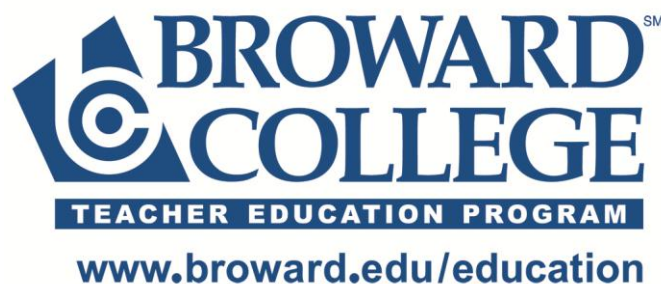




Cooperating Teacher's Guide to Practicum



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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.

Academic Honesty

Broward College expects its students to be honest in all of their course work and activities. Breaches of academic honesty include cheating, plagiarism, misrepresentation, bribery, and the unauthorized possession of examinations, papers, or other class materials that have not been formally released by instructors. A student's academic work must be the result of his or her own thought, research, or self-expression. Cheating includes, but is not limited to, copying homework assignments from another student; working together with another individual on a take-home test or homework when specifically prohibited from doing so by the instructor; looking at the text notes or another person's paper during an examination. Cheating also includes the giving of work or information to another student to be copied and/or used as his or her own. This also includes giving someone answers to examination questions either when an examination is being given or after having taken an examination.

Students found violating this academic honesty policy in class, during quizzes or exams, or on assignments will automatically receive a "0" for the quiz, exam and/or assignment. The student will then be referred to the Dean of the Teacher Education Program and the Dean of Student Affairs for disciplinary action. If a student is found violating the academic policy a second time in any upper division course, the student will automatically fail the course and risk expulsion from the program.

Assignment Due Dates

Adherence to Broward College Policy as described in the Student Handbook is required. Assignments are due at the beginning of the class or as listed on the syllabus. If the student has an EXCUSED/UNEXCUSED absence for the day an assignment is due, it is the student's responsibility to get the assignment to the instructor on LiveText on or before the due date posted.

Assignments submitted AFTER the due date/time will result in a letter grade deduction for every 24 hour period up to 48 hours, after which the assignment grade will result in a zero. Assignments submitted after the due date/time are NOT eligible for resubmission. If an assignment is due on the last day of class, no late submission will be accepted.

Attendance Policy

BC Class

It is essential that students attend class and show professionalism by being on time. Students will not be penalized for six hours of EXCUSED or UNEXCUSED absences. Students who are absent beyond the six hours, due to an EXCUSED absence (as detailed below), but provide documentation to the instructor within 72 hours of the absence will not be penalized. Students who are absent beyond the six hours, due to an UNEXCUSED absence, must withdraw from the course or will receive a grade of an F. An excused absence is defined as ONLY the following situations:

- Religious holy day observances in his/her own faith - Students must notify the instructor in advance of an absence(s) due to religious holy day(s) in his/her own faith

- Serious illness which results in hospitalization or a medically home-bound state
- Death in the immediate family - “Death in the immediate family” shall be interpreted to mean mother, father, spouse, child, brother, sister, grandparents, or grandchildren.
- Attendance to statutory governmental responsibilities - “Statutory governmental responsibilities” refer to such matters as jury duty, subpoena for court appearance, or unplanned military obligation.

Students are responsible for the material covered in class during his/her excused absence and will be given one week, from the date of the absence, to make up any work, critical assignment or test administered during the missed class.

Instructors will not withdraw students from a class due to attendance violations. It is the student’s responsibility to adhere to the established college procedure and officially withdraw from the class by the withdrawal date. Students who fail to follow this procedure and who do not officially withdraw will be given an F after the withdrawal date and the student will be required to retake the course.

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.

D2L Participation

This practicum course has an online D2L component. Students will be held accountable for weekly participation in the online practicum course. Failure to participate weekly (as specified by the course syllabus and instructor) will result in three hours of unexcused absences per week to count against the attendance policy.

Tardy Policy (*please note this is a revised policy*)

Tardies will not count toward the allotted six hours of attendance but will result in a deduction in points toward the student’s final grade. A student is considered tardy if they arrive any time after the start time for the course. The number of tardies will impact the HIGHEST grade a student can earn. The chart below details the tardy penalties.

