



Cooperating Teacher's Guide to

Practicum



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Introduction

On behalf of the Teacher Education Program at Broward College, We would like to thank you for hosting one of our practicum students.

Practicum is an integral part of teacher education, giving students an opportunity to apply the theories and practices they have learned in their courses to a “real world” K12 classroom. Preprofessionals will work directly with classroom teachers and have an opportunity to teach both large and small group activities.

Practicum is designed to prepare Preprofessionals for the Student Teaching Internship. This course is designed to develop the competencies relative to program planning, instruction, daily scheduling, record keeping, evaluation, classroom management, reporting to parents, professional organizations and teacher ethics.

During Practicum, students will spend a minimum of one full day (teacher work hours) per week for eight weeks in the K12 classroom. Preprofessionals are required to create and implement three lesson plans and will be formally and informally observed working with learner(s) as outlined in the Practicum Syllabi Critical Assignments section (included below). The formal observations will be completed by the Coordinator of Clinical Education and Placement and the appropriate content faculty member(s). The informal observation will be conducted by the cooperating teacher.

The Practicum Handbook is a valuable resource for Preprofessionals and their cooperating teachers. The handbook outlines the Teacher Education Program’s (TEP) policies and procedures as well as the critical assignment requirements of the practicum. The handbook also provides a schedule of the Practicum activities and observations.

Policies and Procedures

The Policies and Procedures for the Teacher Education Program are aligned with the Broward College Catalog and are consistent throughout all upper-division coursework.

Attendance Policy

Practicum Site

It is essential that preprofessionals attend every day of the practicum and show professionalism by being on time and dressing appropriately. Any excused or unexcused absence from the practicum field experience must be made up. Students are expected to dress in business casual attire EVERY day of the practicum field experience, no exceptions. Under no circumstances will attire such as jeans, sandals/flip flops, t-shirts, or similar attire be tolerated. Practicum students may be asked to leave the school and must make up any missed hours/day if observed wearing inappropriate attire at the school site.

Florida Educator Accomplished Practices

The Florida Educator Accomplished Practices (FEAPs) were created by a Task Force of the Education Standards Commission, reviewed by over 400 parents, teachers, administrators, and university professors, and validated by educators across the State of Florida. The twelve practices are defined at three levels: preprofessional, professional, and accomplished. These benchmarks indicate that teachers must continue to develop professionally over the course of their careers. These practices are not minimums; they reflect the best practices of educators.

Students in the Teacher Education Program (TEP) are required to meet the preprofessional level of the FEAPs. The TEP has created a FEAP indicator matrix that categorizes the standards into three levels: Introducing, Proficient and Mastery. Each FEAP and corresponding leveled indicators are addressed multiple times in the TEP through the critical assignments embedded in the coursework and field experiences.

Final observation will be conducted during Remediation Week. If the student does not meet **EVERY** FEAP indicator on the Practicum Observation Tool during the FINAL observation, the student will receive an F for the observation and therefore fail the Practicum course and not progress to Student Teaching. The student will be required to retake the Practicum course in a future term.

Observation Schedule

Each preprofessional will receive three observations: two formal and one informal. The formal observations will be conducted by the Coordinator of Clinical Education and Placement (first observation) and the appropriate content faculty member (third observation). The informal observation will be completed by the cooperating teacher. **It is the responsibility of the preprofessional to contact and schedule the formal observation dates with the appropriate observer.**

The Practicum Lesson Implementation and Observation is worth 50% of the overall Practicum grade. During these observations the TEP student will be assessed using the Practicum Observation Tool, which outlines the appropriate FEAP indicators.

After the first formal observation, the Practicum Observation Tool will be reviewed with the TEP student to identify FEAP indicators met and those in need of improvement. The informal observation allows the TEP student an opportunity to focus on the identified areas. Following the informal observation, the Practicum Observation Tool will again be reviewed with the TEP student to discuss areas of growth and any additional FEAP indicators not met and in need of improvement.

During the second formal observation the TEP student is required to meet **EVERY** FEAP indicator on the Practicum Observation Tool. If an indicator is not met during the second formal observation, one final observation will be conducted during Remediation Week. If the student does not meet **EVERY** FEAP indicator on the Practicum Observation Tool during the FINAL observation, the student will receive an F for the observation and therefore fail the Practicum course and not progress to Student Teaching. The student will be required to retake the Practicum course in a future term.

The observation schedule is as follows:

Weeks 3 - 4

January 23 – February 3

- Meet with cooperating teacher to discuss Practicum Handbook, Assignments, and classroom responsibilities

Weeks 5 - 7

February 6 – February 24

First formal observation and review - conducted by the Clinical Education Supervisor

Weeks 8 - 9

February 27 – March 9

- Informal observation and review – conducted by the cooperating teacher

Week 10

March 12 - 16

- Broward County Public Schools – Spring Break

Weeks 11 – 13

March 19 – April 6

- Second formal observation and review – conducted by the appropriate faculty member(s)

Weeks 14 – 15: Remediation Week

April 9 – April 20

- Final observation (if applicable) – conducted by the Coordinator of Clinical Education and Placement

Lesson Plan Due Dates

1) Three Observation Lesson Plans (to include pre and post assessment tools)

Each lesson plan is due to the Observer *no later* than the day the observation is scheduled:

- 1st Formal Observation: Weeks 5 - 7
- Informal Observation: Weeks 8 - 9
- 2nd Formal Observation: Weeks 11 - 13
- Final Observation (if applicable): Weeks 14 - 15

Practicum Seminars

Preprofessionals are required to attend **three seminars** throughout the Practicum semester. Two of the seminars will be hosted by the Teacher Education Program (TEP) and will take place at Broward College. The final activity will be a school-based activity, approved by the Practicum Instructor. The Practicum Instructor will inform the preprofessionals of all seminar dates and locations unless specified below.

The seminar schedule is as follows:

1 – Broward County Public School’s New Teacher Evaluation System

- Friday, February 17th – 2:30-4:30pm
- South Campus, Room TBA

2 – Florida’s Adoption of the National Core Curriculum Standards

- Monday, April 9th – 6-8pm
- Central Campus, Room TBA

3 – Below are examples of approved school-based activities:

- Faculty/Dept/Team meeting
- Staff Development
- IEP meeting
- Parent/Teacher conference
- Child Study (RTI) meeting.

Please note that this schedule is subject to change. The Practicum Instructor will update the preprofessionals as necessary

PRACTICUM OBSERVATION FORM

Preprofessional: _____

Observation Date: _____

Observer Signature: _____

Course: _____

School: _____

Grade Level: _____

Group Size: _____

Lesson Plan Topic: _____

Time Frame: _____

Assessment	Met	Not Met	Comments
Implements traditional, alternative, formal and informal assessment strategies that align with standards-based instruction.			
Uses assessment instruments that provide data about students' cognitive, social, linguistic, cultural, emotional, and physical needs.			
Communication			
Writes and speaks in a logical and understandable manner with appropriate grammar in the P12 classroom.			
Critical Thinking			
Uses a variety of performance techniques that assess higher order thinking skills in P12 classrooms.			
Designs learning experiences that incorporate a variety of authentic projects designed to assist diverse students in expanding creative thinking abilities.			

Knowledge of Subject Matter			
Implements learning activities in the P-12 classroom that reflect knowledge and understanding of the subject field with clear connections across disciplines and to the real world settings.			
Models a variety of teaching skills to assist student acquisition of new knowledge and skills using that knowledge.			
Learning Environments			
Models strategies and organizes the learning environment to meet cognitive, linguistic, and affective needs of all P12 students.			
Implements a variety of classroom management techniques which involve student input in establishing standards and routines for student behavior.			
Technology			
Implements lesson plans or learning activities that include software tools, electronic media or digital information in the P-12 classroom.			
Professionalism			
Dresses in appropriate attire for the P-12 classroom and/or setting.			
Arrives on time and is fully prepared to begin lesson.			
Communicates with cooperating teacher, school faculty, and administration in an appropriate manner and respectful tone.			

Additional Comments:
