan with 100% accuracy in order to receive a satisfactory rating on the final NOS and/or PAR and a satisfactory grade in this course.

Student: _____

Date: _____

Cooperating Teacher: _____

Date: _____

University Supervisor: _____

Date: _____

FE Coordinator: _____

Date: _____

EEX 4946 PROFESSIONAL ATTRIBUTE RUBRIC (PAR)
(Completed by the US and CT together at Mid-term and Final)

Student:	Dates completed: Semester/Year: Spring/ Fall/
<i>Check One:</i>	Check one: <input type="checkbox"/> Midterm Summary or <input type="checkbox"/> Final Summary
Evaluator(s):	School:

DIRECTIONS: The purpose of this evaluation instrument is to provide the Department of Exceptional Student Education with specific, pertinent information regarding the student’s progress and performance in the field. For each attribute circle either 3, 2, or 1 for each statement that accurately describes the behavior the student typically displays. Please elaborate further in the comment section when necessary.

To meet the expectations of this critical assignment, scores on the Final PAR must be 2s or 3s on the indicators with no 1s.

Attribute	EAP	3: Exceeds Expectations	2: Meets Expectations (satisfactory)	1: Does Not Meet Expectations (unsatisfactory)
1. Attendance	(b) 2	<input type="checkbox"/> Consistently present	<input type="checkbox"/> Sometimes absent (3 days or fewer)	<input type="checkbox"/> Frequently absent
Comments:				
2. Punctuality	(b) 2	<input type="checkbox"/> Consistently on time	<input type="checkbox"/> Generally punctual	<input type="checkbox"/> Frequently late
Comments:				
3. Work Ethic	(b)1.e	<input type="checkbox"/> Consistently attends to assigned tasks or duties without prompting	<input type="checkbox"/> Sometimes needs reminders to attend to assigned tasks or duties	<input type="checkbox"/> Passive; depends on others for ideas, direction; needs close and frequent supervision
Comments:				
4. Tact	(a)2.f	<input type="checkbox"/> Consistently interacts appropriately to establish, maintain good relations with others	<input type="checkbox"/> Interacts appropriately with others	<input type="checkbox"/> Limited sensitivity and diplomacy; insensitive to others’ feelings, opinions
Comments:				
5. Collegiality	(b)1.d	<input type="checkbox"/> Consistently shares ideas, materials; works as part of a team	<input type="checkbox"/> Prefers being part of a team	<input type="checkbox"/> Reluctant to share ideas, materials; prefers to work alone
Comments:				
6. Response to Feedback	(b)1.e	<input type="checkbox"/> Consistently receptive to constructive feedback; incorporates feedback into performance and solicits suggestions	<input type="checkbox"/> Receptive to feedback and implements suggestions	<input type="checkbox"/> Defensive; unreceptive; rarely implements suggestions
Comments:				
7. Desire to Improve Performance	(b)1.a (b)1.b	<input type="checkbox"/> Consistently seeks better teaching skills; very resourceful	<input type="checkbox"/> Sometimes demonstrates effort to improve teaching performance; somewhat resourceful	<input type="checkbox"/> Makes little or no effort to improve performance
Comments:				

8. Oral Expression (a)2.e Expressive, animated, articulate Articulate Inarticulate; makes frequent grammatical errors

Comments:

9. Written Expression (a)2.e Ideas efficiently & clearly expressed; written products appear very professional Written products sufficiently express ideas Frequent misspellings and/ or grammatical errors; ideas poorly stated

Comments:

10. Self-Initiative (a)1.c Creative & resourceful; independently implements plans Good ideas; works effectively with little supervision Passively depends on others for directions, ideas, and guidance

Comments:

Professional Ethics & Demeanor

11. Maintains high ethical and professional standards (e.g., does not share confidential information). (b) 2 Yes No Unable to judge

Comments:

12. Is aware of district policies and normative practices, and responds to these guidelines in appropriate ways. (b) 2 Yes No Unable to judge

Comments:

13. Maintains a professional appearance. (b) 2 Yes No Unable to judge

Comments:

14. Maintains professional interactions. (b) 2 Yes No Unable to judge

Comments:

Please identify other personal and professional attributes that contribute to this student's success in the classroom.

Comments:

Other personal and professional attributes that need further development.

Comments:

14a. Potential as a teacher (student teachers only)

- Recommend student successfully complete teacher education program.
- Recommend review in program; questionable suitability to teaching profession. (Please elaborate)

Comments:

Student Signature _____ Date _____
 CT Signature _____ Date _____
 US Signature _____ Date _____

PAR Rubric Reporting Form and LiveText Summary Reporting Form - Critical Assignment 2

Student _____

Classroom Teacher _____

School _____

University Supervisor _____

The Professional Attribute Rubric (PAR) provides the Department of Exceptional Student Education with specific, pertinent information regarding the student’s progress and performance in the field. Candidates are assessed using the PAR at midterm and final (or as needed during the semester). **The PAR provides the student with an evaluation of the critical professional skills/attributes not generally** measured by lesson observations. These skills include such areas as judgment, tact, reliability, dependability, collegiality, professional development, ethical behavior, and independence.

