



Cooperating Teacher's Guide to Student Teaching



August 2012

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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) as outlined in the student teaching internship’s critical assignments (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 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.

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 not to 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 must be uploaded into LiveText by the due dates designated in the Student Teaching Handbook.

Late submissions will not be accepted. Students who fail to submit the assignments by the due date will not pass student teaching.

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 and submit them in LiveText by the designated date.**

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.

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.

Graduation Requirements

In order to meet the Teacher Education Program's Graduation Requirements, students must hold a minimum 2.5 GPA in their upper division coursework, satisfactorily complete the student teaching internship, achieve mastery on all indicators of the Florida Educator Accomplished Practices (FEAPs) and pass all sections of the Florida Teacher Certification Examinations (FTCE).

Placement Concerns

If a Student Teacher 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.

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 tens days after the 5th week of the semester. Student Teachers are not eligible to serve as a substitute teacher in any other classroom within the placement school.

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.

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 Student Teaching Handbook.

Late submissions will not be accepted. Students who fail to submit the assignments by the due date will not pass student teaching.

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.

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 “.asci” 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.

Student Mastery of the FEAPs

Student Teaching 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 Student Teaching Handbook. Assignments submitted AFTER the due date/time will not be accepted.

Students will be allowed **one** resubmission if the assignment does not meet the FEAPs at the mastery level. Assignments that do not meet **all** FEAPs at the mastery level upon resubmission will receive a grade of an F. In the event of proven cheating or plagiarizing on any FEAP assignment, the student will receive an F for the assignment. Since all assignments must be met at the FEAP mastery level in order to pass the Student Teaching course, the student will fail the Student Teaching course and not graduate. The student will be required to retake the Student Teaching course in a future term.

Professional Development Activities, Seminar Log, and Reflections

Students are **required** to attend five professional development activities (two TEP seminars, two SBBC seminars and one school-site activity/meeting) throughout the course of the Student Teaching Internship. Students are required to write a one to two page reflection on each SBBC seminars and the school-site activity/meeting (three total reflections) detailing how each can enhance his/her continuous improvement.

Students who do not attend a professional development activity will receive a grade of “Incomplete” for the Student Teaching course until the following term when the seminar(s) is attended and a reflection submitted (if applicable).

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.

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 –</p>	<p>4.I.1 Identifies an array of</p>	<p>4.P.1 Plans for the use of a</p>	<p>4.M.1 Uses a variety of</p>

<p>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 activities designed to assist all students in demonstrating their ability to think creatively.</i></p>	<p>performance techniques that assess higher order thinking skills in P12 classrooms</p> <p>4.I.2 Identifies an array of authentic projects designed to assist diverse students in expanding creative thinking abilities</p>	<p>variety of performance techniques that assess higher order thinking skills in P12 classrooms</p> <p>4.P.2 Designs learning experiences that incorporate a variety of authentic projects designed to assist diverse students in expanding creative thinking abilities</p>	<p>performance techniques that assess higher order thinking skills in P12 classrooms</p> <p>4.M.2 Uses a repertoire of authentic projects designed to assist diverse students in expanding creative thinking abilities</p>
<p>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></p>	<p>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</p> <p>5.I.2 Identifies strategies that address the diverse cultures, linguistic backgrounds and/or exceptionalities of students in a P12 setting</p>	<p>5.P.1 Evaluates behaviors that foster diversity, promote acceptance, and create an environment conducive to learning for all students</p> <p>5.P.2 Prescribe strategies that address the diverse cultures, linguistic backgrounds and/or exceptionalities of students in a P12 setting</p>	<p>5.M.1 Models behaviors that foster diversity, promote acceptance, and create an environment conducive to learning for all students</p> <p>5.M.2 Practices strategies that address the diverse cultures, linguistic backgrounds and/or exceptionalities of <i>all</i> students in the P12 setting</p>
<p>FEAP 6 – Ethics <i>The preprofessional adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.</i></p>	<p>6.I.1 Observes occurrences of a professional’s behaviors that demonstrate judgment and integrity</p> <p>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</p> <p>6.I.3 Identifies legislation that impacts P12 teaching and learning</p>	<p>6.P.1 Evaluates behaviors regarding professional judgment and integrity</p> <p>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</p> <p>6.P.3 Evaluates the impact of legislation on the teaching and learning process</p>	<p>6.M.1 Reflects on personal actions regarding professional judgment and integrity</p> <p>6.M.2 Models appropriate behavior based on the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida</p> <p>6.M.3 Critiques legislation and recommends modifications to ensure the development of each student’s potential</p>
<p>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></p>	<p>7.I.1 Explains various established human development theories and describes how they relate to instructional planning</p> <p>7.I.2 Identifies differentiated instruction methods that address specific developmental levels of P12 students</p>	<p>7.P.1 Critiques established human development theories in the planning of instructional activities to accommodate the diverse needs of <i>all</i> P12 students</p> <p>7.P.2 Compares and selects appropriate differentiated instruction for inclusion in lesson plans to address the developmental levels of P12</p>	<p>7.M.1 Incorporates established human development theories in the planning of instructional activities to accommodate the diverse needs the P12 students</p> <p>7.M.2 Utilizes differentiated instruction to address the developmental levels of P12 students</p>

		students	
<p>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 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.1 Identifies learning activities specific to multiple subject areas which can be applied to real world settings</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>8.P.1. Develops learning activities that reflect knowledge and understanding of the subject area making connections across disciplines and to the real world 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>8.M.1 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</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 experiences</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 student’s educational experiences</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 educational experiences</p>
<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 student teaching internship.

FEAP	ESOL	Assignment Names & Description	Required Submission and Due Date
		<p>Completion of Student Teaching This credit course requires a candidate to demonstrate and apply teaching competencies during an internship in a public school approved by the department. A minimum of 35 contact hours per week for 15 weeks are required.</p>	<p>Student Teaching Logs must be submitted in LiveText</p> <ul style="list-style-type: none"> • September 5th • October 3rd • November 7th • December 12th
1.M.1 1.M.3 2.M.2 4.M.1 4.M.2 5.M.2 6.M.2 7.M.1 7.M.2 8.M.1 8.M.2 9.M.1 10.M.1 10.M.2 10.M.3 12.M.1 12.M.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 (hard copies)</p> <p>Each lesson plan (including the pre and post assessment tools) must be provided to the appropriate observer on the day of the scheduled observation. The lesson plan must follow the same format as the BC TEP Lesson Plan Template.</p>
1.M.2 1.M.3 2.M.1 4.M.1 5.M.1 6.M.2 7.M.1 7.M.2 8.M.1 8.M.2 9.M.1 9.M.2 10.M.1 10.M.2 12.M.1 12.M.2		<p>Lesson Plan Implementation 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 objectives • Accommodate developmental levels and the various learning styles in the learning environment based on 	<p>Student does not need to submit anything on Livetext. The formal observation tools and rubrics will be available to view on Livetext.</p>

FEAP	ESOL	Assignment Names & Description	Required Submission and Due Date
		<p>learning theories and concepts.</p> <ul style="list-style-type: none"> • 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. 	
<p>1.M.3 6.M.1 10.M.3</p>		<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>
<p>3.M.1 3.M.2</p>		<p>Professional Goals Critique and Reflection</p> <ul style="list-style-type: none"> • Critique professional development plan submitted during practicum • Write a one to two page written reflection addressing the following: <ul style="list-style-type: none"> ○ Have your goals changed? If yes, how? ○ What short term objectives, if any, have you been able to meet during your student teaching? ○ What additional short term objectives would you add to your professional development plan? ○ Has your student teaching experience 	<p>One to two page reflection critiquing the Practicum PDP</p> <p>Due on Livetext no later than December 7th</p>

FEAP	ESOL	Assignment Names & Description	Required Submission and Due Date
		changed your professional goal? If yes, how?	
3.M.2		<p>Professional Development Activities Participate in five professional development activities (two TEP seminars, two SBBC seminars and one school-site activity/meeting).</p> <p>Write a one to two page reflection on each SBBC seminar and the school-site activity/meeting detailing how each (three total reflections) can enhance your continuous improvement and submit in LiveText. Submit the Seminar Log in Livetext.</p>	<p>One to two page reflection on each SBBC seminar and the school-site activity/meeting attended (three total).</p> <p>Seminar Log</p> <p>Due on Livetext no later than December 7th</p>

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

September 24 – October 12

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

Weeks 8 - 9

October 15 – October 26

- Informal observation and review – conducted by the cooperating teacher

Weeks 11 – 13

November 5 – November 21

- Second formal observation and review – conducted by a Clinical Education Supervisor

Weeks 14 – 15

November 26 – December 7

- 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 – August 24th 9am – 11am, South Regional Library Multi-Purpose Room (south campus)
 - 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 – TBA
 - 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: Mock Interview Day and Student Teaching Debriefing – December 7th 9am – 12pm, Location TBD
 - Student teachers are not required to go to their placement school. Instead, student teachers will attend a mock interview day with several current Broward County Public School principals.
 - After the mock interviews, Teacher Education Program staff and SBBC personnel will review the required Florida Department of Education Steps to Certification and the SBBC Hiring Process.
- 4 – Graduation Breakfast – December 11th 9am - 12pm, Location TBD
 - Student teachers will come to Broward College's South Campus to attend a half-day seminar.
- 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

Fall 2012 Student Teaching Calendar

August 2012					
<u>Week</u>	<u>Mon</u>	<u>Tues</u>	<u>Wed</u>	<u>Thur</u>	<u>Fri</u>
			1	2	3
	6	7	8	9	10
	13	14	15	16	17
	20	21	22	23	24 Student Teaching Orientation
<u>Week 1</u>	27 First Day of Student Teaching	28	29	30	31

September 2012					
<u>Week</u>	<u>Mon</u>	<u>Tues</u>	<u>Wed</u>	<u>Thur</u>	<u>Fri</u>
<u>Week 2</u>	3 Labor Day Holiday	4	5 Student Teaching Log Due	6	7
<u>Week 3</u>	10	11	12	13	14
<u>Week 4</u>	17 SBBC Holiday	18	19	20	21
<u>Week 5</u>	24	25	26 SBBC Holiday	27 Early Release Day	28

October 2012					
<u>Week</u>	<u>Mon</u>	<u>Tues</u>	<u>Wed</u>	<u>Thur</u>	<u>Fri</u>
<u>Week 6</u>	1	2	3 Student Teaching Log Due	4	5
<u>Week 7</u>	8	9	10	11	12
<u>Week 8</u>	15	16	17	18	19
<u>Week 9</u>	22	23	24	25 Early Release Day	26 Employee Planning Day
<u>Week 10</u>	29	30	31		

November 2012					
<u>Week</u>	<u>Mon</u>	<u>Tues</u>	<u>Wed</u>	<u>Thur</u>	<u>Fri</u>
				1	2
<u>Week 11</u>	5	6 Election Day (SBBC Closed)	7 Student Teaching Log Due	8	9
<u>Week 12</u>	12 SBBC Holiday	13	14	15	16
<u>Week 13</u>	19	20	21	22 Thanksgiving (SBBC Closed)	23 SBBC Holiday
<u>Week 14</u>	26	27	28	29	30

December 2012					
<u>Week</u>	<u>Mon</u>	<u>Tues</u>	<u>Wed</u>	<u>Thur</u>	<u>Fri</u>
<u>Week 15</u>	3	4	5	6 Last Day at School Site	7 Mock Interview Day and Debriefing
<u>Week 16</u>	10	11 Graduation Breakfast	12 Student Teaching Log Due	13	14
<u>Week 17</u>	17	18	19 Graduation!		

BROWARD COLLEGE
Student Teaching Log – August 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 **September 5th**.

DATE	TIME IN	TIME OUT	STUDENT INITIALS	COOPERATING TEACHER INITIALS
August 24 th				
August 27th				
August 28th				
August 29th				
August 30th				
August 31st				

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 – September 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 **October 3rd**.

DATE	TIME IN	TIME OUT	STUDENT INITIALS	COOPERATING TEACHER INITIALS
September 4 th				
September 5 th				
September 6 th				
September 7 th				
September 10 th				
September 11 th				
September 12 th				
September 13 th				
September 14 th				
September 18 th				
September 19 th				
September 20 th				
September 21 st				
September 24 th				
September 25 th				
September 27 th				
September 28 th				

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 – October 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 **November 7th**.

DATE	TIME IN	TIME OUT	STUDENT INITIALS	COOPERATING TEACHER INITIALS
October 1 st				
October 2 nd				
October 3 rd				
October 4 th				
October 5 th				
October 8 th				
October 9 th				
October 10 th				
October 11 th				
October 12 th				
October 15 th				
October 16 th				
October 17 th				
October 18 th				
October 19 th				
October 22 nd				
October 23 rd				
October 24 th				
October 25 th				
October 26 th				
October 29 th				
October 30 th				
October 31 st				

<i>COOPERATING TEACHER EVALUATION</i>				
	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 – November 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 **December 5th**.

DATE	TIME IN	TIME OUT	STUDENT INITIALS	COOPERATING TEACHER INITIALS
November 1 st				
November 2 nd				
November 5 th				
November 7 th				
November 8 th				
November 13 th				
November 14 th				
November 15 th				
November 16 th				
November 19 th				
November 20 th				
November 21 st				
November 26 th				
November 27 th				
November 28 th				
November 29 th				
November 30 th				

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 – December 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 **December 12th**.

DATE	TIME IN	TIME OUT	STUDENT INITIALS	COOPERATING TEACHER INITIALS
December 3 rd				
December 4 th				
December 5 th				
December 6 th				
December 7 th				
December 11 th				

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.			