	B	C	D	F
Blended (class meets 8 times)	2 tardies	4 tardies	6 tardies	8 tardies
Courses that meet 1x/week	4 tardies	8 tardies	12 tardies	16 tardies
Courses that meet 2x/week	8 tardies	16 tardies	24 tardies	32 tardies

Communication

To ensure information is received in a timely manner, all TEP students are required to utilize their Broward College student email. In addition, students must notify the appropriate Teacher Education Specialist of any changes to their contact information.

If a student experiences technical difficulties with the BC email, it is the student's responsibility to contact the Broward College Helpdesk for assistance.

Placement Concerns

If a preprofessional has any concerns during the semester, it is the student's responsibility to speak with the Coordinator of Clinical Education and Placement. Any concerns should be addressed immediately so that the student teaching internship is not negatively impacted.

Critical Assignment Submissions

All critical assignments that require word processing, PowerPoint, or excel must be submitted in Microsoft formats (.doc, .ppt, .xls, .pdf, etc). Documents created using Microsoft Works, or other files that have ".txt", ".wps," or ".ascii" extensions will not be accepted. Critical assignments submitted in LiveText in formats other than Microsoft formats will be sent back for resubmission. Critical assignments submitted as a resubmission in formats other than Microsoft formats will be deemed "unacceptable," will be rejected by the instructor, and will receive a grade of F for the assignment. Students who not have proper software on their computers can use the Microsoft programs on any of the "open lab" computers at any BC Learning Resource Center or in public libraries.

Written Assignment Criteria

Written materials must reflect student's knowledge of the subject as well as the use of higher thinking skills (analysis, interpretation, synthesis, and evaluation). Assignments must contain correct use of grammar, punctuation, and spelling. All papers must reflect the student's own thoughts and words unless quotation marks are used. Plagiarism is a violation of Broward College Academic Honesty Policy. All assignments are to be completed in a professional manner and utilize the American Psychological Association (APA) guidelines.

Student Teaching Requirements

In order to progress to student teaching, students must hold a minimum 2.5 GPA in their upper division coursework, satisfactorily complete the practicum course, and pass all sections of the Florida Teacher Certification Examinations (FTCE). It is the responsibility of the student to provide the Teacher Education Program office with all official FTCE score reports no later than Friday, December 7th.

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.

Critical Assignments

Adherence to Broward College Policy as described in the Student Handbook is required. Assignments must be uploaded into LiveText by the due dates designated in the practicum syllabus and Practicum Handbook. If the student has an EXCUSED/UNEXCUSED absence for the day an assignment is due, it is the student's responsibility to get the assignment to the instructor by class time. E-mails are acceptable if the assignment is received PRIOR to class start time. If the student is required to submit an assignment on LiveText, the assignment is due on or before the due date posted.

Assignments submitted AFTER the due date/time will result in a letter grade deduction for every 24 hour period up to 48 hours, after which the assignment grade will result in a zero. Assignments submitted after the due date/time are NOT eligible for resubmission. If an assignment is due on the last day of class, no late submission will be accepted.

Critical assignments address specific FEAPs that are applicable to the course content. Students must receive a grade of C or above in each critical assignment and meet all FEAP indicators at the appropriate level in order to pass the class. If a critical assignment does not receive a grade of C or above or meet the FEAP indicators at the appropriate level, the course instructor will provide feedback to the student identifying the area(s) of the assignment that need revision. The assignment can be resubmitted once (by the deadline set by the instructor) and cannot receive a grade higher than a C.

If a submission is deemed "unacceptable" due to grammatical and/or spelling errors (meaning the assignment contains 10 or more errors), the assignment will be rejected by the instructor and the student will be required to seek outside assistance to improve his/her writing skills. Each campus has a writing lab and an online tool to assist students. The student will be permitted to resubmit the assignment once (by the deadline set by the instructor) and cannot receive a grade higher than a C.

In the event a student does not earn a grade of a C on a re-submission of a Critical Assignment or meet the FEAP indicators at the appropriate levels, a student must withdraw from the course (if before the final withdrawal date) or if beyond the withdrawal date the student will receive a grade of an F for the course and will be required to retake the course in a future term. The instructor will not withdraw students from the course. It is the student's responsibility to adhere to the established college procedure and officially withdraw from the class by the official withdrawal date, if applicable. Failure to withdraw

from the course by the established withdrawal date will result in an F for the course. Students will need to meet with their Teacher Education Specialist to revisit and revise their Educational Plan.

In the event of proven cheating or plagiarizing on any FEAP assignment, the student will receive an F for the assignment. Since the assignment must be met with a C or above in order to pass the course, the student will fail the course and be required to retake the course in a future term.

Student Proficiency of the FEAPs

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.

FEAP Indicator Matrix

The following chart details the leveled indicators addressed by the critical assignments.

Standard	Introducing	Proficient	Mastery
<p>FEAP 1 – Assessment <i>The preprofessional teacher collects and uses data gathered from a variety of sources. These sources include both traditional and alternate assessment strategies. Furthermore, the teacher can identify and match the students’ instructional plans with their cognitive, social, linguistic, cultural, emotional, and physical needs.</i></p>	<p>1.I.1 Identifies data from a variety of sources that can be used to assess student learning</p> <p>1.I.2 Identifies and differentiates traditional, alternative, formal and informal assessment strategies and characteristics that include reliability and validity</p> <p>1.I.3 Identifies assessment instruments that provide data about students’ cognitive, social, linguistic, cultural, emotional, and physical needs.</p>	<p>1.P.1 Collects and analyze data from a variety of sources to assess student learning</p> <p>1.P.2 Plan for the use of traditional, alternative, formal and informal assessment strategies that align with standards-based instruction</p> <p>1.P.3 Uses assessment instruments that provide data about students’ cognitive, social, linguistic, cultural, emotional, and physical needs.</p>	<p>1.M.1 Administers a variety of assessments and uses data to design and/or modify instruction to meet the needs of <i>all</i> students</p> <p>1.M.2 Implements traditional, alternative, formal and informal assessment strategies that align with standards-based instruction</p> <p>1.M.3 Uses assessment data in the P12 classroom to match the students’ instructional plans with their cognitive, social, linguistic, cultural, emotional, and physical needs.</p>
<p>FEAP 2 – Communication <i>The preprofessional teacher recognizes the need for effective communication in the classroom and is in the process of acquiring techniques which she/he will use in the classroom.</i></p>	<p>2.I.1 Writes and speaks in a logical and understandable manner with appropriate grammar</p> <p>2.I.2 Differentiates between appropriate and inappropriate verbal and nonverbal communication</p>	<p>2.P.1 Writes and speaks in a logical and understandable manner with appropriate grammar in a college classroom</p> <p>2.P.2 Plans for the use of a variety of appropriate verbal and nonverbal techniques</p>	<p>2.M.1 Writes and speaks in a logical and understandable manner with appropriate grammar in the P12 classroom</p> <p>2.M.2 Utilizes a variety of appropriate verbal and nonverbal techniques based on the student population and the subject area content in the P12 classroom</p>
<p>FEAP 3 – Continuous Improvement <i>The preprofessional teacher realizes that she/he is in the initial stages of a lifelong learning process and that self-reflection is one of the key components of that process. While her/his concentration is, of necessity, inward and personal, the role of colleagues and school-based improvement activities increases as time passes. The teacher’s continued professional improvement is characterized by self-reflection, working with immediate colleagues and teammates, and meeting the goals of a personal professional development plan.</i></p>	<p>3.I.1 Investigates the elements included in a professional development plan</p> <p>3. I. 2 Identifies growth opportunities relevant to the P12 setting that will facilitate the life-long learning process</p>	<p>3.P.1 Develops an individualized professional improvement plan that incorporates self-reflection and feedback from cooperating teacher and college faculty/staff to affect change in the P12 classroom</p> <p>3.P.2 Participates in growth opportunities that embrace life-long learning concepts to improve professionally in ways that will impact the P12 setting</p>	<p>3.M.1 Reflects on and modifies professional development goals</p> <p>3.M.2 Demonstrates knowledge learned from participation in professional development activities.</p>
<p>FEAP 4 – Critical Thinking <i>The preprofessional teacher is acquiring performance assessment techniques and strategies that measure higher order thinking skills in students and is building a repertoire of realistic projects and problem-solving</i></p>	<p>4.I.1 Identifies an array of performance techniques that assess higher order thinking skills in P12 classrooms</p>	<p>4.P.1 Plans for the use of a variety of performance techniques that assess higher order thinking skills in P12 classrooms</p> <p>4.P.2 Designs learning experiences</p>	<p>4.M.1 Uses a variety of performance techniques that assess higher order thinking skills in P12 classrooms</p> <p>4.M.2 Uses a repertoire of authentic</p>

<i>activities designed to assist all students in demonstrating their ability to think creatively.</i>	4.I.2 Identifies an array of authentic projects designed to assist diverse students in expanding creative thinking abilities	that incorporate a variety of authentic projects designed to assist diverse students in expanding creative thinking abilities	projects designed to assist diverse students in expanding creative thinking abilities
FEAP 5 – Diversity <i>The preprofessional teacher establishes a comfortable environment which accepts and fosters diversity. The teacher must demonstrate knowledge and awareness of varied cultures and linguistic backgrounds. The teacher creates a climate of openness, inquiry, and support by practicing strategies such as acceptance, tolerance, resolution, and mediation.</i>	5.I.1 Recognizes differences and similarities among groups and behaviors that foster diversity, promote acceptance, and create an environment conducive to learning for all students 5.I.2 Identifies strategies that address the diverse cultures, linguistic backgrounds and/or exceptionalities of students in a P12 setting	5.P.1 Evaluates behaviors that foster diversity, promote acceptance, and create an environment conducive to learning for all students 5.P.2 Prescribe strategies that address the diverse cultures, linguistic backgrounds and/or exceptionalities of students in a P12 setting	5.M.1 Models behaviors that foster diversity, promote acceptance, and create an environment conducive to learning for all students 5.M.2 Practices strategies that address the diverse cultures, linguistic backgrounds and/or exceptionalities of all students in the P12 setting
FEAP 6 – Ethics <i>The preprofessional adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.</i>	6.I.1 Observes occurrences of a professional’s behaviors that demonstrate judgment and integrity 6.I.2 Outlines guidelines for appropriate behavior based on the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida 6.I.3 Identifies legislation that impacts P12 teaching and learning	6.P.1 Evaluates behaviors regarding professional judgment and integrity 6.P.2 Differentiates between appropriate and inappropriate behavior based on the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida 6.P.3 Evaluates the impact of legislation on the teaching and learning process	6.M.1 Reflects on personal actions regarding professional judgment and integrity 6.M.2 Models appropriate behavior based on the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida 6.M.3 Critiques legislation and recommends modifications to ensure the development of each student’s potential
FEAP 7 – Human Development and Learning <i>Drawing upon well established human development/learning theories and concepts and a variety of information about students, the preprofessional teacher plans instructional activities.</i>	7.I.1 Explains various established human development theories and describes how they relate to instructional planning 7.I.2 Identifies differentiated instruction methods that address specific developmental levels of P12 students	7.P.1 Critiques established human development theories in the planning of instructional activities to accommodate the diverse needs of all P12 students 7.P.2 Compares and selects appropriate differentiated instruction for inclusion in lesson plans to address the developmental levels of P12 students	7.M.1 Incorporates established human development theories in the planning of instructional activities to accommodate the diverse needs the P12 students 7.M.2 Utilizes differentiated instruction to address the developmental levels of P12 students
FEAP 8 – Knowledge of Subject Matter <i>The preprofessional teacher has a basic understanding of the subject field and is beginning to understand that the subject is linked to other</i>	8.I.1 Identifies learning activities specific to multiple subject areas which can be applied to real world settings	8.P.1. Develops learning activities that reflect knowledge and understanding of the subject area making connections across disciplines and to the real world	8.M.1 Implements learning activities in the P-12 classroom that reflect knowledge and understanding of the subject field with clear connections

<p><i>disciplines and can be applied to real-world integrated settings. The teacher's repertoire of teaching skills includes a variety of means to assist student acquisition of new knowledge and skills using that knowledge.</i></p>	<p>8. I. 2 Collects resources and materials that assist <i>all</i> students in the acquisition of new knowledge in the subject matter</p>	<p>settings</p> <p>8.P.2 Identifies and plans for the use of a variety of resources and materials to assist students with acquisition of knowledge and skills in the subject matter</p>	<p>across disciplines and to the real world settings</p> <p>8.M.2 Models a variety of teaching skills to assist student acquisition of new knowledge and skills using that knowledge</p>
<p>FEAP 9 – Learning Environments <i>The preprofessional teacher understands the importance of setting up effective learning environments and has techniques and strategies to use to do so including some that provide opportunities for student input into the processes. The teacher understands that she/he will need a variety of techniques and work to increase his/her knowledge and skills.</i></p>	<p>9.I.1 Identifies strategies to organize the learning environment to meet cognitive, linguistic, and affective needs of P12 students</p> <p>9.I.2 Identifies a variety of management techniques to establish classroom standards and routines for P12 students</p>	<p>9.P.1 Plans for the use of strategies to organize the learning environment to meet cognitive, linguistic, and affective needs of P12 students</p> <p>9.P.2 Designs a variety of classroom management techniques which involve student input in establishing standards and routines for student behavior.</p>	<p>9.M.1 Models strategies and organizes the learning environment to meet cognitive, linguistic, and affective needs of <i>all</i> P12 students</p> <p>9. M.2 Implements a variety of classroom management techniques which involve student input in establishing standards and routines for student behavior</p>
<p>FEAP 10 – Planning <i>Recognizing the importance of setting high expectations for all students, the preprofessional teacher works with other professionals to design learning experiences that meet students' needs and interests. The teacher candidate continually seeks advice/information from appropriate resources (including feedback), interprets the information, and modifies her/his plans appropriately. Planned instruction incorporates a creative environment and utilizes varied and motivational strategies and multiple resources for providing comprehensible instruction for all students. Upon reflection, the teacher continuously refines outcome assessment and learning experiences.</i></p>	<p>10.I.1 Develops a repertoire of resources and strategies to support differentiated instruction</p> <p>10.I.2 Describes the critical components of a standards-based lesson plan</p> <p>10.I.3 Writes P12 student learning outcomes and aligned assessments based on Next Generation Sunshine State Standards</p>	<p>10.P.1 Plans differentiated and engaging instruction utilizing a variety of resources and strategies including technology to address the needs of <i>all</i> students</p> <p>10.P.2 Seeks advice and feedback from college faculty on lesson plan</p> <p>10.P.3 Develops P12 student learning outcomes and experiences considering the effects of the student's learning context</p>	<p>10.M.1 Implements differentiated and engaging instruction utilizing a variety of resources and strategies to address the needs of <i>all</i> students</p> <p>10.M.2 Utilizes feedback from college faculty and/or cooperating teacher to modify instruction</p> <p>10.M.3 Evaluates and reflects on P12 student learning outcomes and experiences considering the effects of the student's learning context</p>
<p>FEAP 11 – Role of the Teacher <i>The preprofessional teacher communicates and works cooperatively with families and colleagues to improve the educational experiences at the school.</i></p>	<p>11.I.1 Identifies the mechanisms in place and those needed to communicate with families/guardians/advocates relating to the student's educational experiences</p> <p>11.I.2 Identifies the personnel in the P12 setting and/or other professionals who support the student's educational</p>	<p>11.P.1 Select and/or develop strategies to communicate effectively with families/guardians/advocates relating to the student's educational experiences</p> <p>11.P.2 Differentiates the roles of the personnel in the P12 setting and/or other professionals who support the</p>	<p>11.M.1 Communicates effectively with families/guardians/advocates relating to the student's educational experiences</p> <p>11.M.2 Collaborates with colleagues in the P12 setting and/or other professionals to support the student's</p>

	experiences	student's educational experiences	educational experiences
<p>FEAP 12 - Technology <i>The preprofessional teacher uses technology as available at the school site and as appropriate to the learner. She/he provides students with opportunities to actively use technology and facilitates access to the use of electronic resources. The teacher also uses technology to manage, evaluate, and improve instruction.</i></p>	<p>12.I.1 Identifies various assistive technology available for students</p> <p>12.I.2 Selects educational software, electronic media and digital information to support standards-based instruction</p>	<p>12.P.1 Plans learning activities that incorporate access to technology and accommodations for students who can benefit from assistive technology</p> <p>12.P.2 Incorporates technology including software tools, electronic media or digital information in lesson plans and materials</p>	<p>12.M.1 Uses appropriate technology including assistive technology to provide curriculum access to students in the P-12 classroom</p> <p>12.M.2 Implements lesson plans or learning activities that include software tools, electronic media or digital information in the P-12 classroom</p>

Critical Assignments

The following matrix outlines the required critical assignments for the Practicum course. The Practicum course is graded as follows: 50% Critical Assignments and Coursework, 50% Practicum Observations.