Rating Scale: 3=Exceed expectations, 2 = Meets expectations, 3 = Does not meet expectations

Department of ESE PAR INDICATOR	FEAP	OVERALL RATING (CIRCLE TYPE OF EVALUATION)	
		MIDTERM RATING Date:	FINAL RATING Date:
1. Attendance	(b) 2	3 2 1	3 2 1
2. Activities Prior to Instruction	(b) 2	3 2 1	3 2 1
3. Work ethic	(b) 2	3 2 1	3 2 1
4. Tact	(a) 2.f	3 2 1	3 2 1
5. Collegiality	(b) 1.d	3 2 1	3 2 1
6. Response to feedback	(b) 1.e	3 2 1	3 2 1
7. Desire to improve Performance	(b) 1.a	3 2 1	3 2 1
	(b) 1.d	3 2 1	3 2 1
8. Oral Expression	(a) 2.e	3 2 1	3 2 1
9. Written Expression	(a) 2.e	3 2 1	3 2 1
10. Self Initiative	(a) 1.c	3 2 1	3 2 1
11. Maintains high ethical and professional standards	(b) 2	3 2 1	3 2 1
12. Is aware of district policies and normative practices, and responds to these guidelines in appropriate ways	(b) 2	3 2 1	3 2 1
13. Maintains a professional appearance	(b) 2	3 2 1	3 2 1
14. Maintains professional interactions	(b) 2	3 2 1	3 2 1
Additional attributes that contribute to this student’s success			
Attributes that need further development			
Potential as a teacher	Recommend student successfully complete the teacher education program.	Review of program; questionable suitability to teaching profession PLEASE ELABORATE	

Exceeds Expectations “E”	Meets Expectations “M”	Does Not Meet Expectations “D”
Majority of scores for descriptor areas are 3s. No 1s or 2s.	Majority of scores for descriptor areas are 2s. No 1s.	A score of 1 in any professional attribute areas on final scores.

Student Signature _____

Date _____

CT Signature _____

Date _____

US Signature _____

Date _____

Live Text: PAR FEAP

Final Score: E M D

EEX 4946 Assessment of the Cooperating Teacher

Cooperating Teacher:	Dates completed: Semester/Year: Spring/ Fall/
School: University Supervisor:	Student Evaluating CT:

The Department of Exceptional Student Education is constantly seeking to improve the quality of its instructional training programs. For this reason, we have prepared the following evaluation form to allow you to rate the quality of supervision during your teaching experience. You are asked to give honest answers to the following questions. Your responses and suggestions are appreciated and will serve as a basis for future planning. Please remember that on this form you are evaluating the COOPERATING TEACHER, not the University Supervisor or the teaching site. Please feel free to add any additional comment on the back of this evaluation.

- 1) How closely did the Cooperating Teacher adhere to the Handbook?
 A Always B Frequently
 C Occasionally D Seldom
 If your CT didn't adhere to the handbook, in what ways did he/she deviate?

- 2) The communication process between you and the Cooperating Teacher can be described as
 A Two way; collaborative C Tense; constrained
 B Unidirectional; directive D Little or no communication present

- 3) What was the quality of the feedback provided to you by the Cooperating Teacher?
 A Always provided direction, evaluation, & support.
 B Frequently provided direction, evaluation, & support.
 C Occasionally provided direction, evaluation, & support.
 D Never provided me with feedback that was useful in directing my teaching.

- 4) How effectively did the Cooperating Teacher use the post-observation conferences to build skills and provide feedback?
 A Extremely effective conferences given at each observation.
 B Very effective conferences; supportive feedback given at each observation.
 C Adequately effective conferences; feedback was sporadic or not supportive.
 D Ineffective conferences; feedback was not useful.
 E No follow-up conferences.

- 5) Evaluate the models of instruction provided by the Cooperating Teacher.
 A Instruction was always effective. C Instruction was occasionally effective
 B Instruction was frequently effective. D Instruction was not effective.

- 6) Evaluate the models of management provided by the Cooperating Teacher.
 A Management was always effective. C Management was occasionally effective.
 B Management was frequently effective. D Management was ineffective.

- 7) Do you feel the Cooperating Teacher assigned tasks for you to complete in a fair manner? Yes No

- 8) How many observations did your Cooperating Teacher conduct? _____ Was this an adequate number? Yes No

- 9) How would you describe the willingness of your Cooperating Teacher to make you feel like a part of the class?
 A Went out of his/her way to include me. C Did what was required to help me fit in.
 B Was very welcoming. D Tended to make me feel like a visitor.

- 10) How would you rate the overall performance of your Cooperating Teacher?
 A Outstanding B Very Good C Adequate D Poor

- 11) Were you able to complete related course assignments with this teacher and in this setting?
 Yes No N/A

- 12) Would you recommend this Cooperating Teacher and setting for future field experiences? Yes No

DELIVER THIS COMPLETED FORM TO DR. HEISER, ESE DEPARTMENT BOCA CAMPUS

EEX 4946 Assessment of the University Supervisor

University Supervisor:	Dates completed: Semester/Year: Spring/ Fall/
School: Cooperating Teacher:	Student Evaluating CT:

The Department of Exceptional Student Education is constantly seeking to improve the quality of its instructional training programs. For this reason, we have prepared the following evaluation form to allow you to rate the quality of supervision during your teaching experience. You are asked to give honest answers to the following questions. Your responses and suggestions are appreciated and will serve as a basis for future planning. Please remember that on this form you are evaluating the UNIVERSITY SUPERVISOR, not the Cooperating Teacher or the teaching site. Please feel free to add any additional comment on the back of this evaluation.

- 1) How closely did the University Supervisor adhere to the Handbook?
 - A Always B Frequently
 - C Occasionally D Seldom

If your CT didn't adhere to the handbook, in what ways did he/she deviate?

- 2) The communication process between you and the University Supervisor can be described as
 - A Two way; collaboration C Tense; constrained
 - B Unidirectional; directive D Little or no communication present

- 3) What was the quality of the feedback provided to you by the University Supervisor?
 - A Always provided direction, evaluation, & support.
 - B Frequently provided direction, evaluation, & support.
 - C Occasionally provided direction, evaluation, & support.
 - D Never provided me with feedback that was useful in directing my teaching.

- 4) How effectively did the University Supervisor use the post-observation conferences to build skills and provide feedback?
 - A Extremely effective conferences given at each observation.
 - B Very effective conferences; supportive feedback given at each observation.
 - C Adequately effective conferences; feedback was sporadic or not supportive.
 - D Ineffective conferences; feedback was not useful.
 - E No follow-up conferences

- 5) Did the University Supervisor provide written and verbal feedback to you immediately after observing you?
 - A Always C Occasionally
 - B Frequently D Never

- 6) Did the University Supervisor review all information on the written evaluation forms with you?
 - A Yes B No

- 7) How many observations did your University Supervisor conduct? _____
Was this an adequate number? yes no

- 8) How would you describe the availability of your supervisor during your field experience?
 - A Always available.
 - B Frequently available.
 - C Seldom available.
 - D Available when I initiated contact

- 9) How would you rate the overall performance of your University Supervisor?
 - A Outstanding
 - B Very Good
 - C Adequate
 - D Poor

- 10) Would you recommend this University Supervisor for future field experiences?

Yes	No	Comments
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DELIVER THIS COMPLETED FORM TO DR. HEISER, ESE DEPARTMENT BOCA CAMPUS

CLINICAL EDUCATOR REGISTRATION – INTERN/STUDENT TEACHER

A Certificate of Participation will be issued to each clinical educator for his/her participation after hosting a full time student teacher/intern. It entitles the recipient to register at any state university in Florida without payment of tuition for ONE semester for up to six semester credit hours. The certificate is **NON-TRANSFERABLE**. Please secure it in a safe place as **lost certificates cannot be replaced**.

To insure that you receive a Certificate of Participation from Florida Atlantic University please complete this registration form and return it to Florida Atlantic University’s Clinical Experiences Office in the College of Education.

Semester: _____ Fall _____ Spring Year: _____

Clinical Educator Information:

Name _____ Social Security # (Required by State) _____

Phone # _____ Professional Email Address _____

Mailing Address _____

District _____ School Name _____

School Address _____

Developing Teacher Information:

Name _____ Z# _____

Major: ____ Elementary ____ Secondary ____ ESE Practicum ____ ESE Internship

I certify that I have either attended an orientation meeting for Clinical Educators within the last twelve months or reviewed all materials available on the FAC Clinical Educator Orientation web page at the start of the current semester.

Clinical Educator’s Signature

Date

Please FAX or SCAN this registration form to the Office for Clinical Experiences:

Palm Beach, Indian River, Okeechobee, St. Lucie, Martin
Fax: (561) 297-2991 or Email: stuteach@fau.edu

Broward and Miami-Dade Counties
Fax: (954) 236-1022

Source: FAU-OASS-Clinical Educator website available, <http://www.coe.fau.edu/OASS/ce-page.htm>

Certificates are issued only once per semester. In order to use the certificate for Spring enrollment you must submit this request no later than October 31st. In order to use the certificate for Summer or Fall enrollment you must submit this request no later than April 30th

Final Documents Submission List

The week prior to the end of student teaching, each student teacher must submit the following documents (in order) with all necessary dates, signatures and all columns completed:

- LiveText & Rubric Reporting Form for Critical Assignment 1 page 42-44
- LiveText Reporting Form (PAR) for Critical Assignment 2 page 50
- Rubric for Learning Sequence pages 20-21
- FINAL Supervision Documentation Checklist page 34
(boxes checked and dates indicated)
- NARRATIVE OBSERVATION FEEDBACK FINAL SUMMARY page 38-41
(include the NOS FEAP Reporting Form with all columns complete, signatures and dates)
- Remediation Plan (where necessary) pages 46-47
- FINAL PAR pages 48-49
(include PAR FEAP Reporting Form with all signatures and dates)
- CT evaluation and US evaluation pages 51-52