



Cooperating Teacher's Guide to

Student Teaching



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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 student teachers.

Student Teaching 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. Student Teachers will gain confidence as an educator as they discover that teaching is a process of continuous growth and development as they assess themselves in a performance situation.

During student teaching, students will demonstrate and apply teaching competencies by completing a minimum of 35 contact hours per week for 15 weeks. The Student Teacher is required to create and implement three lesson plans and will be formally and informally observed working with learner(s). 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 Student Teaching Handbook is a valuable resource for Student Teachers 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 student teaching internship. The handbook also provides a schedule of the student teaching 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

It is essential that Student Teachers attend every day of the student teaching internship and show professionalism by being on time. Any absence, excused/unexcused, from student teaching must be made up at the end of the 15-week student teaching period. **Student Teachers must complete the Student Teaching Logs each month.**

Students must notify the cooperating teacher and the Coordinator of Clinical Education and Placement in advance of an absence(s) due to religious holy day(s) in his/her own faith, and shall likewise notify the cooperating teacher and the Coordinator of Clinical Education and Placement in advance of other absences when practicable under the circumstances.

Student Teachers are required to follow the School Board of Broward County calendar (including attendance and participation at all teacher planning days and professional development days) unless otherwise directed.

Dress Code

Student teachers are expected to attend every day of the student teaching internship and show professionalism by dressing appropriately. Students are expected to dress in business casual attire EVERY day of the student teaching internship, no exceptions. Under no circumstances will attire such as jeans, sandals/flip flops, t-shirts, or similar attire be tolerated.

Student teachers may be asked to leave the school and must make up any missed hours/day at the conclusion of the term if observed wearing inappropriate attire at the school site.

Substitute Teaching

Student Teachers, who are current School Board of Broward County substitute teachers, may serve as a substitute teacher in the classroom of their cooperating teacher for a maximum of **five days** during the semester. Student Teachers are not eligible to serve as a substitute teacher in any other classroom within the placement school.

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.

Student Mastery of the FEAPs

Student Teaching Observations

TEP students will be observed three times during the semester, twice formally and once informally. During these observations the TEP student will be assessed using the Student Teaching Observation Tool, which outlines the appropriate FEAP indicators.

After the first formal observation, the Student Teaching 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 Student Teaching Observation Tool will again be reviewed by the cooperating teacher 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 Student Teaching 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 Student Teaching Observation Tool during the FINAL observation, the student will receive an F for the observation and therefore fail the Student Teaching course and not graduate. The student will be required to retake the Student Teaching course in a future term.

Student Teaching Schedule

The following is the required schedule of the student teaching internship. Any deviation to this schedule must receive prior approval from the Coordinator of Clinical Education and Placement and the cooperating teacher.

Week 1

- Student Teachers should introduce him/herself to the school administration, office personnel and applicable support staff members.
- Visit with the cooperating teacher at the school to review Student Teaching Handbook, Student Teaching Assignments, Student Teacher and Cooperating Teacher expectations, Observation Tool, etc.

Weeks 2-4

- Beginning in week two with one class, Student Teachers should gradually begin to assume direct instructional responsibility of the classroom.
- Student Teachers should always receive prior approval from their cooperating teacher before assuming additional instructional responsibilities.

Week 5

- Student Teachers should now assume full instructional responsibility of the classroom.
- Student Teachers should begin to develop and implement Three Lesson Plans (critical assignments).

Weeks 5-12

- Student Teachers will assume full instructional responsibility of the classroom.

Week 13

- Starting with one class, Student Teachers will begin to gradually release instructional responsibility back to the cooperating teacher.

Weeks 14-15

- Student Teachers will continue to gradually release instructional responsibilities.

Week 15

- By the end of week 15, Student Teachers will have released all instructional responsibilities back to the cooperating teacher.
- Student Teachers should thank their cooperating teacher, school administration and any other applicable school personnel.
- Student Teachers should request a Letter of Recommendation from their cooperating teacher (if appropriate).

Observation Schedule

Each Student Teacher will receive two formal observations, one by the Coordinator of Clinical Education and Placement and one by the appropriate content faculty member(s), and one informal observation, by the cooperating teacher. **It is the responsibility of the Student Teacher to contact and schedule the formal observation dates with the appropriate observer.**

TEP students will be observed three times during the semester, twice formally and once informally. During these observations the TEP student will be assessed using the Student Teaching Observation Tool, which outlines the appropriate FEAP indicators.

After the first formal observation, the Student Teaching 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 Student Teaching 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 Student Teaching 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 Student Teaching Observation Tool during the FINAL observation, the student will receive an F for the observation and therefore fail the Student Teaching course and not graduate. The student will be required to retake the Student Teaching course in a future term.

The observation schedule is as follows:

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

April 9 – April 20

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

Professional Development Activities

Student Teachers are required to attend five activities throughout the student teaching internship. Two of the activities will be hosted by the Teacher Education Program (TEP) and will take place at Broward College. Two activities will be hosted by the School Board of Broward County (SBBC). The final activity will be a school-based activity. The Teacher Education Program's Coordinator of Clinical Education and Placement will inform the student teachers of all activity topics, dates and locations unless specified below.

The seminar schedule is as follows:

- 1 – Student Teaching Orientation – January 6th 9am – 11am, South Regional Library (south campus), 2nd Floor Conference Room
 - Student Teachers are required to attend the Student Teaching Orientation
 - Students will receive and discuss the Student Teaching Handbook, Student Teaching Assignments, expectations, placement, and more
- 2 – School Board of Broward County Seminar CHAMPS – January 17th or January 18th 8:30am – 3:30pm, HRD Training Rooms (Davie)
 - Each CHAMPS training will host 25 student teachers. The Coordinator of Clinical Education and Placement will assign the required date to each student teacher.
- 3 – School Board of Broward County Seminar – TBA
- 4 – Teacher Education Program Seminar – May 1st 9am - 12pm, South Campus 69/133
 - Student Teachers are not required to go to their placement school. Instead, student teachers will come to Broward College's South Campus to attend a half-day seminar.
 - During the seminar, Teacher Education Program staff and SBBC personnel will review the required Florida Department of Education Steps to Certification and the SBBC Hiring Process.
- 5 – Student Teachers are required to attend one of the following 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 Coordinator of Clinical Education and Placement will update the student teachers as necessary

Winter 2012 Student Teaching Calendar

January 2012					
<u>Week</u>	<u>Mon</u>	<u>Tues</u>	<u>Wed</u>	<u>Thur</u>	<u>Fri</u>
	2	3	4	5 Student Teaching Orientation	6
<u>Week 1</u>	9	10	11	12	13
<u>Week 2</u>	16	17 CHAMPS	18 CHAMPS	19 Early Release	20 Employee Planning
<u>Week 3</u>	23	24	25	26	27
<u>Week 4</u>	30	31			

February 2012					
<u>Week</u>	<u>Mon</u>	<u>Tues</u>	<u>Wed</u>	<u>Thur</u>	<u>Fri</u>
<u>Week 4</u>			1	2 Early Release	3 Student Teaching Log Due
<u>Week 5</u>	6	7	8	9	10
<u>Week 6</u>	13	14	15	16	17
<u>Week 7</u>	20 BCPS Closed	21	22	23	24
<u>Week 8</u>	27	28	29		

March 2012					
<u>Week</u>	<u>Mon</u>	<u>Tues</u>	<u>Wed</u>	<u>Thur</u>	<u>Fri</u>
<u>Week 8</u>				1	2 Student Teaching Log Due
<u>Week 9</u>	5	6	7	8	9
<u>Spring Break</u>	12 Spring Break	13	14	15	16
<u>Week 11</u>	19	20	21	22	23
<u>Week 12</u>	26	27	28	29 Early Release	30 Employee Planning

April 2012					
<u>Week</u>	<u>Mon</u>	<u>Tues</u>	<u>Wed</u>	<u>Thur</u>	<u>Fri</u>
<u>Week 13</u>	2	3	4	5	6 BCPS Closed Student Teaching Log Due
<u>Week 14</u>	9	10	11	12	13
<u>Week 15</u>	16	17	18	19	20
<u>Week 16</u>	23	24	25	26	27 Last day of Student Teaching
	30 Student Teaching Log Due				

May 2012					
<u>Week</u>	<u>Mon</u>	<u>Tues</u>	<u>Wed</u>	<u>Thur</u>	<u>Fri</u>
		1 Final Student Teaching Seminar	2	3	4

BROWARD COLLEGE
Student Teaching Log – January 2012



All information on this form must be completed in BLUE ink

Name (please print) _____
 Student ID# _____
 Placement School _____
 Cooperating Teacher _____

Log in the time-in and time-out of each day of Student Teaching and have the Cooperating Teacher initial after each day to verify attendance. At the end of the month, both the Student Teacher and the Cooperating Teacher must sign the bottom of the form to verify the log. Submit the completed log in LiveText by February 3rd.

DATE	TIME IN	TIME OUT	STUDENT INITIALS	COOPERATING TEACHER INITIALS
January 9, 2012				
January 10, 2012				
January 11, 2012				
January 12, 2012				
January 13, 2012				
January 17, 2012				
January 18, 2012				
January 19, 2012				
January 23, 2012				
January 24, 2012				
January 25, 2012				
January 26, 2012				
January 27, 2012				
January 30, 2012				
January 31, 2012				

COOPERATING TEACHER EVALUATION				
	Does not meet	Meets	Exceeds	Comments
Attendance and Punctuality				
Professional Attire				
Professional Behavior				

Student Teacher Signature: _____ Date: _____

Cooperating Teacher Signature: _____ Date: _____

BROWARD COLLEGE
Student Teaching Log – February 2012



All information on this form must be completed in BLUE ink

Name (please print) _____
 Student ID# _____
 Placement School _____
 Cooperating Teacher _____

Log in the time-in and time-out of each day of Student Teaching and have the Cooperating Teacher initial after each day to verify attendance. At the end of the month, both the Student Teacher and the Cooperating Teacher must sign the bottom of the form to verify the log. Submit the completed log in LiveText by March 2nd.

DATE	TIME IN	TIME OUT	STUDENT INITIALS	COOPERATING TEACHER INITIALS
February 1, 2012				
February 2, 2012				
February 3, 2012				
February 6, 2012				
February 7, 2012				
February 8, 2012				
February 9, 2012				
February 10, 2012				
February 13, 2012				
February 14, 2012				
February 15, 2012				
February 16, 2012				
February 17, 2012				
February 21, 2012				
February 22, 2012				
February 23, 2012				
February 24, 2012				
February 27, 2012				
February 28, 2012				
February 29, 2012				

COOPERATING TEACHER EVALUATION				
	Does not meet	Meets	Exceeds	Comments
Attendance and Punctuality				
Professional Attire				
Professional Behavior				

Student Teacher Signature: _____ Date: _____
 Cooperating Teacher Signature: _____ Date: _____

BROWARD COLLEGE
Student Teaching Log – March 2012



All information on this form must be completed in BLUE ink

Name (please print) _____
 Student ID# _____
 Placement School _____
 Cooperating Teacher _____

Log in the time-in and time-out of each day of Student Teaching and have the Cooperating Teacher initial after each day to verify attendance. At the end of the month, both the Student Teacher and the Cooperating Teacher must sign the bottom of the form to verify the log. Submit the completed log in LiveText by April 6th.

DATE	TIME IN	TIME OUT	STUDENT INITIALS	COOPERATING TEACHER INITIALS
March 1, 2012				
March 2, 2012				
March 5, 2012				
March 6, 2012				
March 7, 2012				
March 8, 2012				
March 9, 2012				
March 19, 2012				
March 20, 2012				
March 21, 2012				
March 22, 2012				
March 23, 2012				
March 26, 2012				
March 27, 2012				
March 28, 2012				
March 29, 2012				
March 30, 2012				

COOPERATING TEACHER EVALUATION				
	Does not meet	Meets	Exceeds	Comments
Attendance and Punctuality				
Professional Attire				
Professional Behavior				

Student Teacher Signature: _____ Date: _____
 Cooperating Teacher Signature: _____ Date: _____

BROWARD COLLEGE
Student Teaching Log – April 2012



All information on this form must be completed in BLUE ink

Name (please print) _____
 Student ID# _____
 Placement School _____
 Cooperating Teacher _____

Log in the time-in and time-out of each day of Student Teaching and have the Cooperating Teacher initial after each day to verify attendance. At the end of the month, both the Student Teacher and the Cooperating Teacher must sign the bottom of the form to verify the log. Submit the completed log in LiveText by April 30th.

DATE	TIME IN	TIME OUT	STUDENT INITIALS	COOPERATING TEACHER INITIALS
April 2, 2012				
April 3, 2012				
April 4, 2012				
April 5, 2012				
April 9, 2012				
April 10, 2012				
April 11, 2012				
April 12, 2012				
April 13, 2012				
April 16, 2012				
April 17, 2012				
April 18, 2012				
April 19, 2012				
April 20, 2012				
April 23, 2012				
April 24, 2012				
April 25, 2012				
April 26, 2012				
April 27, 2012				

COOPERATING TEACHER EVALUATION				
	Does not meet	Meets	Exceeds	Comments
Attendance and Punctuality				
Professional Attire				
Professional Behavior				

Student Teacher Signature: _____ Date: _____

Cooperating Teacher Signature: _____ Date: _____

STUDENT TEACHING OBSERVATION FORM

Preprofessional: _____ **Observation Date:** _____

Observer Signature: _____ **Course:** _____

School: _____ **Grade Level:** _____

Group Size: _____ **Lesson Plan Topic:** _____

Time Frame: _____

Assessment	Met	Not Met	Comments
Administers a variety of assessments and uses data to design and/or modify instruction to meet the needs of all students.			
Implements traditional, alternative, formal and informal assessment strategies that align with standards-based instruction.			
Uses assessment data in the P12 classroom to match the students' instructional plans with their 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.			
Utilizes a variety of appropriate verbal and nonverbal techniques based on the student population and the subject area content in the P12 classroom.			
Critical Thinking			
Uses a variety of performance techniques that assess higher order thinking skills in P12 classrooms.			
Uses a repertoire of authentic projects designed to assist diverse students in expanding creative thinking abilities.			
Diversity			
Models behaviors that foster diversity, promote acceptance, and create an environment conducive to learning for all students.			

Practices strategies that address the diverse cultures, linguistic backgrounds and/or exceptionalities of all students in the P12 setting.			
Ethics			
Models appropriate behavior based on the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.			
Human Development and Learning			
Utilizes differentiated instruction to address the developmental levels of P12 students.			
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			
Uses appropriate technology including assistive technology to provide curriculum access to students in the P-12 classroom.			
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.			