FEAP	ESOL	Assignment Names & Description	Required Submission and Due Date
		Complete 50 hours in a program specific setting. Observations and field work must include a minimum of one full day per week for eight weeks.	
1.P.1 1.P.3 2.P.2 4.P.1 4.P.2 5.M.2 6.P.2 7.P.2 7.M.1 8.P.1 8.P.2 9.P.1 10.P.1 10.P.2 10.P.3 12.P.1 12.P.2	2 4 5 6 7 8 9 11 12 13 15 16 17 18 20 21 25	<p>Lesson Plans Based on Assessment</p> <ol style="list-style-type: none"> 1. Identify standards-based instructional objectives for a lesson plan. 2. Design a pre and post assessment aligned to the objectives. 3. Develop three different lesson plans that address student weaknesses as related to the objectives, adhering to the BC TEP Lesson Plan format. <p>Each lesson plan must explicitly present the following components:</p> <ul style="list-style-type: none"> • Next Generation Sunshine State Standards/Access Points. • Embedded critical/creative thinking and problem solving skills (Bloom’s or Webb’s). • Technology (learning media, computer applications and other technology, including assistive technology). • Project-based learning to address content area. • Accommodations for ESE/ELL students. • Accommodations for all learners, including struggling readers. • Differentiated instruction to accommodate diverse/linguistic and/or cultural backgrounds. 	<p>Three individual Lesson Plans based on Assessment</p> <p>Each lesson plan (including the pre and post assessment tools) must be provided to the appropriate observer at least 24 hours before the scheduled observation. The lesson plan must follow the same format as the BC TEP Lesson Plan Template.</p>
1.M.2 1.P.3 2.M.1 4.P.2 4.M.1 8.M.1 8.M.2 9.M.1 9.M.2 12.M.2		<p>Lesson Plan Implementation</p> <p>Before instruction, the preprofessional will review each lesson with the cooperating teacher for feedback and modify accordingly.</p> <ul style="list-style-type: none"> • Select a small or large group of students as sample for implementation. <p>Teach three lessons which:</p> <ul style="list-style-type: none"> • Review classroom rules and procedures, with student input, to maintain smooth transitions with minimal time spent on non-instructional activities. • Use a variety of appropriate teaching resources and curriculum materials that are accurate, comprehensive and useful for representing ideas and concepts. • Design and administer the pre assessment aligned to 	<p>Student does not need to submit anything on LiveText. The formal observation tools and rubrics will be available to view on LiveText.</p>

		<p>objectives</p> <ul style="list-style-type: none"> • Accommodate developmental levels and the various learning styles in the learning environment based on learning theories and concepts. • Model strategies that foster a positive learning environment conducive to students' learning. • Incorporate the use of low and high tech technology for the learner to identify content specific vocabulary. • At least one lesson of the three lesson plans must be implemented with an ELL student. 	
1.P.3 6.M.1 10.M.3		<p>Lesson Plan Reflections Using the BC TEP Lesson Plan Template, complete the "Reflection on Implementation" sections. Be sure to address the following questions:</p> <ol style="list-style-type: none"> 1. Were the teaching strategies used for struggling, on target, and higher achievers adequate? What would you change? 2. Did the lesson address critical and creative thinking? 3. How did you differentiate instruction? Did it engage all students? Why and why not? 4. Did your lessons' objectives address the subject matter well? 5. Was the technology integration effective in this lesson with this population? Why or why not? 6. Overall how did the unit impact learner outcomes? What evidence do you have to confirm this? 7. What modifications would you make for implementing this unit again? 8. How do you feel that your personal actions regarding professional judgment and integrity impacted the implementation of this lesson? Would you change anything about your approach for future lessons? If so, what and why? <p>Assessment Analyses (to be included in the end of the Lesson Plan Implementation Reflection section of the BC Lesson Plan Template)</p> <ol style="list-style-type: none"> 1. Within one week of the implemented lesson, administer the post assessment. 2. Organize the results of the pre and post assessment including data from all K-12 students to whom the assessment was given. 3. Analyze the pre and post assessment data to determine student progress and if the identified learning outcomes were met. 	<p>Completed BC TEP Lesson Plan Template for three implemented lessons. BC TEP Lesson Plan Template must be submitted in LiveText within one week following the observation date.</p> <p>The Assessment Analysis is to be included in the end of the Lesson Plan Implementation Reflection section of the BC Lesson Plan Template.</p>
3.P.1		Professional Development Plan	Minimum one page Professional

11.P.2		<p>Create a Professional Development Plan. Your plan must include a minimum of 1 (one) educational goal, 1 (one) professional goal, and 2 (two) short-term objectives for your professional goal.</p> <p>Include the following information:</p> <ol style="list-style-type: none"> 1. What is your Educational Goal? (Minimum 1) Would you like to get your Master’s Degree? Doctorate Degree? In what field? What school will you attend? Which program? How long will it take you to complete the program (timeline/credits)? 2. What is your Professional Goal? (Minimum 1) Of the following, what would you like to be? Department Head, Curriculum Trainer, College Professor, Assistant Principal, Principal, District Administrator? Is there something else that you would like to be? 3. What are your Short Term Objectives? (Minimum 2) Ideas: PCM Trained, CHAMPS trained, Clinical Ed Trained, adjunct at the community college, become Department Head, become a mentor teacher, enroll in a Master’s Program, participate in administrative staff development, write a grant, write a proposal, present at a conference, serve on a specific committee, join a national organization, attend a rally at the state/national level, attend a specific conference, etc? Anything else? 	Development Plan. Due by date specified by practicum syllabus/course instructor
3.P.2		<p><u>Practicum Seminars</u> Participate in growth opportunities that embrace life-long learning concepts to improve professionally in ways that will impact the K12 setting.</p> <ol style="list-style-type: none"> 1. Attend three seminars (as described below) 2. Reflect on seminar topics and trends and their impact on K12 classroom. 	One to two page seminar reflections. Due by date specified by practicum syllabus/course instructor
6.M.3		<p><u>Ethical Standpoint</u> Identify and research current legislation that impacts students’ educational experiences.</p> <p>Students will author a two-page paper that outlines the Principles of Professional Conduct for the Education Profession in Florida. In addition, he/she will describe three instances where the Code of Ethics was applied or not applied by professional educators observed during the Practicum and one instance where he/she had to make an ethical decision.</p>	Two page paper using APA citation. Due by date specified by practicum syllabus/course instructor
11.M.1		<u>Role of the Teacher</u>	Dialogue/Script. Due by date

11.M.2		Identify a student in your practicum placement and collaborate with your cooperating teacher to create a dialogue/script of what you would say to the student's parent/guardian regarding this student's strengths and areas in need of improvement. As part of the dialogue/script introduce yourself and state your role at the school. Also include strategies to address the student's problem areas. Both you and your cooperating teacher need to sign the dialogue/script to document your collaboration.	specified by practicum syllabus/course instructor
		Field Experience Paperwork Students must submit completed Field Experience Log/Evaluation Form in LiveText.	Field Experience Log/Evaluation Form. Due in LiveText no later than December 7 th

Practicum 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 5-6

September 24 – October 5

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

Weeks 7-8

October 8 – October 19

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

Weeks 9-10

October 22 – November 2

- Informal observation and review – conducted by the cooperating teacher

Weeks 11-12

November 5 – November 16

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

Weeks 13-14: Remediation Week (if necessary)

November 19 – November 30

- Final observation (if applicable) – conducted by appropriate faculty member(s)

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 24-hours prior to the observation:

- 1st Formal Observation: Week 7-8
- Informal Observation: Weeks 9-10
- 2nd Formal Observation: Weeks 11-12
- Final Remediation Observation (if applicable): Weeks 13-14

2) Due in LiveText

Completed BC TEP Lesson Plan Template for three implemented lessons. BC TEP Lesson Plan Template must be submitted in LiveText within one week following the observation date.

- 1st Formal Observation: Weeks 7-8; Reflection due Week 9
- Informal Observation: Weeks 9-10; Reflection due Week 11
- 2nd Formal Observation: Weeks 11-12; Reflection due Week 13
- Final Remediation Observation (if applicable): Weeks 13-14; Reflection due Week 15

Practicum Seminars

Preprofessionals are required to attend ***three seminars*** throughout the Practicum semester. One of the seminars will be hosted by the Teacher Education Program (TEP) and will take place at Broward College. The second seminar will be identified by the Practicum Instructor. Please refer to the Practicum Syllabus for specific details. The final seminar 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 – Teacher Education Program Seminar – Mentor/Mentee Event

- Wednesday, October 24th, 7-9pm
- Central Campus, Room TBA

2 – Content Specific Seminar identified by the Practicum Instructor

- Refer to Practicum Syllabus for specific details

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

Broward College Teacher Education Program
PRACTICUM OBSERVATION TOOL

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 (to include labs and/or hands-on activities, if appropriate) 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, administration and students in an appropriate manner and respectful tone.			

Additional Comments:
