

# **TEACHER EDUCATION**

**BROWARD COLLEGE<sup>SM</sup>**

## **TEP Student Handbook**

**2021-2022**



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# TEACHER EDUCATION PROGRAM

Broward College

MAIN CAMPUS

1000 Coconut Creek Boulevard  
Coconut Creek, Florida 33066  
954-201-2500

**Website:** [broward.edu/education](http://broward.edu/education)

**Facebook:** <https://www.facebook.com/BrowardCollegeEducationPathway>

**Twitter:** <https://www.twitter.com/BCEdPathway>

**TEP Blog:** <http://BrowardCollegeEducationPathway.blogspot.com>

**Operating Hours:**

Monday – Friday

9:00 AM – 5:00 PM

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***This handbook describes the best practices and guidelines for students enrolled in the Teacher Education Program. It is subject to all Broward College Policies and Procedures as approved by the Broward College Board of Trustees. The handbook is for informational purposes and does not constitute a contract. Policies and practices herein are subject to change. Students should consult the BC College Catalog as well as the BC Student Handbook for more information.***

## Message from the Dean

Welcome to the Broward College (BC) Teacher Education Program (TEP)! We are glad you have chosen to enter our program and wish you success throughout your academic journey. It is our desire that your time spent here is both challenging and rewarding and that your passion for education and lifelong learning continues to grow.



You are entering one of the most rewarding careers. As future teachers you will experience incredible joy in seeing the difference you make when your students gain new insights, become more interested in a subject and learn about themselves. Every day, teachers leave an imprint on the future through impacting their students' views and understandings. Teachers foster creativity, develop character, give students lenses with which to view the world and provide students with the skills they need to reach their potential and lead productive lives. In my experience, teachers represent the heart and soul of the education system.

Preparing teachers for successful careers in education is the primary goal of the TEP. Our Bachelor of Science programs are designed to cultivate educators who are experts in teaching diverse students, plan and implement differentiated instruction and assessment, master content and pedagogical knowledge, are ethical and reflective practitioners, and are lifelong learners. The TEP is distinguished by the following: rigorous course work, reflective engagement in the classroom and within the community, experienced and highly-qualified faculty, and a deep commitment for developing teacher leaders who will make a difference in the world. As a future graduate of the BC TEP, you will join a network of educator professionals who exhibit leadership in the classroom and beyond.

The TEP Handbook was developed to assist you throughout your undergraduate studies. It is intended to provide an overview of the policies and guidelines that all TEP students are responsible for being aware of and adhering to as well as the many resources available to you. Please refer to this handbook as a resource throughout your tenure with the TEP.

We wish you much success on your academic endeavors throughout your tenure with the TEP. You are embarking on a journey that will broaden your horizons, expand your knowledge, and prepare you to mold the future. As so suitably stated by historian, Henry Brooks, "a teacher affects eternity; one can never tell where the influence stops."

With every best wish,

A handwritten signature in cursive script that reads "Elizabeth Molina".

Elizabeth Molina, Ph.D.  
Dean and Professor  
Education Pathway

## Message from the Associate Dean

Teacher education plays a prominent role in preparing future teachers. The Teacher Education Program (TEP) at Broward College offers future teachers innovative instruction in order to keep their future classrooms and curriculum fresh and exciting. I would like to congratulate you on your decision to join the TEP family.



Education plays a vital part in improving our communities. The success of our program stems from support for research, scholarship and mentoring at all levels within our program. Each member of our team is always working hard to make sure our students succeed.

As a professor and the Associate Dean for the education pathway, I have the privilege of watching my students grow intellectually, socially and emotionally. I have had the opportunity to view the astonishing productivity and professional growth our students experience throughout the program. TEP is a hard-working academic community.

I look forward to working with you to achieve your highest aspirations.

*Juan Ospina*

Juan Ospina, Ed.S.  
Associate Dean  
Education Pathway

## Fall 20221 Course modality update

The Education Pathway at Broward College will offer Face-to-Face, Online, and Remote classes in the Fall semester. We will continue to use virtual options for supplanting typical in-person field experiences for your TEP courses in the Fall term, except for Practicum and Student Teaching courses.

All policies for Face-to-Face classes apply to Remote courses via Zoom.

The Florida Department of Education has approved the supplanting virtual field experience for your courses requiring in-person observation hours. Considering this, in-course content and virtual classroom experience will replace your face-to-face observation hours. These changes will be reflected in your D2L course and additional information provided by your professor.

Please submit your field experience logs as outlined in your syllabus or as indicated by your professor.

For additional updates on Broward College's response to Coronavirus, please visit:  
<https://www.broward.edu/coronavirus/index.html>



## **Mission**

To develop outstanding educators who serve the needs of the local community and beyond by advancing the art of teaching and learning.

## **Teacher Education Program Department Goals and Core Values**

Broward College and the Teacher Education Program strive to offer a personalized learning environment with a focus on excellence in teaching, advising, and serving students.

### **Core Values**

#### *Academic Excellence and Student Success*

Achieving student success through, learning-centered programs and services while continuously evaluating and improving student learning outcomes that reflect the highest academic standards. This is accomplished by providing flexible educational opportunities accessible to all students, regardless of time or place.

#### *Diversity and Inclusion*

Creating a community that celebrates diversity and cultural awareness while promoting the inclusion of all its members.

#### *Innovation*

Developing and implementing the most emergent technologies and teaching/learning methods and strategies to create learning environments that are flexible and responsive to local, national, and international needs.

#### *Integrity*

Fostering an environment of respect, dignity, and compassion that affirms and empowers all its members while striving for the highest ethical standards and social responsibility

## **Pre-service teachers in Broward College's Teacher Education Program will...**

- Master content and pedagogical knowledge
- Apply knowledge of diversity in instructional practices, learning, and assessment
- Implement knowledge of content-specific curriculum and general pedagogy to positively impact student learning
- Communicate and collaborate with educators and other stakeholders to create an inclusive and engaging educational environment
- Demonstrate ethical behaviors and responsibilities of an educator
- Infusing cutting-edge technology tools into teaching

## Admissions Requirements

The following are requirements that must be met prior to being fully accepted into the Bachelor of Science in Education Programs:

- **AA Degree** Completion of an Associate of Arts degree from a regionally accredited community/state college with 36 credit hours of general education coursework.
- **Grade point average:** A cumulative grade point average of 2.5 on a 4.0 scale in all general education coursework.
- **Teacher Education supplemental application:** General admission to Broward College (BC) does not constitute admission to the Teacher Education Program (TEP). All students must complete all sections of an additional electronic application specific to the Bachelor of Science degrees in Education. The application may be accessed by visiting the **Teacher Education Program website**.
- **Transcripts:** BC must have on file in the College Registrar's office, transcripts from each post-secondary school the applicant has attended, cumulatively indicating the completion of 60 or more transferable credits by the application entry term. If a student has received credit through examinations, such as (but not exclusively) the College Level Examination Program (CLEP) or Advanced Placement (AP), he/she must provide official exam results as well. If a student has completed credits outside of the United States, the student must have their transcripts officially translated into English and commercially evaluated by a certified member of the **National Association of Credential Evaluation Services**. No transfer student will be admitted once they have completed 30 upper division credits or have senior status.
- **Academic requirements:** Completion of all General Education requirements and lower division state-mandated common pre-requisites, including the following three common education pre-requisite\*\*:
  - **EDF1005** Introduction to the Teaching Profession\*
  - **EDF2085** Introduction to Diversity and Exceptionalities for Education\*
  - **EME2040** Introduction to Educational Technology

\*Students must have earned a grade of "C" or better and successfully completed the 15 hour field experience component for EDF1005

Additional pre-requisites for the middle grades and secondary programs apply. Students applying to the TEP as of 20181 and thereafter are not required to complete EDF2085 or EME2040. However, these are highly recommended A.A. courses for Education majors. ALL pre-requisite coursework must be successfully completed by the completion of the 15<sup>th</sup> credit in order to be fully admitted to the program.
- **Foreign Language Requirement:** Students must complete two full consecutive years of a foreign language in high school or two consecutive semesters of a foreign language at the postsecondary level to satisfy the foreign language Bachelor of Science in Education requirement in the State of Florida. This requirement may be satisfied in one of four ways:
  - Completion of two consecutive courses at a higher education institution with an earned grade of "C" or better

- Completion of two consecutive courses at the high school level (including Advanced Placement) with an earned grade of “C” or better
  - Pass the **College Level Examination Program (CLEP)** in one of the foreign languages offered
  - Pass the **Brigham Young University’s Foreign Language Achievement Tests Services (BYU FLATS)** in one of the foreign languages offered
- **General Knowledge Exam (GKE) OR College Level Academic Skills Test requirement:**  
Students MUST pass ALL parts of the GKE must be successfully completed by the completion of the 21<sup>st</sup> credit in order to be fully admitted to the program. Please note, if a student does not pass ALL sections of the GKE by the time he or she completes 21 upper- division TEP credits, he/she will be blocked from registering for further TEP courses. This block will be lifted once the student submits proof that he or she has passed ALL four sections of the GKE. To register for the test, visit the **FTCE website**.
- The TEP makes several resources available to students preparing to take the GKE. Please visit the **Teacher Education Program website** for a list of GKE preparation resources.
- **Letter of recommendation:** Written letter of recommendation from an individual who knows the applicant academically and/or professionally. Letters of recommendation from family members are not accepted.
  - **Teacher Education Program Admission Committee approval:** All applications must meet the final approval of the Teacher Education Program Admission Committee.
    - **Note:** Applicants are required to activate their Broward College e-mail account accessible through their MyBC home page. All correspondence regarding the program will ONLY be sent to a student’s BC e-mail address.
  - **Provisional Admission:** Applicants may be provisionally admitted to the TEP with the following items pending-
    - EDF1005 (or up to any four missing lower-division pre-requisites for students in the Mathematics or Science Education degree programs)
    - Four sections of the GKE
 Please note, the aforementioned items must be completed by the time a student completes 21 upper-division TEP credits.

## Advising

The Teacher Education Program (TEP) is committed to ensuring a student-centered advising model to help students be successful from the moment they are admitted all the way through graduation. Students admitted to the TEP will receive individualized advisement throughout the program.

Students should review their degree audit after every term to ensure adequate progress in the program. All areas must be satisfied to graduate. The student's responsibility is to check their degree audit to ensure it is accurate and work with their assigned advisor as needed to address any pending areas. This includes:

Foreign language, digital literacy/computer competency, 36 general education credits, 24 elective credits, and civic literacy.

**Appointment with a TEP Advisor:** To request the creation of an educational plan, students must e-mail their TEP Advisor with the number of courses they wish to enroll in during their first semester in the program. Based on this information, the TEP Advisor will create a personalized education plan that reflects the number of courses a student wishes to take each semester. Please note that students may not exceed 16 credits per academic term. Students always have the option to meet with their TEP Advisor either face-to-face or via telephone conference. Please contact the TEP office to schedule an appointment at 954-201-2500 or online via BC Navigate. It is strongly recommended that a student adheres to the Educational Plan developed by the TEP Advisor. This process entails strategic planning based on course pre-requisite/co-requisite requirements and course eligibility per semester, as not all courses are offered each semester.

Appointments	Type	Content	Content	Content
Admissions appointment	Prospect, face-to-face, virtual	Review admissions process, requirements, and documents due	Follow up for documents and registration, virtual	New student orientation reminder, email reminder
Education Plan	Email only	5-7 business days turn around for education plan sent via email	Accessible via MyBC and Navigate	Changes only if deviation or absent terms with no courses, including GKE block
Student Concern	Face-to-face, virtual	Course concerns	Study assistance	Program Change
Professor Concern	Referral, advisor follow-up, professor appointment	Course progress	Attendance	Class behavior or other concerns
FTCE Scores	Email and virtual	GKE scores due by completion of 15th credit	Subject Area and Professional Exam due by end of Practicum	Scheduling issues, GKE block
Graduation	Face-to face, virtual	Student reviews degree audit for accuracy	Substitution for courses, transient update (student provides official transcript)	Completion of all required program criteria

**General Information:** Information about specific degree programs, field experience, Florida Teacher Certification Exam information, overall graduation requirements, and all policies, procedures and expectations are covered at the New Student Orientation. Students may also contact TEP faculty and staff for questions at any time throughout their tenure in the program and beyond graduation.

**TEP Communication:** TEP updates will be communicated through the BC Student E-mail system. The TEP will not send electronic correspondence to non-BC e-mail addresses (i.e. personal or work e-mail accounts). Updates, events, registration dates, and other TEP information is also available on our **Broward College Education Pathway Facebook** and **Broward College Teacher Education Twitter**.

**Full Admission to TEP:** If a student is not fully accepted to the TEP due to the pending completion of lower-division pre-requisite courses, the TEP Advisor will develop a plan for full admission with student (including planning pre-requisite coursework and General Knowledge Exam registration). Please be aware of the **Program Objective Enrollment Compliance (POEC)** requirements.

**Transfer Credits:** Awarding of transfer credit toward a Bachelor of Science degree is determined at the point of college admission. Lower-division courses will be evaluated and awarded by the Registrar at Broward College. Upper-division coursework will be awarded on a case by case basis. Students must provide course descriptions and syllabi for each transfer course. Transfer courses must be approved by the Academic Dean. The transient student application can be accessed via [Floridashines.org](http://Floridashines.org). Student must complete application and submit official transcripts upon completion of course(s).

**Educational Plan:** Students must develop an Educational Plan with the TEP Advisor in order to plan the appropriate coursework through graduation (to include any pre-requisite and/or foreign language requirements). Please note that any deviation from an Educational Plan may result in a delay in a student's expected graduation term due to course scheduling restrictions and mandatory upper-division pre-requisite requirements. Students should always consult with their TEP Advisor before making any changes to their Educational Plan in order for a new plan to be created. If a student withdraws from a course or does not pass a course, he/she must also contact the TEP Advisor and request a new plan via e-mail.

**Registration:** Students will select coursework and register for classes based on the Educational Plan developed with the TEP Advisor. A student may view available courses and register for courses by visiting the **Broward College website**. It is highly recommended that a student registers for courses immediately when registration opens to ensure that he/she registers for the course that is most convenient. Once a course reaches maximum capacity, the course is closed and no students can register for this course.

**Course Restrictions:** Students who have not passed all four sections of the GKE and have completed twenty one (21) credits or more shall not be allowed to register for further courses. Students will not be allowed to register for Practicum until all required pre-requisite courses have been completed. Students should refer to his/her respective program sheet for pre-requisite information. Students will not be allowed to register for the Student Teaching Internship until completion of all lower-division and upper-division coursework requirements AND successful completion of the Florida Teacher Certification Exams (Professional Education and appropriate Subject Area exams). Fall and Spring deadlines for submitting passing FTCE scores will be emailed to all students each semester.

**TEP students are not allowed to register for Alternative Certification courses. Those courses are restricted to professionals seeking recertification.** Please pay close attention to the course designator that stipulates when a course is restricted to students admitted to TEP and the designator that stipulates when a course is restricted to students seeking teacher certification. Please note that when you attempt to register for a non-TEP, restricted course, you will receive a red flag error, which will not allow you to complete the request.

**GPA Requirements:** Students must maintain a 2.5 minimum upper division GPA throughout the course of the degree program to stay in Good Academic Standing with the Teacher Education Program. Degree program courses must be passed with a grade of "C" or higher in order to count toward a degree. Students who do not maintain this GPA will be subject to program probation.

**New Student Orientation:** Students must attend a mandatory new student orientation for the Teacher Education Program. This Orientation is held twice a year; once during the Fall term and once during the Spring term.

**Financial Aid:** It is the students' responsibility to check on the status of their financial aid. Students may login to MyBC to check the status of a financial aid application or visit a Broward College Financial Aid office on any campus.

**Broward College Bachelor's Degree Scholarship:** Students who are fully admitted to the Teacher Education Program and maintain a 2.5 GPA may be eligible to apply for a Bachelor's Degree Scholarship through the Office of Financial Aid. Please refer to the Scholarships section on page 35 for more information.

**Field Experience:** Students are required to complete several hours of field experience at varying levels within a Broward County K-12 classroom. The Coordinator of Field Placement and Student Teaching facilitates, monitors, and tracks each student's field experience placements throughout the program to ensure compliance with program requirements. For questions concerning field placement, please contact the Coordinator of Field Placement and Student Teaching.

**Tutoring:** The Academic Success Centers (ASC) offers tutoring and labs that provide academic assistance to BC students. Students may utilize ASC resources for help with writing and preparing for the GKE. Each BC Campus has an ASC and TEP students are encouraged to utilize its services for assistance in various content areas. Please check each ASC's hours of operation as they vary from campus to campus year-round.

Tutor.com is also available for some education courses.

**LiveText:** Students are required to purchase and maintain a Student Membership with LiveText. This may be purchased at any BC bookstore or through the **LiveText** website. Students are expected to purchase LiveText and register their account no later than the first week of class. Students will use LiveText to submit course assignments and view professor feedback in a secure location. For students who have already purchased a Student Membership with LiveText and utilized it at another institution, please be sure to contact LiveText to transfer the membership to BC. For all other LiveText questions related to support, please contact the LiveText support line at 1-866-548-3839.

## Program Benchmarking

Teacher Education Program (TEP) students are expected to meet certain criteria at various milestones throughout the program. The following table indicates when each Florida Teacher Certification Examination (FTCE) must be passed.



















Florida Teacher Certification Examination	Benchmark
General Knowledge Exam (GKE) – ALL (Math, Reading, English, Essay) Subtests	Prior to completion of 21 upper-division credits*
Subject Area Exam (SAE)	Prior to Student Teaching**
Professional Educator Exam (PE)	Prior to Student Teaching**

\*Students who do not pass the full GKE will be blocked from taking additional upper-division courses.

\*\*Students who do not meet the SAE benchmark will be blocked from registering for Student Teaching.

\*\*Students who do not meet the PE benchmark will be blocked from registering for Student Teaching.

Please note – In order to meet the benchmarks, students must submit an official FTCE score report to the TEP. Students are encouraged to select Broward College as a score recipient when they register for the Exam on the **FTCE website**. Otherwise, students may submit unofficial passing score sheets via e-mail to the TEP Advisor. Students are advised to plan ahead when scheduling to take the FTCE to allow for adequate time for reporting. Be sure to allow 4-6 weeks for the subtests to be assessed. Please note that there is a 30 day waiting period between attempts.

Benchmark	By the 21 <sup>st</sup> credit	By the 30 <sup>th</sup> credit	Prior to Practicum	Prior to Student Teaching	Prior to Graduation
Passed all parts of the General Knowledge Exam					
Maintain 2.5 GPA or higher in upper division coursework					
Pre-requisite coursework (to include the foreign language requirement) complete or to be completed					
Valid and current Security Clearance badge on file with TEP					
All upper division coursework successfully completed with a “C” or above					
Passed the Subject Area and Professional Education Exams					
100% of FEAP indicators met in Critical Assignments and field experience observations					

## **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.

In order to successfully complete the program, students in the Teacher Education Program (TEP) are required to meet the FEAPs through class-based assignments and field experience.

### **Critical Assignments**

Critical Assignments address specific FEAPs that are applicable to course content. Students must receive a grade of “C” or above in each critical assignment and meet all applicable FEAPs. If a critical assignment submission does not meet the identified FEAPs, the course instructor will provide detailed, written feedback in LiveText to the student identifying the area(s) of the assignment that need revision. The assignment must be resubmitted in LiveText by the new deadline set by the instructor and cannot receive higher than 70 percent. Critical Assignments that are not submitted will default to a score of zero (0), thus resulting in a grade of “F” for the course. If a submission is deemed unacceptable due to grammatical and/spelling errors (meaning the assignment contains ten or more errors) the assignment may be rejected by the instructor and the student may be required to seek outside assistance to improve his/her writing skills.

If upon the resubmission the student still does not meet the FEAPs, the student may 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.

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 TEP Advisor to revise their Educational Plan.

In the event of proven cheating or plagiarizing on any Critical Assignment, the student will receive an “F” for the assignment, fail the course, and be required to retake the course in a future term (Broward College Policy and Procedure 5.02).



## **FEAP Matrix**

The following chart details each of the Florida Educator Accomplished Practices.

<b>Instructional Design and Lesson Planning</b>
1.A. Aligns instruction with state-adopted standards at the appropriate level of rigor
1.B. Sequences lessons and concepts to ensure coherence and required prior knowledge
1.C. Designs instruction for students to achieve mastery
1.D. Selects appropriate formative assessments to monitor learning
1.E. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons
1.F. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies
<b>The Learning Environment</b>
2.A. Organizes, allocates, and manages the resources of time, space, and attention
2.B. Manages individual and class behaviors through a well-planned management system
2.C. Conveys high expectations to all students
2.D. Respects students' cultural linguistic and family background
2.E. Models clear, acceptable oral and written communication skills
2.F. Maintains a climate of openness, inquiry, fairness and support
2.G. Integrates current information and communication technologies
2.H. Adapts the learning environment to accommodate the differing needs and diversity of students
2.I. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals
<b>Instructional Delivery and Facilitation</b>
3.A. Deliver engaging and challenging lessons
3.B. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter
3.C. Identify gaps in students' subject matter knowledge
3.D. Modify instruction to respond to preconceptions or misconceptions
3.E. Relate and integrate the subject matter with other disciplines and life experiences
3.F. Employ higher-order questioning techniques
3.G. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding
3.H. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students
3.I. Support, encourage, and provide immediate and specific feedback to students to promote student achievement
3.J. Utilize student feedback to monitor instructional needs and to adjust instruction
<b>Assessment</b>
4.A. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process
4.B. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery
4.C. Uses a variety of assessment tools to monitor student progress, achievement and learning gains
4.D. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge

4.E. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s)
4.F. Applies technology to organize and integrate assessment information
<b>Continuous Professional Improvement</b>
5.A. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs
5.B. Examines and uses data-informed research to improve instruction and student achievement
5.C. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons
5.D. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement
5.E. Engages in targeted professional growth opportunities and reflective practices
5.F. Implements knowledge and skills learned in professional development in the teaching and learning process
<b>Professional Responsibility and Ethical Conduct</b>
6.A Apply the Code of Ethics and Principles of Professional Conduct to professional and personal situations.
6.B Identify statutory grounds and procedures for disciplinary action, the penalties that can be imposed by the Educational Practices Commission against a certificate holder, and the appeals process available to the individual.
6.C Apply knowledge of rights, legal responsibilities, and procedures for reporting incidences of abuse, neglect, or other signs of distress.
6.D Identify and apply policies and procedures for the safe, appropriate, and ethical use of technologies.
6.E Determine and apply the appropriate use and maintenance of students' information and records.

## Policies and Procedures

The policies and procedures for the Teacher Education Program (TEP) are aligned with State Administrative Rules and Broward College Policy and Procedures, and are consistent throughout all upper-division coursework.

### Communication Policy

**To ensure information is received in a timely manner, all TEP students are required to utilize their Broward College student e-mail to receive and initiate communication with TEP faculty and staff. Students must check their BC student e-mail daily.** Communication from non-BC personal e-mail accounts may be filtered into a SPAM or Junk folder and therefore not received. If a student experiences technical difficulty with the BC e-mail, it the student's responsibility to contact the Broward College helpdesk for assistance. For assistance with setting up BC student e-mail on your smart phone please refer to Appendix A.

In addition, students must update any changes to their contact information via their MyBC account and notify their TEP Advisor.

### Academic Honesty

Broward College expects its students to submit original work and display ethical behaviors in all academic 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 to by the instructor; looking at the text notes or another person's paper during an examination; falsifying field experience assignments, forms, and logs (i.e. completing field work in a setting other than the one to which assigned). 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 Associate 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 risks expulsion from the program (Broward College Policy and Procedure 4.19).

### Assignment Due Dates

Assignments are due as designated on the course syllabus. If the student has an excused/unexcused absence for the day an assignment is due, it is the student's responsibility

submit the assignment to the instructor via LiveText and/or D2L on or before the due date posted. E-mailing an assignment to an individual professor does not constitute submission, unless specified by the professor in advance.

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 "0." Critical Assignments submitted after the due date/time are NOT eligible for resubmission. If a student has an unexcused absence on a day that an assignment/test/quiz is given during class time, the student will not be permitted to make up that assignment/test/quiz and will receive a zero. If an assignment is due on the last day of class, no late submission will be accepted.

### **Critical Assignment and General Assignment Submissions**

All 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.** All assignments submitted in LiveText in formats other than Microsoft formats will be sent back for resubmission. All 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 Academic Success Center (ASC) or in public libraries.

For all assignments requiring the submission of a lesson, the TEP Lesson Plan Format must be used. Please see Appendix B to view the current version of the Lesson Plan Format.

### **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. If a submission is deemed unacceptable due to grammatical and/spelling errors (meaning the assignment contains ten or more errors) the assignment may be rejected by the instructor and the student may be required to seek outside assistance to improve his/her writing skills. Broward College's ASC offer students assistance with written assignments in the Writing Labs. TEP students are encouraged to utilize this service for assistance with grammar, formatting, and proper APA guidelines on all written assignments.

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. Projects, assignments and the final exam are to be completed in a professional manner and utilize the American Psychological Association (APA 6<sup>th</sup> edition) guidelines.

### **Grading**

Students must maintain a 2.5 minimum upper-division GPA throughout the course of the degree program to stay in Good Academic Standing with the TEP. Degree program courses must be

passed with a grade of C or higher to count toward a degree. Students who do not maintain this GPA will be subject to program probation.

## **Probation**

If a student does not meet one of the benchmarks listed above, the student will be placed on probation and the following steps may be taken:

- Notification will be sent to the student's BC e-mail and a certified letter to the student's home address;
- The student will be required to meet with the Associate Dean and appropriate professor(s) to review the Educational Plan and program status and, if necessary, create a Professional Development Plan;
- The student's registration will be limited;
- The student will be given one semester to meet the missed benchmark.

After meeting the missed benchmark, the student will no longer be on probation and will be required to meet with the Associate Dean and appropriate professor(s) again to revisit the Educational Plan.

## **Grade Appeal Process**

Students have a right to appeal their final grade if they believe it was not properly calculated based on the criteria set in the syllabus. A formal grade appeal can only be initiated after the student has met or communicated with the appropriate professor in an attempt to resolve the issue. The student must request that meeting no later than the second week of the next term or else they lose the right to appeal. If the Faculty member is unavailable for some reason, the student may initiate this informal process with the Associate Dean. **A formal grade appeal form must be submitted within three (3) weeks after the start of the next term. A student enrolled in Term 2 should begin the process in Term 3.**

## **Attendance Policy**

It is essential that students attend class and show professionalism by being prepared and on time. Students will not be penalized for excused or unexcused absences within the designated "allowable absences" outlined below.

<b>Course Format (Remote = Face-to-Face)</b>	<b>Allowable Absences</b>
Blended	0 class meetings
Face-to-face courses that meet 1x/week	1 class meetings
Face-to-face courses that meet 2x/week	2 class meetings

Students who are absent beyond the allowable amount, due to an excused absence (as detailed below), must provide documentation to the instructor within 72 hours of the absence in order to not be penalized. Students who are absent beyond the allowable amount, due to an unexcused

absence, must withdraw from the course or will receive an F as the final grade. 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.

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.

### **Tardy Policy**

A student is considered tardy if he/she arrives between 1 and 15 minutes after the class has started and/or leaves between 1 and 15 minutes before the class has ended. Students who arrive to class 16 minutes or later or leave class 16 minutes before the class has ended will be marked absent.

Tardies between 1 and 15 minutes will result in a deduction in points toward the student’s final grade. The number of tardies will impact the HIGHEST grade a student can earn. The chart below outlines the consequences for tardies. For example, if a student is enrolled in a course that meets once per week and the student is late (leaves early) to class two times throughout the semester the highest grade the student can earn in the course is a “B” even if they have achieved a full score on their course assignments. TEP Faculty are the final arbiters of class attendance.

<b>Course Format Remote= Face-toFace</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>
Blended (class meets 8 times)	1 tardy	2 tardies	3 tardies	4 tardies
Face-to-face courses that meet 1x/week	2 tardies	3 tardies	4 tardies	5 tardies
Face-to-face that meet 2x/week	3 tardies	4 tardies	5 tardies	6 tardies

### **Classroom Disruption**

Students are expected to participate in classroom activities and show respect and courtesy to their classmates and instructor. In order to preserve an environment conducive to learning, classroom disruptions of any kind will not be tolerated. Electronic devices (Cell phones, pagers, CD players, iPods, Laptops, iPads, etc.) are to be turned off during class unless specified otherwise by the professor. Examples of classroom disruptions can include: talking, sleeping, tardiness, cell phones ringing, texting, and/or students accessing a computers/personal laptop in the

classroom without prior approval from the instructor. Students should notify his/her professor if utilizing an electronic book during class time to avoid disruption.

If a student is disruptive, the student will be asked to leave the classroom or if necessary be escorted out by campus safety and security (which will result in a class absence). The student will then be referred to the Dean of Student Affairs. Students must meet with the Dean of Student Affairs and receive permission to return to class.

**Netiquette:** In all online courses it is expected that students follow rules of netiquette. Netiquette is a set of guidelines for polite online behavior that all members of this class are expected to follow in virtual online spaces. The rules below will help students create an engaging, respectful, and meaningful learning environment where collaboration and diversity of opinions are celebrated. Students who violate the netiquette policy or engage in disruptive online behaviors such as posting disrespectful or hostile comments or posting inappropriate comments may be referred to the Student Dean. Students who continue to engage in unacceptable online behavior after being warned, may be permanently denied access to the course and/or may receive an “F” for the course.

**Code of Conduct:** All students in the TEP are expected to maintain professional conduct in and out of class. Failure to adhere to the expectations below will result in disciplinary action up to and including dismissal from the program or College as well as expulsion. The TEP Code of Conduct Policy is in accordance with Broward College Policy 5.02

## Field Experience

Field experiences are an integral part of preparing pre-service teachers by providing an opportunity to apply the theories and practices learned in courses to a real-world K-12 classroom. Students 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.

### Field Experience Expectations

The TEP field experience placements are designed to give students a progressive understanding of the teaching practice. Students are placed in a variety of K-12 settings and grade levels appropriate to their program. There are four types of field experience opportunities:

**Guided Placement:** The student works with the Cooperating Teacher and participates in class activities. This placement will not include the implementation of a lesson and students will not be formally observed.

**Structured Placement:** The student works with the Cooperating Teacher to plan, teach and/or assess learner(s). The student may be required to create and implement a lesson plan and then will be observed working with learner(s) as outlined in the course syllabus. The observation will be completed by the Cooperating Teacher, a TEP Clinical Supervisor, TEP faculty member, and/or the TEP Coordinator of Field Placement and Student Teaching who will work with the student in scheduling the observation date and time.

**Practicum:** The student completes 60 hours of a structured practicum placement for EEX4843, MAE3941, and SCE3941 in the appropriate content setting. Observations and field work must include a minimum of one full day per week for eight weeks. The student is required to create and implement three lesson plans and will be observed working with learner(s) as outlined in the course syllabus. Students in the Exceptional Education K-12 program will also complete 30 hours for RED4844 in a reading setting and 10 hours for TSL4081 working with ESOL students (total of 100 hours during the Practicum semester). Observations will be completed by appropriate TEP staff and/or faculty member. It is the responsibility of the student to contact the observers to schedule the observation dates and times.

**Student Teaching:** The student will demonstrate and apply teaching competencies during his/her field work with a minimum of 37.5 hours per week for 12 weeks. The student is required to create and implement three lesson plans and will be observed working with learner(s) as outlined in the course syllabus. The observations will be completed by the by appropriate TEP staff and/or faculty member. It is the responsibility of the student to contact the observers to schedule the observation dates and times.

### Placement Refusal

Broward County Public Schools (BCPS) have refusal privileges regarding field placement in the following circumstances:



- Refusal or withdrawal from the field experience may result from the same conditions as those affecting in-service teachers. BCPS reserves the right to refuse or withdraw placement of a student from his/her field placement at any time.
- If a student is refused or withdrawn from his/her field placement, the student will be required to meet with the assigned professor, and the Coordinator of Field Placement and Student Teaching, and the TEP Associate Dean to discuss his/her status in the program.

## **Placement Concerns**

If a student has any concerns related to his/her placement it is the student's responsibility to speak with the Coordinator of Field Placement and Student Teaching and the Professor of the course for which he/she is enrolled. Any concerns should be addressed immediately so that the field experience is not negatively impacted.

## **Security Clearance and Placement Procedures**

Students are required to follow the directions below in order to obtain security clearance and register for the field experience placement.

### **1. Security Clearance**

A background check must be conducted on all students before placement. The purpose of the Security Clearance procedure is to comply with Chapter 1012.56 of the Florida Statutes under section 9 (a) and (b) which explains procedures and standards that must be followed by Florida school districts when certifying school personnel.

- Register for security clearance at [www.fieldprintflorida.com](http://www.fieldprintflorida.com). The fee for a new badge is \$72.50. The website will direct you to schedule an appointment by creating a username and password.
- Enter the information requested. Keep in mind that it is college policy all e-mail correspondence goes to the Broward College student e-mail account. You must use your Broward College student e-mail address.
- Once a student has been fingerprinted and cleared, he/she is to wait five business days and then pick up his/her badge in-person. Badges can be picked up only on Mondays and Thursdays from 1:30-4:30pm at Rock Island Professional Development Center at 2301 NW 26<sup>th</sup> Street, Fort Lauderdale, FL 33311, Building 3. Please note that BCPS and not BC administers all processes related to security clearance.
- After picking up his/her badge, a student must provide the Coordinator of Field Placement and Student Teaching with a copy of the badge either by scanning or taking a clear picture with a smart phone and sending by e-mail.
- Students renewing their badges must go to [www.fieldprintflorida.com](http://www.fieldprintflorida.com). The fee is \$20. Students who do not renew their badge prior to the expiration date must complete the security clearance process from the beginning and must pay the full fee of \$72.50.
- Students who are employed with Broward County Public Schools, have been cleared to work at a school site and have a valid personnel number may be eligible for a vendor badge. The fee for a vendor badge is \$7.50.

- Students will not be approved for placement unless they provide the Coordinator of Field Placement and Student Teaching with a copy of the security clearance badge by the date specified by the Coordinator of Field Placement and Student Teaching via e-mail. If a student does not provide a copy of his/her badge by the specified date, the student will not receive a field experience placement and must withdraw from the course(s) which require field experience.
- If a student's security clearance badge expires during the semester, he/she is required to provide a new copy of the updated badge to the Coordinator of Field Placement and Student Teaching in order to continue in his/her field experience. Failure to provide a copy of the updated badge may result in field experience placement refusal.

## 2. Steps to Register for Placement

- Students must register for field experience by accessing the **Broward Schools Field Experience website**. For specific directions and to review the PowerPoint overview students may visit the **TEP Field Experience Placement website**.

If a student does not register for field experience placement by the specified deadline communicated via e-mail by the Coordinator of Field Placement and Student Teaching, the student will be blocked from registering and must withdraw from the course(s) which require field experience.

## 3. Placement Assignments

- All placement assignments are done through Broward County Public Schools.
- Students are not permitted to request specific schools. Requests will not be granted.
- Students are not guaranteed a placement in the same city in which they reside. However, every attempt is made to keep placements within a reasonable distance from the student's residence. No changes will be granted to field placements for reason of distance.
- Students are not guaranteed a placement in the grade level/subject area they prefer. Placements are made in relation to the specific course requirements.
- Students must check the Field Experience database daily for updates on their placement status. Students should not contact a school until their status reads "placed."
- Once the student is placed, it is his/her responsibility to contact the school and schedule their first visit within 72 hours. Students who are completing field experience hours for multiple classes, must contact all of their Cooperating Teachers once their placements are finalized.
- Students are required to meet with their Cooperating Teacher(s) within one week of being placed to plan a tentative field experience schedule.
- Students enrolled in more than one course requiring field experience hours may be placed at the same school to complete those hours; however, this is not guaranteed.

## **Requirements at the Placement Site**

### **Dress Code**

- The security clearance badge must be visible at all times.
- Dress professionally and appropriately for the school setting.
- Maintain a clean and neat appearance at all times. Please consider covering tattoos and excess piercings.
- Avoid clothing that is revealing and/or provocative in nature.
- At no time will clothing such as t-shirts, flip flops, jeans, low cut shirts, cutoffs, etc., be tolerated at the school. Students observed dressing inappropriately at a school site may be asked to leave the school and must make up the hours at a later date.

### **Attendance/Punctuality**

- Arrive at the placement school 10-15 minutes early and check in at the main office. Let the office staff know that you will be coming on a regular basis.
- Always sign in/out at the school's front office upon arrival and departure. Adhere to the schedule you and your Cooperating Teacher agree upon.
- If an emergency arises, notify the Cooperating Teacher as soon as possible. All required hours must be completed by the due date.

### **Maintain Professional Conduct**

Students are expected to respect the internal rules of the school in which they are placed as they are representing Broward College's TEP. The student is expected to:

- During the first visit of your guided placements, provide the Cooperating Teacher with a copy of the course syllabus.
- Demonstrate professional and ethical behavior at all times.
- Be supervised by the Cooperating Teacher at all times. Students should not be left alone in a K-12 classroom setting at any time.

### **Field Experience Documentation**

Each time the student visits the placement classroom, they must record the date and time on the Field Experience Reaction Form (Appendix C). The Cooperating Teacher must sign the log after each visit for verification purposes. Students are required to upload and submit each course placement's Field Experience Reaction Form in LiveText by the specified due date. The Field Experience Reaction Form may be found on the **TEP Field Experience Placement website**. Students must print out the form that includes a gray background.

At the completion of the field experience hours, the Cooperating Teacher must complete the evaluation section of the form. The student is required to submit the completed Field Experience Reaction Form in LiveText to the course in which the field experience hours were completed. The Field Experience Reaction Form submission is considered a Critical

Assignment and subject to the Critical Assignment Policy. If a student does not submit the required documentation, he/she will receive an “F” for the course. All Field Experience Reaction forms will be evaluated and the hours verified for each field experience placement.

For more information on Field Experience, please review Appendix D.

## Methods

Methods courses are designed to prepare students for the Practicum semester. During Methods, students will complete 15 hours of field work and teach one lesson that is designed in collaboration with the Cooperating Teacher. Students will be observed teaching the lesson by the Cooperating Teacher using the Methods Observation Tool (Appendix E). This serves as an informal observation.

All TEP students are required to take one of the following methods courses:

<b>Program</b>	<b>Course</b>	<b>Field Experience Hours</b>
Exceptional Student Education K-12	MAE4310	15
Middle/Secondary Science	SCE4330	15
Middle/Secondary Mathematics	MAE4330	15

## Practicum

Practicum is designed to prepare students for the Student Teaching Internship. During Practicum, students will spend a minimum of one full day (teacher work hours) per week for eight weeks in the K-12 classroom. Students are required to create and implement three lesson plans and will be observed working with learner(s). The observations will be completed by the appropriate TEP staff and/or faculty member. In addition, students are to review and complete the Practicum Student/Cooperating Teacher Agreement to ensure understanding of all Practicum policies and procedures (Appendix F).

Below are the required hours for each program:

Program	Course(s)	Required Field Experience Hours
ESE	EEX4843	60
	RED4844	30
	TSL4081	10
Math	MAE3941	60
Science	SCE3941	60

### Practicum Placement

All students are required to begin their practicum placement Week 5 of the semester and conclude Week 14. Students and Cooperating Teachers will select the day of the week that the student will complete their practicum fieldwork. The selected day must remain consistent throughout the practicum placement. Each student will be observed three times: two formal and one informal.

### Practicum Site Attendance Policy

Students are required to attend their practicum placement one day per week for eight weeks for EEX4843, MAE3941, and SCE3941. The student must be at the school for the entire school day (7.5 hours). The student will complete a total of 60 hours of placement (7.5 hours per day for 8 weeks) for EEX4843, MAE3941, and SCE3941.

Students in the Exceptional Education K-12 program will complete an additional 30 hours for RED4844. For RED4844, students must attend a total of eight times during the term. During the introductory visit, students will attend for two hours. Students will then visit the Reading setting seven times for a duration of four hours per visit.

Students in the Exceptional Education K-12 program will complete an additional 10 hours for TSL4081. For TSL4081, students will be instructed by the professor on how to complete the hours based on the session the course is offered.

Practicum hours will be tracked by the student using the Practicum Observation Log (Appendix G). Students will submit Log 1 to track hours completed during weeks 1-4 and Log 2 to track hours completed during weeks 5-8.

## Practicum Observations

Observation	Observer	Weight
1 <sup>st</sup> Formal	Coordinator of Field Placement & Student Teaching or TEP Faculty/Staff	Not graded
Informal	Cooperating Teacher	Not graded
2 <sup>nd</sup> Formal	TEP Faculty/Staff	50% of final grade
Remediation (resubmission if applicable)	Coordinator, TEP Faculty/Staff	See Critical Assignment Policy

During these observations the TEP student will be assessed using the Practicum Observation Tool (Appendix G), which outlines the appropriate FEAP indicators. After each observation, the Practicum Observation Tool will be reviewed with the TEP student to identify FEAP indicators met and those in need of improvement.

## Practicum Remediation

If an indicator is not met during the 2<sup>nd</sup> formal observation, the Practicum Professor may initiate a Performance Improvement Plan (Appendix M). The plan will delineate areas for improvement with action steps.

As part of the remediation process, Practicum will be extended by a minimum of two weeks or as needed. Furthermore, an additional formal observation will be conducted by the Practicum Professor. If the student requires a remediation observation then this will be considered a “resubmission” of a Critical Assignment. The student is required to meet every FEAP indicator on the Practicum Observation Tool during the remediation/final observation. The highest percentage a student may earn on the remediation/final observation is a 70%; in accordance with the Critical Assignment Policy.

If the student does not meet every FEAP indicator on the Practicum Observation Tool during the remediation/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.

## Practicum Observation Schedule

The following is a sample observation schedule within the 8-week Practicum Observation Timeline, which is subject to change at the discretion of the observer:

### Week One

- Meet with Cooperating Teacher to discuss Practicum expectations, assignments, observation dates, and classroom responsibilities

### Weeks Two and Three

- First formal observation will be conducted by the Coordinator of Field Placement & Student Teaching or TEP Staff and must be scheduled with the assigned observer.

### Week Four

- Informal observation will be conducted by the Cooperating Teacher.

**Weeks Five through Eight**

- Second formal observation will be conducted by the appropriate TEP Content Area Faculty.

**Remediation Week (if necessary)**

- Final observation (if applicable) will be conducted by the Coordinator of Field Placement & Student Teaching.

**Practicum Seminars**

Students are required to attend seminars throughout the Practicum semester as specified in his/her Practicum syllabus. Additionally, Practicum students are required to attend the TEP Mentor and Mentee Event and the BCPS Principal Seminar, which will take place at Broward College. These seminars are considered critical assignments (pass/fail). Information regarding date, time, and location will be communicated by your Practicum Professor.

## **Student Teaching**

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 K-12 classroom. During student teaching, students will demonstrate and apply teaching competencies by completing a minimum of 37.5 contact hours per week for 12 weeks. The Student Teacher is required to create and implement three lesson plans and will be formally and informally observed working with learner(s). The formal observations will be completed by the Teacher Education Program (TEP) Clinical Education Staff/Faculty. The informal observation will be conducted by the Cooperating Teacher.

### **FTCE Deadlines for Student Teaching**

To be eligible for Student Teaching, students must pass the Professional Education Exam (PEd) and the Subject Area Exam (SAE) that applies to their program of study. Below are the Fall and Spring deadline for submitting passing PEd and SAE scores.

#### **Fall (2021) Semester Student Teaching FTCE Deadline**

October 29th, 2021—Students who submit passing scores ON or BEFORE October 29th will be cleared and have higher availability of their preferred placement. All students will have the opportunity to indicate their top TWO preferred settings on the Student Teaching Application

(link to apply will be emailed during Practicum semester). Students who submit passing scores will be placed for the Spring term.

November 30th, 2021—Deadline. Students who submit passing scores BETWEEN November 1st and November 30th will still have an opportunity to be placed for Student Teaching. If both test scores are submitted between November 1st-November 30th, students will be placed in a school setting. However, the preferred placement indicated on the Student Teacher Application may NOT be considered.

#### **Spring (2022) Semester Student Teaching FTCE Deadline**

March 25<sup>th</sup>, 2022—Students who submit passing scores ON or BEFORE March 25<sup>th</sup> will be cleared and have higher availability of their preferred placement. All students will have the opportunity to indicate their top TWO preferred settings on the Student Teaching Application (link to apply will be emailed during Practicum semester). Students who submit passing scores will be placed for the Fall term.

April 29<sup>th</sup>, 2021—Deadline. Students who submit passing scores BETWEEN March 28<sup>th</sup> and April 29<sup>th</sup> will still have an opportunity to be placed for Student Teaching. If both test scores are submitted between March 28<sup>th</sup> and April 29<sup>th</sup>, students will be placed in a school setting. However, the preferred placement indicated on the Student Teacher Application may NOT be considered.



## **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 12-week student teaching period. Student Teachers must complete the Student Teaching Logs each month and submit them in LiveText by the designated date (Appendix I).

Students must notify the Cooperating Teacher and the Coordinator of Field Placement and Student Teaching 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 Field Placement and Student Teaching in advance of absences when practicable under the circumstances.

Student Teachers are required to follow the School Board of Broward County calendar (including attendance and participation in teacher planning days and early release days) unless otherwise directed.

## **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).

## **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 ten days after the 5<sup>th</sup> week of the semester. Student Teachers are not eligible to serve as a substitute teacher in any other classroom within the placement school.

## **Employment**

In instances in which a Student Teacher is offered a position by the school Administrator of his/her assigned placement, he/she must contact the Coordinator of Field Placement & Student Teaching prior to accepting the position. Based on the unique instances of each situation, a committee composed of the Associate Dean, Coordinator of Field Placement & Student Teaching, and content area Faculty, will convene to determine whether or not the student will be released from his/her Student Placement to take on the new role.

## **Student Teaching Critical Assignments**

Assignments must be uploaded into LiveText by the due dates designated in the course syllabus.

## Professional Development Activities, Seminar Log, and Reflections

Students are required to attend professional development activities (TEP seminars, School Board of Broward County seminars, and school-site activity/meeting) throughout the course of the Student Teaching Internship. Students are required complete assignments as delineated in the course syllabus. Students may be required to attend additional seminars during the semester. Please refer to your course Syllabus for more information.

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

Each student will be observed three times: two formal and one informal.

Observation	Observer	Weight
1 <sup>st</sup> Formal	TEP Clinical Education Staff	Pass/Fail
Informal	Cooperating Teacher	Not graded
2 <sup>nd</sup> Formal	Coordinator, Field Placement & Student Teaching , Faculty/Staff	Pass/Fail
Remediation (resubmission if applicable)	Coordinator, Field Placement & Student Teaching, Faculty/Staff	Pass/Fail

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 (Appendix J), which outlines the appropriate FEAP indicators. After each observation, the Student Teaching Observation Tool will be reviewed with the TEP student to identify FEAP indicators met and those in need of improvement.

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.

## Student Teaching Remediation

If an indicator is not met during the 2<sup>nd</sup> formal observation, the Student Teaching Professor may initiate a Performance Improvement Plan (Appendix M). The plan will delineate areas for improvement with action steps. As part of the remediation process, Student Teaching will be extended by a minimum of two weeks or as needed. Furthermore, an additional formal observation will be conducted by the Student Teaching Professor. If the student does not meet every FEAP indicator on the Student Teaching Observation Tool during the remediation/final observation, the student will receive an “F” for the observation and therefore, fail the Student Teaching course and not progress to Student Teaching. The student will be required to retake the Student Teaching course in a future term.

## **Student Teaching Schedule**

The following is the required schedule of the student teaching internship. Any deviation to this schedule must receive prior approval from the Coordinator of Field Placement and Student Teaching and the Cooperating Teacher.

### Week 1

- Student Teachers should introduce him/herself to the school administration, office personnel and applicable support staff members.
- Review Student Teaching expectations, assignment, the Student Teaching Observation Tool, etc., with the Cooperating Teacher.
- Begin collaborating with the Cooperating Teacher in lesson planning and working with small groups.

### Week 2

- Student Teachers should begin by assuming direct instruction of half of his/her Cooperating Teacher's classes/periods and gradually assume all classes/periods.

### Week 3

- By the end of week 4, students should assume full instructional responsibility of the classroom.
- Students should begin to develop and implement Three Lesson Plans (critical assignments).
- Student Teachers should always receive prior approval from their Cooperating Teacher before assuming additional instructional responsibilities.

### Weeks 4-10

- Student Teachers will continue with full instructional responsibility of the classroom.

### Week 11

- In collaboration with his/her Cooperating Teacher, Student Teachers will begin to gradually release instructional responsibility back to the Cooperating Teacher.

### Week 12

- Student Teachers will have released all instructional responsibilities back to the Cooperating Teacher.
- Student Teachers should request a Letter of Recommendation from their Cooperating Teacher (if appropriate).

## **Student Teaching Observation Schedule**

The following is a sample observation schedule, which is subject to change at the discretion of the observer:

### Weeks 3 - 5

- First formal observation will be conducted by a TEP Clinical Education Staff and must be scheduled with the assigned observer.

### Weeks 6-7

- Informal observation and will be conducted by the Cooperating Teacher.

### Weeks 8-11

- Second formal observation will be conducted by the Coordinator of Field Placement and Student Teaching and must be scheduled with the assigned observer.

### Weeks 12-13

- Remediation observation (if applicable) will be conducted by the Coordinator of Field Placement and Student Teaching.

## Scholarships

There are several scholarships available to TEP students. Your TEP Advisor will alert you via e-mail when it is time to apply for each scholarship. Below is a list of scholarships for which you may be eligible. Please note that each scholarship has a different due date of which you will be informed of during the academic year. Students must complete a **Free Application for Federal Student Aid (FAFSA)** to be eligible for these scholarships.

### Careersource Broward Scholarship

- Broward County Resident
- Text “Scholarship” to 55222
- For more information visit: **Careersource Broward**

### **State Funded Scholarships:**

#### Florida Fund for Minority Teachers (FFMT)

- must be a Florida resident
- must self-identify as African American/Black, Hispanic/Latino, Asian American/Pacific Islander, or American Indian/Alaskan Native
- minimum of 2.5 GPA
- fully admitted into the TEP (passed all sections of the GKE and all lower-division pre-requisite courses)
- full-time attendance status
- have not exceeded 18 hours of upper-division courses

### **Broward College Scholarships (to apply, visit the BC Scholarship website):**

#### Broward College \$10K Bachelor

- 3.0 overall GPA
- First Time in College student (FTIC)
- committed to continuous enrollment (excluding summers)  
must maintain Florida residency

#### Andrea Mays Scholarship

- minimum 3.2 GPA
- full-time or part-time attendance status

#### Abraham K. Biggs, Jr. Scholarship

- reserved for students pursuing a BS in Math Education
- minimum 2.0 GPA
- full-time or part-time attendance status

#### Veazy Holt Memorial/ Southside Kiwanis Club Scholarship

- financial need-based
- minimum 2.5 GPA

- full-time attendance status
- must be a Florida resident
- must be a resident of 33312, 33315, 33316 west to US441

#### **Lawrence M. and Elsie S. Davie Memorial Scholarship**

- merit-based
- full-time or part-time attendance status
- minimum 3.5 GPA

#### **Dr. E. Ann McGee Scholarship**

- financial need-based
- minimum 2.5 GPA
- full-time or part-time attendance status

#### **Mr. & Mrs. Moore C. Perfect Memorial Scholarship**

- must be a junior or senior majoring in Math or Science Education
- merit-based
- financial need-based
- minimum 3.0 GPA
- full-time or part-time attendance status

#### **Margaret T. Tait Teaching Scholarship**

- merit-based
- full-time attendance status
- minimum 3.3 GPA
- must be a Broward County resident

#### **Downtown Fort Lauderdale Rotary Scholarship**

- financial need-based
- minimum 2.5 GPA
- full-time or part-time attendance status

#### **The Helios Education Foundation First Generation**

- must have completed the Student Life Skills course in the first year of study
- first generation college student
- must be a Florida resident
- minimum 2.0 GPA
- financial need-based

#### **Wells Fargo Teacher Education Scholarship**

- minimum 3.0 GPA
- must be enrolled in Student Teaching
- must be a Florida resident
- financial need-based

**Tom and Debbie Nycz Scholarship**

- Science Education major
- minimum 2.5 GPA
- financial need-based

**Title V COOP**

- minimum 3.0 GPA

## **Honor Society & Clubs**

### **Phi Delta Alpha: Education & Technology Club**

Phi Delta Alpha: The Education & Technology Club is a club sponsored by Dr. Dominique Charlotteaux, Senior Professor of Education and Psychology on South Campus. The club aims at creating opportunities for students to explore and enter the teaching profession. Since its inception in 2001, the club has hosted and/or participated in numerous college events, delivered workshops on pedagogy and technology, presented at national conferences, and provided community service, including tutoring, beach clean-ups, and urban gardening. Two of the signature events organized by the club are its annual "Education & Psychology Symposium", which examines critical issues in U.S. public education, and the "Becoming a Professional Teacher" event, which disseminates information about teaching in K-12 schools, including how to gain admission in a bachelors in education program, prepare for the General Knowledge Exam (GKE), become a licensed teacher, and obtain a teaching position.

### **Reading L.Y.F Club**

Reading L.Y.F. Club is sponsored by Professor Eileen Santiago. The mission of the Reading L.Y.F. club is to create a lifelong interest in reading. The club hosts events that provide reading material in various genres and engaging activities on campus and the community.

### **Minority Teachers Association**

The Broward College Minority Association (MTA) is a student centered organization. MTA is sponsored by Dr. Richard Pulido. MTA aims to increase minority representation in the teaching profession. The MTA will work to advance change in teacher gaps and promote equity in the teaching profession.

## **TEP Faculty Directory**

**Dr. Robin Behrman**, Part-time Professor

[rbehrman@broward.edu](mailto:rbehrman@broward.edu)

**Dr. Dominique Charlotteaux**, Senior Professor

[dcharlot@broward.edu](mailto:dcharlot@broward.edu)

**Dr. Gastride Harrigan**, Part-time Professor

[gharriga@broward.edu](mailto:gharriga@broward.edu)

**Christine Lamb**, Part-time Professor

[clamb@broward.edu](mailto:clamb@broward.edu)

**Carmen Ludtke**, Assistant Professor-TESOL

[cludtke@broward.edu](mailto:cludtke@broward.edu)

**Dr. Leo Nesmith**- Part-time Professor

[lnesmith@broward.edu](mailto:lnesmith@broward.edu)

**Dr. Richard Pulido**- Assistant Professor

[rpulido@broward.edu](mailto:rpulido@broward.edu)

**Eileen Santiago**, Assistant Professor – Reading

[esantiag@broward.edu](mailto:esantiag@broward.edu)

**Dr. Isis Silva**, Associate Professor

[isilva@broward.edu](mailto:isilva@broward.edu)

**Kelly Walker**, Assistant Professor – Exceptional Student Education

[kwalker1@broward.edu](mailto:kwalker1@broward.edu)



## **College-wide Resources**

### ***BC HelpDesk***

954-201-7521

**[helpdesk@broward.edu](mailto:helpdesk@broward.edu)**

### ***BC Campus Safety***

954-201-4357

Download the **[Broward College Rave Guardian App](#)** on your smartphone

### ***LiveText Support***

1-866-548-3839

### ***Financial Aid***

954-201-2330

North- Building 46, Room 252

Central- Building 19, Room 104

South- Building 68, Room 118

### ***Academic Success Center***

North- Building 62, (Library)

954-201-2260

Central- Building 17, Second Floor

954-201-6660

South- Building 72, First and Second Floor

954-201-8909

### ***Bookstore***

North- Building 46

954-201-2224

Central- Building 19

954-201-6830

South- Building 67

954-201-8805

### ***Office of Disability Services***

North- Building 46, Room 209

954-201-2489

Central- Building 19, Room 116-O

954-201-6527

South- Building 68C, Room 263

954-201-8096

### ***Federal Student Aid Loan Forgiveness for Teachers***

**<https://studentaid.ed.gov/sa/repay-loans/forgiveness-cancellation/teacher>**

## **Appendix A - Setting Up BC Student E-mail on your Smart Phone**

*For iPhone- <https://www.youtube.com/watch?v=jJY1FaOA0Ts>*

- *Go to “settings”*
- *Select “mail, contacts, calendars”*
- *Select “Add Account:*
- *Select “Microsoft Exchange”*
- *Type your FULL email address (include the @mail.broward.edu) and password*
- *Select “Continue”*
- *For server, type “m.outlook.com”*
- *For domain*
- *For username, type your FULL email address (include the @mail.broward.edu)*
- *Type your password*
- *Select “next”*
- *Turn on your contacts and select “keep on my iPhone”*
- *Select “save”*

*For Android-*

- *Follow these instructions: <http://help.outlook.com/en-US/140/dd940179.aspx>*

## Appendix B - TEP Lesson Plan Template

<b>Introduction</b>	
Student Name	Your Name
School Name	School where you are completing your hours
Grade Level(s)	Grade level(s) in which you are completing your hours
Class Size	The number of students in the class where you are completing your hours
Subject Area(s)	Subject areas addressed through your lesson
Lesson Plan Title	The title of your lesson plan
Time Frame	The time that your lesson plan will be implemented
CT's Name	The name of your cooperating teacher
<b>Learner Profile</b> (Describe the composition of the class to include general education, English Language Learners (ELL) and Exceptional Student Education (ESE) students. List unique characteristics of learners such as eligibilities, ability levels, etc.)	
<p>Include a narrative in paragraph form of the aforementioned information specific to the students you are implementing the lesson with.</p>	
<b>Florida Standards and/or Next Generation Sunshine State Standards</b> (visit <a href="http://www.floridastandards.org/Standards/FLStandardSearch.aspx">http://www.floridastandards.org/Standards/FLStandardSearch.aspx</a> to select the appropriate standards for this lesson.)	
<b>WIDA Standards</b> (visit <a href="https://www.wida.us/get.aspx?id=540">https://www.wida.us/get.aspx?id=540</a> ; then see Page 3) <b>Select all that apply</b>	
<input type="checkbox"/> WS1: For Social and Instructional purposes within the schoolsetting. <input type="checkbox"/> WS2: Information, ideas and concepts necessary for academic success in the content area of Language Arts. <input type="checkbox"/> WS3: Information, ideas and concepts necessary for academic success in the content area of Mathematics. <input type="checkbox"/> WS4: Information, ideas and concepts necessary for academic success in the content area of Science. <input type="checkbox"/> WS5: Information, ideas and concepts necessary for academic success in the content area of Social Studies.	
<b>Learning Outcomes</b> (State what the student will be able to do. Align outcomes with the standards identified above.)	
<p>Specifically state the ways in which your students will demonstrate mastery of the standards.</p>	
<b>Instructional Materials and Technology</b> (List everything needed in order to implement this lesson.)	
<p>Please complete this section using bullets. If I duplicate this lesson, what is everything I would need to do so? (Include links to websites when applicable)</p>	
<b>Implementation</b>	
<b>Entry Event</b> (Describe your opening activity that will activate prior knowledge and engage students.)	
<p>Please provide a narrative of how you will introduce the lesson and activate prior knowledge.</p>	

<b>Direct Instruction</b> (Describe how will you present the concept/skill to students.)			
Please number the steps and provide a description of each step.			
<b>Experiential Learning</b> (Describe the activities the students will complete with teacher support and/or peer collaboration to reinforce concepts presented during direct instruction.)			
Please number the steps and provide a description of each step.			
<b>Closure</b> (Describe the reflection methods and reinforcement strategies you will use to conclude the lesson.)			
Please provide a narrative of how you will conclude the lesson.			
<b>Evaluation and Monitoring</b>			
<b>Accommodations and/or Modifications</b> (Describe how you will accommodate students with special needs.)			
Please include any accommodations your students require for the lesson to be implemented effectively in bullet form.			
<b>ELL Strategies</b> (List specific strategies you will use to support ELLs.)			
Please include any accommodations your students require for the lesson to be implemented effectively in bullet form.			
<b>Differentiated Instruction</b> (Describe how you will tailor instruction to meet individual student needs.)			
<p><b>Below level students:</b> Explain how (1) materials, (2) instruction, and (3) activities will be modified to meet the needs of your below average students.</p> <p><b>On level students:</b> Lesson plan can be implemented as written.</p> <p><b>Above level students:</b> Explain how (1) materials, (2) instruction, and (3) activities will be modified to meet the needs of your above average students.</p>			
<b>21<sup>st</sup> Century Competencies</b> (Describe how students will demonstrate 21 <sup>st</sup> century competencies throughout the lesson.)			
Use this section as a checklist for your lesson plan to be sure that all of these skills are addressed through the lesson. Include in these boxes the sections of your lesson that address these skills.			
Critical Thinking:	Collaboration:	Creativity:	Communication:
<b>Integration of Literacy</b> (Describe how you will integrate reading, writing, and oral language skills in the lesson.)			
Reading:	Writing:	Oral Language:	
<b>Assessment</b> (Describe how you will assess student attainment of the lesson objectives.)			

<b>Formative:</b>  Describe how you informally assess students during your lesson.		<b>Summative:</b>  Describe how you will formally assess students on mastery of the identified standards.
<b>Extension</b> (Describe how you will re-teach, remediate, and enrich after lesson implementation.)		
<b>Re-Teach:</b>  How are you teaching this again to everyone.	<b>Remediate:</b>  How are you teaching this again to the students who do not understand.	<b>Enrichment:</b>  How are you teaching this to the students who demonstrated understanding prior to implementation of this lesson?
<b>Reflection</b> (Evaluate student learning outcomes and reflect upon your experiences. <b>How would you modify this lesson?</b> ) <b>This is the ONLY section you complete after you have been observed.</b>		
After you implement the lesson, complete the reflection component and then upload to Livetext within one week of being observed.		

**Teacher Education Program  
Field Experience Reaction Form**

Student Name \_\_\_\_\_ Badge Expiration Date \_\_\_\_\_

Course Instructor \_\_\_\_\_ Education Course \_\_\_\_\_ Term \_\_\_\_\_

Placement School \_\_\_\_\_

Cooperating Teacher's Name \_\_\_\_\_

Cooperating Teacher's Email Address \_\_\_\_\_

(All logged hours AND signatures will be verified by Cooperating Teachers and the TEP office).

Log the date and time of each field experience. The cooperating teacher's signature is **required after each visit**.

Date	Time In	Time out	Hours	Student's Initials	Cooperating Teacher's Signature
<b>Total Hours:</b>					

**Cooperating Teacher:** Please rate the student in the areas below by placing an "X" next to the appropriate level.

***Attendance & Punctuality***

***Professionalism***

Excellent (perfect attendance & punctuality)		Excellent (very professional behavior/attire)	
Average (tardy/absent with prior notification)		Average (professional behavior/attire)	
Poor (any tardy or absence w/o notification)		Poor (unprofessional behavior/attire)	

***Initiative & Enthusiasm***

***Ability to connect with students***

Excellent (always takes initiative and is very enthusiastic)		Excellent (very approachable/friendly demeanor)	
Average (takes initiative and is enthusiastic)		Average (approachable/friendly demeanor)	
Poor (takes no initiative and unenthusiastic)		Poor (unapproachable/unfriendly demeanor)	

**Comments:**

**Cooperating Teacher's Signature:** \_\_\_\_\_

(to be signed on the final visit)

**Students:** Please indicate ALL placements for the current term.

Term	Course Requiring Field Experience	Professor	Number of Required Hours	School Placement	Cooperating Teacher

## **Appendix D - Field Experience Frequently Asked Questions (FAQs)**

### **Q: Why do I need a security clearance badge to complete fieldwork?**

*A: By law, all persons intending to work with K-12 student must complete a background check and fingerprint screening. Broward County Public Schools employs the Fieldprint fingerprinting agency. Upon completion of a background check, BC students receive a security clearance badge that must be worn at all times while in a school setting.*

### **Q: How much does the background check/security clearance badge cost?**

*A: The cost of the badge is \$72.50. The badge is valid for one year, the expiration date is printed on the badge. The cost to renew a badge is \$20.00. All students must renew their badge prior to the expiration date or they will be required to complete the background check over from the first step. If you are employed in a Broward County Public School, have been fingerprinted through the district, and have a **valid** personnel number, you may be eligible for a vendor badge. The fee for a vendor badge is \$7.50.*

### **Q: Where will I be placed for field experience?**

*A: All students will be placed in a Broward County public, private or charter school.*

### **Q: Can I request a specific school to fulfill my field experience hours?**

*A: No. The TEP Office cannot take requests for placement at any time.*

### **Q: I currently work in a school. May I fulfill my hours at the school where I am employed?**

*A: No. All students must register on the Field Experience Database to be placed in a school regardless of whether a BC student is employed at a school. If you are a grant recipient, please contact the Coordinator of Field Placement and Student Teaching for placement requirements.*

### **Q: How many hours can I complete in one day?**

*A: Please refer to your course syllabus for the maximum hours allowed per day. Students typically complete 3-5 hours of field experience per school visit.*

### **Q: Where do I find the Reaction Form?**

*A: The Field Experience Reaction Forms are available on the **TEP Field Experience Placement website**.*

## Appendix E- Methods Observation Form

### METHODS OBSERVATION FORM

Preprofessional: \_\_\_\_\_ Observation Date: \_\_\_\_\_  
 Observer Signature: \_\_\_\_\_ Course: \_\_\_\_\_  
 School: \_\_\_\_\_ Cooperating Teacher: \_\_\_\_\_  
 Group Size: \_\_\_\_\_ Grade Level: \_\_\_\_\_  
 Time Frame: \_\_\_\_\_ Lesson Plan Topic: \_\_\_\_\_

FEAPs					Comments
The Learning Environment					
2.C. Conveys high expectations to all students					
2.E. Models clear, acceptable oral and written communication skills					
2.F. Maintains a climate of openness, inquiry, fairness and support					
2.H. Adapts the learning environment to accommodate the differing needs and diversity of students					
Actionable Feedback Specific to the Learning Environment:					
Instructional Delivery and Facilitation					
3.A. Deliver engaging and challenging lessons					
3.F. Employ higher-order questioning techniques					



3.G. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding						
3.I. Support, encourage, and provide immediate and specific feedback to students to promote student achievement						
Actionable Feedback Specific to Instructional Design and Lesson Planning:						
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.						
Actionable Feedback Specific to Professionalism-Related Domains:						

**Summative Actionable Feedback on Lesson Plan and Observation:**

## Appendix F – Practicum Student/Cooperating Teacher Agreement



### Practicum Student / CT Agreement

Introduction (Please Print)	
Pre-professional	
School Name	
Grade/Setting	
Cooperating Teacher	
Cooperating Teacher's Email	

**After reviewing all Practicum policies and guidelines the Pre-professional and Cooperating Teacher must complete this form. The form must be submitted in LiveText.**

1. I am required to attend my Practicum placement for a minimum of one full instructional day per week (teacher work hours) for eight weeks. The teacher work hours are from \_\_\_\_\_ to \_\_\_\_\_.
2. I am required to inform my Cooperating Teacher in advance of any absence. \_\_\_\_\_
3. All absences must be made-up.
4. I must dress in business casual attire on a daily basis (no jeans, sandals/flip flops, t-shirts, or casual attire). If observed wearing inappropriate attire, I will be asked to leave the Practicum site and must make-up the entire day.
5. It my responsibility to contact the appropriate observer(s) with optional days/times for an observation before the due date(s) outlined in the course syllabus. These days/times must be pre-approved by my Cooperating Teacher.
6. I am required to utilize instructional technology during each of my lesson plans. If my assigned classroom is not equipped with this technology, I will seek the assistance of my Cooperating Teacher, the school's Field Experience Coordinator, and/or the school's Technology Specialist to make sure that I have access to these materials.
7. I am required to design learning experiences that incorporate a variety of authentic projects designed to assist diverse students in expanding creative thinking abilities. Authentic projects include hands-on activities, labs, and/or the use of manipulatives.
8. At all times, I am to follow the Code of Ethics of the Education Profession in Florida. If I am observed not following these guidelines, my Cooperating Teacher will contact the Coordinator of Clinical Education to set up a conference and appropriate actions will ensue.
9. I am required to submit my Practicum Attendance Log in LiveText, according to the schedule outlined in the course syllabus.

**Date:**

**Signatures:** Pre-professional

\_\_\_\_\_

(My signature represents that I have reviewed this document with my Cooperating Teacher and that I will be held accountable for the items listed above and the requirements in the TEP Handbook).

**Date:**

Cooperating Teacher

\_\_\_\_\_

My signature only represents that I have reviewed this document with the student.

## Appendix G – Practicum Placement Log

### Practicum Placement Log

Student Name \_\_\_\_\_ Badge Expiration Date \_\_\_\_\_

Course Instructor \_\_\_\_\_ Education Course \_\_\_\_\_ Term \_\_\_\_\_

Placement School \_\_\_\_\_ Cooperating Teacher's  
Name \_\_\_\_\_ Cooperating

Teacher's Email Address \_\_\_\_\_

(All logged hours AND signatures will be verified by Cooperating Teachers and the TEP office).

Log the date and time of each field experience. The cooperating teacher's signature is **required after each visit**.

Week Of	Date	Time In	Time out	Hours	Student's Initials	Cooperating Teacher's Signature

**Cooperating Teacher:** Please rate the student in the areas below by placing an "X" next to the appropriate level.

<i>COOPERATING TEACHER EVALUATION</i>				
	Not met	Met	Exceeds	Comments
Shows Initiative and Enthusiasm				
Attendance and Punctuality				
Professional Attire and Behavior				

Comments:

**Cooperating Teacher's Signature:** \_\_\_\_\_ (to be signed on the final visit) **Date:** \_\_\_\_\_

**Student Teacher Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Students:** Please indicate ALL placements for the current term.

Term	Course Requiring Field Experience	Professor	Number of Required Hours	School Placement	Cooperating Teacher

Practicum hours cannot be completed on Early Release or Teacher Planning days.

Each field work visit must be completed during regular teacher work hours.

\*\*\*All **TEP students** must submit this form in LiveText\*\*\*

## PRACTICUM OBSERVATION FORM

**Pre Professional:**  
**Observer Signature:**  
**School:**  
**Group Size:**  
**Time Frame:**

**Observation Date:**  
**Course: Practicum**  
**Cooperating Teacher:**  
**Grade Level:**  
**Lesson Plan Topic:**

FEAPs		Applying	Developing	Beginning	Not Using
Instructional Design and Lesson Planning					
1.A. Aligns instruction with state-adopted standards at the appropriate level of rigor					
1.B. Sequences lessons and concepts to ensure coherence and required prior knowledge					
1.C. Designs instruction for students to achieve mastery					
1.E. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons					
1.F. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies					
Actionable Feedback Specific to Instructional Design and Lesson Planning:					
The Learning Environment					
2.A. Organizes, allocates, and manages the resources of time, space, and attention					
2.B. Manages individual and class behaviors through a well-planned management system					
2.C. Conveys high expectations to all students					
2.D. Respects students' cultural linguistic and family background					
2.E. Models clear, acceptable oral and written communication skills					
2.F. Maintains a climate of openness, inquiry, fairness and support					
2.H. Adapts the learning environment to accommodate the differing needs and diversity of students					
2.I. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals					

<b>Actionable Feedback Specific to the Learning Environment:</b>						
<b>Instructional Delivery and Facilitation</b>						
3.A. Deliver engaging and challenging lessons						
3.B. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter						
3.E. Relate and integrate the subject matter with other disciplines and life experiences						
3.F. Employ higher-order questioning techniques						
3.G. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding						
3.I. Support, encourage, and provide immediate and specific feedback to students to promote student achievement						
<b>Actionable Feedback Specific to Instructional Delivery and Facilitation:</b>						
<b>Assessment</b>						
4.B. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery						
4.C. Uses a variety of assessment tools to monitor student progress, achievement and learning gains						
4.D. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge						
<b>Actionable Feedback Specific to Assessment:</b>						
<b>Continuous Professional Improvement</b>						
5.B. Examines and uses data-informed research to improve instruction and student achievement						
<b>Professional Responsibility and Ethical Conduct</b>						
6.D. Identify and apply policies and procedures for the safe, appropriate, and ethical use of technologies.						
<b>Professionalism</b>						
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.						

## Appendix I – Student Teaching Log

**BROWARD COLLEGE**

**Student Teaching Log – \_\_\_\_\_**

Name (please print) \_\_\_\_\_ (month/year) \_\_\_\_\_

Student ID# \_\_\_\_\_

Placement School \_\_\_\_\_

Cooperating Teacher \_\_\_\_\_

Cooperating Teacher Email \_\_\_\_\_



At the end of the month, both the Student must submit the log in LiveText by the deadline.

DATE	TIME IN	TIME OUT	STUDENT INITIALS	COOPERATING TEACHER INITIALS

<b>COOPERATING TEACHER EVALUATION</b>				
	<b>Does not meet</b>	<b>Meets</b>	<b>Exceeds</b>	<b>Comments</b>
<b>Lesson Plan Development and Implementation</b>				
<b>Classroom Management</b>				
<b>Professional Collaboration and Application of Feedback</b>				
<b>Professional Attire and Behavior</b>				

Student Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Cooperating Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix J – Student Teaching Observation Form

STUDENT TEACHING OBSERVATION FORM					
<b>Pre- Professional:</b> <b>Observer Signature:</b> <b>School:</b> <b>Group Size:</b> <b>Time Frame:</b>	<b>Observation Date:</b> <b>Course: <u>Student Teaching</u></b> <b>Cooperating Teacher:</b> <b>Grade Level:</b> <b>Lesson Plan Topic:</b>				
FEAPs		Applying	Developing	Beginning	Not Using
<b>Instructional Design and Lesson Planning</b>					
1.A. Aligns instruction with state-adopted standards at the appropriate level of rigor					
1.B. Sequences lessons and concepts to ensure coherence and required prior knowledge					
1.C. Designs instruction for students to achieve mastery					
1.D. Selects appropriate formative assessments to monitor learning					
1.E. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons					
1.F. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies					
<b>Feedback Specific to Instructional Design and Lesson Planning:</b>					
<b>The Learning Environment</b>					
2.A. Organizes, allocates, and manages the resources of time, space, and attention					
2.B. Manages individual and class behaviors through a well-planned management system					
2.C. Conveys high expectations to all students					
2.D. Respects students' cultural linguistic and family background					
2.E. Models clear, acceptable oral and written communication skills					

2.F. Maintains a climate of openness, inquiry, fairness and support						
2.G. Integrates current information and communication technologies						
2.H. Adapts the learning environment to accommodate the differing needs and diversity of students						
2.I. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals						
<b>Feedback Specific to the Learning Environment:</b>						
<b>Instructional Delivery and Facilitation</b>						
3.A. Deliver engaging and challenging lessons						
3.B. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter						
3.E. Relate and integrate the subject matter with other disciplines and life experiences						
3.F. Employ higher-order questioning techniques						
3.G. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding						
3.I. Support, encourage, and provide immediate and specific feedback to students to promote student achievement						
<b>Feedback Specific to Instructional Delivery and Facilitation:</b>						
<b>Assessment</b>						
4.B. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery						
4.C. Uses a variety of assessment tools to monitor student progress, achievement and learning gains						
4.D. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge						
4.F. Applies technology to organize and integrate assessment information						



<b>Feedback Specific to Assessment:</b>						
<b>Continuous Professional Improvement</b>						
5.B. Examines and uses data-informed research to improve instruction and student achievement						
<b>Professional Responsibility and Ethical Conduct</b>						
6.D. Identify and apply policies and procedures for the safe, appropriate, and ethical use of technologies.						
<b>Professionalism</b>						
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.						
<b>Feedback Specific to Professionalism-Related Domains:</b>						

**Summative Feedback on Lesson Plan and Observation:**

## Appendix K - Broward College 2021-2022 Academic Calendar

<https://www.broward.edu/registrar/term-dates.html>

BROWARD COLLEGE  FALL 2021	SESSION 1	SESSION 2	SESSION 3	SESSION 4
	Aug 18 – Dec 13	Aug 18 – Oct 13	Sept 8 – Dec 6	Oct 18 – Dec 13
Classes begin	Aug 18	Aug 18	Sept 8	Oct 18
Weekend College classes begin	Aug 21	Aug 21	Sept 11	Oct 23
Last day to add a class	Aug 24	Aug 20	Sept 14	Oct 20
Last day to drop a class and 100% refund	Aug 25	Aug 25	Sept 15	Oct 25
Enrollment verification begins	Aug 26	Aug 26	Sept 16	Oct 26
Enrollment verification ends	Sept 1	Sept 1	Sept 22	Nov 1
College closed (Labor Day) No day or evening classes	Sept 6	Sept 6		
Columbus Day/Indigenous Peoples' Day No day or evening classes	Oct 11	Oct 11	Oct 11	
Last day to Withdraw from any class Withdraw - "W" grade posted on transcript Last day to change from credit to audit * Audit - "XC" grade posted on transcript After the drop period, any student wishing to change from credit to audit must receive instructor approval. The audit counts as an attempt in the subject area.	Oct 26	Sept 23	Oct 29	Nov 19
College closed (Veterans Day) No day or evening classes	Nov 11		Nov 11	Nov 11

BROWARD COLLEGE  SPRING 2022	SESSION 1	SESSION 2	SESSION 3	SESSION 4
	Jan 5 – May 3	Jan 5 – Feb 27	Jan 24 – Apr 24	Mar 8 – May 3
Classes begin	Jan 5	Jan 5	Jan 24	Mar 9
Weekend College classes begin	Jan 8	Jan 8	Jan 29	Mar 12
Last day to add a class	Jan 11	Jan 7	Jan 31	Mar 11
Last day to drop a class and 100% refund	Jan 12	Jan 12	Feb 1	Mar 16
Enrollment verification begins	Jan 13	Jan 13	Feb 2	Mar 17
Enrollment verification ends	Jan 19	Jan 19	Feb 8	Mar 23
College closed (Dr. Martin L. King, Jr. Birthday) No day or evening classes	Jan 17	Jan 17		
College closed (Professional Development Day) No day classes. Evening classes ONLY at 5pm	Feb 18	Feb 18	Feb 18	
College closed (Spring Break) No day or evening classes	Feb 28 - Mar 6		Feb 28 - Mar 6	
Last day to Withdraw from any class Withdraw - "W" grade posted on transcript Last day to change from credit to audit * Audit - "XC" grade posted on transcript After the drop period, any student wishing to change from credit to audit must receive instructor approval. The audit counts as an attempt in the subject area.	Mar 21	Feb 7	Mar 22	Apr 12

BROWARD COLLEGE  FALL 2021	SESSION 1	SESSION 2	SESSION 3	SESSION 4
	Aug 18 – Dec 13	Aug 18 – Oct 13	Sept 8 – Dec 6	Oct 18 – Dec 13
College closed (Thanksgiving) No day or evening classes	Nov 24 – Nov 28		Nov 24 – Nov 28	Nov 24 – Nov 28
Last day of classes	Dec 6	Oct 13	Dec 6	Dec 13
Final Examination Week	Dec 7 – 13	Last day of class	Last day of class	Last day of class
Final grades submission deadline	Dec 14 3:00pm	Oct 14 3:00pm	Dec 14 3:00pm	Dec 14 3:00pm
Grades available - student portal "myBC"	Dec 15	Oct 15	Dec 15	Dec 15
Graduation Ceremony	Dec 15	Dec 15	Dec 15	Dec 15

BROWARD COLLEGE  SPRING 2022	SESSION 1	SESSION 2	SESSION 3	SESSION 4
	Jan 5 – May 3	Jan 5 – Feb 27	Jan 24 – Apr 24	Mar 8 – May 3
Last day of class	April 26	Feb 27	Apr 24	May 3
Final Examination Week	Apr 27 – May 3	Last Day of Class	Last Day of Class	Last Day of Class
Final grades submission deadline	May 4 by 3:00 pm	Mar 7 by 3:00 pm	May 4 by 3:00 pm	May 4 by 3:00 pm
Grades available - student portal "myBC"	May 5	Mar 8	May 5	May 5
Graduation Ceremony	May 5	May 5	May 5	May 5

## Appendix L - Broward County Public Schools 2021-2022 Academic Calendar



# 2021/22 SCHOOL CALENDAR

For an ADA accessible version of this calendar, visit [browardschools.com/accessiblecalendar](http://browardschools.com/accessiblecalendar).

AUGUST				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

SEPTEMBER				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

OCTOBER				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

NOVEMBER				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

DECEMBER				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

JANUARY				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

FEBRUARY				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28				

MARCH				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

APRIL				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

MAY				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

JUNE				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

- Employee Planning (no school for students)
- Schools and Administrative Offices Closed
- Schools Closed
- Report Cards Issued
- Interim Reports Issued
- Early Release Day
- First and Last Day of School

Hurricane Make-Up Days: 10/19/21, 1/10/22, 2/14/22, 3/17/22, 4/14/22, 6/9/22

## Appendix M – Performance Improvement Plan



# Performance Improvement Plan

Student: \_\_\_\_\_

Date of Initial Meeting: \_\_

Team Members: \_\_\_\_\_

Semester: \_\_\_\_\_

Follow Up (Frequency/Duration): \_\_\_\_\_

### **DESCRIPTION OF AREAS FOR IMPROVEMENT**

\_\_\_\_\_ was observed to have the following areas requiring immediate remediation:

- 

### **RECCOMENDED STEPS FOR IMPROVEMENT**

As a result of what was observed, the following recommendations have been made to address identified deficits:

- 

### **STUDENT/TEP AGREEMENT**

I, \_\_\_\_\_ (Insert Student Name) fully understand that the steps outlined in this Performance Improvement Plan are my responsibility and should I not fulfill all of the outlined steps I may not successfully be able to pass \_\_\_\_\_ (Insert Semester/Course). Failure to pass \_\_\_\_\_ (Insert Semester/Course) will make me ineligible for Student Teaching until the necessary steps are taken.

Student Name \_\_\_\_\_

Date \_\_\_\_\_

### **Schedule for Program Review**

The following guidelines will be implemented to monitor \_\_\_\_\_ progress throughout the semester:

- **Frequency/Duration outlined above** check-ins with school-based professionals to ensure that \_\_\_\_\_ (Insert Student Name) is upholding his/her responsibilities and the terms of this plan as outlined above.

TEAM MEMBER SIGNATURES	Title/Role
	Associate Dean of the Education Pathway
	Professor of Record
	Coordinator of Field Placement and Student Teaching
	Dean of Student Services (as needed)



## The Sheltered Instruction Observation Protocol (SIOP) (Echevarria, Vogt, & Short, 2000; 2004; 2008)

Observer:

Teacher:

Date:

School:

Grade:

Class/Topic:

ESL Level:

Lesson: (check one) ☐ Multiday ☐ Single-day

**Directions:** Check the box that best reflects what you observe in a sheltered lesson. You may give a score from 0-4 (or NA on selected items). Cite under *Comments* specific examples of the behaviors observed.

	Highly Evident 4	3	Somewhat Evident 2	1	Not Evident 0	NA
<b>Lesson Preparation</b>						
1. <b>Content objectives</b> clearly defined, displayed, and reviewed with students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. <b>Language objectives</b> clearly defined, displayed, and reviewed with students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. <b>Content concepts</b> appropriate for age and educational background level of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. <b>Supplementary materials</b> used to a high degree, making the lesson clear and meaningful (e.g., computer programs, graphs, models, visuals)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. <b>Adaptation of content</b> (e.g., text, assignment) to all levels of student proficiency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. <b>Meaningful activities</b> that integrate lesson concepts (e.g., surveys, letter writing, simulations, constructing models) with language practice opportunities for reading, writing, listening, and/or speaking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

*Comments:*

	4	3	2	1	0	NA
<b>Building Background</b>						
7. <b>Concepts explicitly linked</b> to students' background experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. <b>Links explicitly made</b> between past learning and new concepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. <b>Key vocabulary</b> emphasized (e.g., introduced, written, repeated, and highlighted for students to see)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

*Comments:*

	4	3	2	1	0	NA
<b>Comprehensible Input</b>						
10. <b>Speech</b> appropriate for students' proficiency level (e.g., slower rate, enunciation, and simple sentence structure for beginners)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11. <b>Clear explanation</b> of academic tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12. <b>A variety of techniques</b> used to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

*Comments:*

	4	3	2	1	0	NA
<b>Strategies</b>						
13. Ample opportunities provided for students to use <b>learning strategies</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
14. <b>Scaffolding techniques</b> consistently used assisting and supporting student understanding (e.g., think-alouds)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

15. A variety of <b>questions or tasks that promote higher-order thinking skills</b> (e.g., literal, analytical, and interpretive questions) <i>Comments:</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Interaction</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>NA</b>
16. Frequent opportunities for <b>interaction</b> and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
17. <b>Grouping configurations</b> support language and content objectives of the lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
18. Sufficient <b>wait time for student responses</b> consistently provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
19. Ample opportunities for students to <b>clarify key concepts in L1</b> as needed with aide, peer, or L1 text <i>Comments:</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Practice and Application</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>NA</b>
20. <b>Hands-on materials and/or manipulatives</b> provided for students to practice using new content knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Activities provided for students to <b>apply content and language</b> knowledge in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Activities integrate all <b>language skills</b> (i.e., reading, writing, listening, and speaking) <i>Comments:</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Lesson Delivery</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>NA</b>
23. <b>Content objectives</b> clearly supported by lesson delivery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
24. <b>Language objectives</b> clearly supported by lesson delivery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
25. <b>Students engaged</b> approximately 90% to 100% of the period	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
26. <b>Pacing</b> of the lesson appropriate to students' ability level <i>Comments:</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Review and Assessment</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>NA</b>
27. Comprehensive <b>review of key vocabulary</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
28. Comprehensive <b>review of key content concepts</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
29. Regular <b>feedback</b> provided to students on their output (e.g., language, content, work)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
30. <b>Assessment of student comprehension and learning</b> of all lesson objectives (e.g., spot checking, group response) throughout the lesson <i>Comments:</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Total Points Possible: 120 (Subtract 4 for each NA given)</b>						
<b>Total Points Earned:</b>	<b>Percentage Score:</b>					



Teacher Education Program

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TEP Blog: <http://BrowardCollegeEducationPathway.blogspot.com>

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