

TEACHER EDUCATION BROWARD COLLEGE™

Cooperating Teacher Handbook 2021-2022

Revised June 2021

"Teachers who love teaching, teach children to love learning."

~ Robert John Meehan

Dear Cooperating Teacher,

On behalf of Broward College, the Faculty and Staff of Teacher Education Program truly thanks you for your time and dedication to our future educators. Your mentorship and support this semester is no small task. We greatly honor the opportunity you have awarded our pre-service teachers. It is our expectation that the student teacher working with you will be a great asset to you and your students during the time they spend in your classroom. These candidates are eager and willing to learn as much as possible from your experiences and expertise.

In this handbook, you will find information about requirements for students completing field experience hours in varying stages of their education program. Additionally, we have included expectations and resources for Cooperating Teachers and Student Teachers to ensure that all participants have a positive experience.

Please do not hesitate to contact the Teacher Education Program with any questions or concerns you may have at any time. Our partnership is vitally important and essential to support our future teachers.

Ms. Kimberly Perkins - Field Placement and Student Teaching
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Qualifications and Responsibilities of Cooperating Teachers

Qualifications of the Cooperating Teacher

1. completion of the clinical educator training
2. at least 3 years teaching experience in prekindergarten through grade 12
3. hold a valid professional certificate issued by the state in which the field experience takes place
4. earn an effective or highly effective rating on the prior year's performance evaluation

Responsibilities of the Cooperating Teacher

The Cooperating Teacher will provide preservice teachers with mentorship, opportunities for collaboration, coaching, reflection and ongoing feedback. Even though preservice teachers are initially only observing the cooperating teacher, they are encouraged to become a part of the classroom community right away. It is very helpful when a preservice teacher is introduced to the students and staff at their placement site as a teacher rather than as a student.

Broward College Teacher Education Program's expectation is that preservice teachers will be allowed to exercise their creativity and apply the knowledge and skills they have learned to increase preparedness prior to entering the field. However, we do not want to disrupt learning in the assigned

placement setting in any way. Preservice teachers need to work within the standards and requirements for the classroom in which they are placed.

Preservice teachers enrolled in Practicum and Student Teaching, need to spend the bulk of their experience teaching and interacting with K-12 students, with the approval and guidance of the cooperating teacher.

First Days

Sit down with your preservice teacher to discuss expectations and to create a timeline.

1. What is your classroom management style? What do you expect from the preservice teacher?
2. What is your expectation for classroom routines? When is it ok for children to use the bathroom, sharpen pencils, get a drink of water, etc.
3. What do you want the preservice teacher to be doing while you are teaching? What will you be doing when the preservice teacher is teaching?
4. What time should the preservice teacher arrive and leave for the day?
5. Where/when is lunch? Is there lunchroom or playground duty?
6. What is your policy on bringing in outside food and beverages?
7. Timeline: Discuss how you expect the preservice teacher to complete his/her hours in your classroom.

Observations (Methods, Practicum and Student Teaching Only)

Cooperating Teachers are asked to observe preservice teacher(s) while he/she is teaching when a student is placed in their classroom for Practicum and Student Teaching ONLY. Written feedback must be provided to the preservice teacher. Immediate feedback about the lesson is ideal, but we realize that is not always possible. It is encouraged that discussion regarding the observation be completed at some point in the same school day

that the observation took place. The forms needed to be used for the informal observation are provided in appendices of this handbook.

Lesson Plans (Methods, Practicum and Student Teaching Only)

Preservice teachers are required to collaborate on lesson plans with the cooperating teacher before they teach the lesson. Cooperating teachers know their students well and your insight is critical to the success of a lesson. Reflection after a lesson is taught should also be incorporated regularly throughout the day. All Practicum students and Student Teachers are required to use the TEP Lesson Plan Template (Appendix A) for informal and formal observations.

Expectations of Field Experience

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. For guided placements, students are required to track all hours and obtain cooperating teacher feedback using the Field Experience Reaction Form (Appendix B).

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 (total of 90 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.

Breakdown of Hours and Setting Required by Course

All Students Pursuing a Bachelors in Education (Guided Placement Courses)		
Course	Required Hours	Required Setting
EDF 1005	15	K-12 Setting
EDF 2085	15	K-12 Setting
EDF 3280	10	K-12 Setting
EEX 3011	10	K-12 ESE Setting
RED 3342	10	K-12 Reading Setting
TSL 3080	10	6-12 ESOL Setting
EDG 4410	10	K-12 Setting

Students Pursuing a Bachelors in Exceptional Student Education K-12		
Course	Required Hours	Required Setting
RED 4519	15	K-12 Reading Setting
EEX 3601	10	K-12 ESE/Inclusion Setting
MAE 4310	15	K-12 Math Setting
EEX4472	10	K-12 ESE Center
EEX4843	60	K-12 ESE Setting
RED 4844	30	K-3 Reading Setting
EEX 4945	12 weeks	K-12 ESE Setting

Students Pursuing a Bachelors in Secondary Biology Education		
Course	Required Hours	Required Setting
SCE 3320	15	5-9 Science Setting
SCE 4330	15	6-12 Biology Setting
SCE 3941	60	6- 12 Biology Setting
SCE 4945	12 weeks	6-12 Biology Setting

Students Pursuing a Bachelors in Math Education		
Course	Required Hours	Required Setting
MAE 4320	15	5-9 Math Setting
MAE 4330	15	5-9 Math Setting
MAE 3941	15	6-12 Math Setting
MAE 4945	60	6- 12 Math Setting

Educator Preparation Institute (EPI) Students		
Course	Required Hours	Required Setting
EPI 0940	30	

EPI 0945	30	Setting Determined by Subject on Statement of Eligibility
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***** If you are concerned that your setting may not meet the requirements outlined above, please contact the Coordinator of Field Placement and Student Teaching as soon as possible.**

Requirements of Field Experience

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 scan your badge or 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.

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.

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.

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 C). This serves as an informal observation.

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

Program	Course	Field Experience Hours
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 D).

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.

Practicum hours will be tracked by the student using the Practicum Observation Logs (Appendix E). 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	Week(s) Conducted
1 st Formal	Coordinator of Field Placement & Student Teaching or TEP Staff	Weeks 3-4
Informal	Cooperating Teacher	Week 5
2 nd Formal	TEP Content Area Faculty	Week 6-8
Remediation (resubmission if applicable)	TEP Content Area Faculty	Remediation Week (if necessary)

During these observations the TEP student will be assessed using the Practicum Observation Tool (Appendix F), which outlines the appropriate FEAP indicators.

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.

Student Teaching Attendance Policy

It is essential that Student Teachers attend every day of the student teaching internship and show professionalism by being on time. Any absence, excused/unexcused, from student teaching must be made up at the end of the 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 G).

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.

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 3rd week of the semester. Student Teachers are not eligible to serve as a substitute teacher in any other classroom within the placement school.

Working with Families

Preservice teachers are required to participate in parent/teacher conferences as well as Individualized Education Plan (IEP) meetings. It is up to the Cooperating Teacher to determine the extent of participation. Candidates need to assist with preparing for conferences as part of a collaborative team. They also need to at least observe a conference. The ideal situation would be for them to take the lead for one or more conferences.

Collaboration

As much as possible, students need to have opportunities to become members of instructional teams in the school and active participants in professional decisions. Students should be active participants in professional learning communities (PLC), school faculty meetings, and as much as possible in the Parent Teacher Association (PTA), and School Advisory Council (SAC).

Student Teaching Observations

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

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

During the second formal observation, the TEP student is required to meet every FEAP indicator on the Student Teaching Observation Tool. If an indicator is not met during the second formal observation, one final observation will be conducted. 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.

Week 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.

Extending Student Teaching

A student teacher may receive an “Incomplete” if it is determined that more time is needed to demonstrate competence. In this case, the student teacher will be given the chance to extend student teaching rather than fail. A progress monitoring plan will be implemented and must be strictly followed by the student teacher. If, after the extended time is completed, the student teacher is able to meet the standards for a successful student teacher, he or she may receive a grade of “Pass.”

“Incomplete” means that the student teacher has completed all the requirements for student teaching, but needs more time to demonstrate mastery in one or more of the areas on the Student Teaching Observation Tool (Appendix H).

Termination of Student Teaching

If a student teacher is asked to leave his or her Student Teaching assignment by the Cooperating Teacher or other school official, the student teaching experience will be immediately terminated.

A student who fails Student Teaching will be required to spend a semester in remediation as determined by TEP faculty and administrative team. When the student has successfully completed remediation requirements, he or she may be allowed to repeat Student Teaching.

The Role of the Broward College TEP Coordinator of Field Placement and Student Teaching in Supporting the Cooperating Teacher

- Ensure each Cooperating Teacher has a copy of the Cooperating Teacher Handbook.
- Check in regularly with the Cooperating Teacher so that no one is surprised if a problem arises. If you are not able to do this in person every time, an email or phone call is an acceptable form of communication.
- *Formally observe each preservice teacher at the times outlined above.
- *Schedule observations ahead of time and arrive when expected.
- *Schedule enough time for visits so there is plenty of time for touching base with the cooperating teacher and giving feedback to the preservice teacher.
- *Require detailed TEP lesson plan for each observation and provide feedback digitally to the preservice educator for review.
- *Maintain and communicate high expectations of preservice teachers during early observations and address ALL issues or potential issues regarding classroom management, instructional delivery, and other areas during post observation conference.
- *Give constructive as well as reinforcing feedback after each observation. Always challenge students with some aspect for further growth.
- *Develop an individualized progress monitoring plan (Appendix I) to include regular follow ups for any student identified as not demonstrating adequate mastery of the Florida Educator Applied Practices (FEAPs).
- Ensure that preservice teachers meet all requirements for successful completion of their program as outlined in the TEP Student Handbook and course syllabus.
- *Complete final evaluations for each preservice teacher.

** Denotes responsibilities specific to students in Practicum and Student Teaching.*

Ms. Kimberly Perkins - Coordinator of Field Placement and Student Teaching

Email: edufieldplacement@broward.edu

Office: (954) 201-2500

The Coordinator of Field Placement and Student Teaching is your first contact for questions and concerns. If you find that you are not having your questions and concerns addressed by the supervisor, please contact one of the Teacher Education Program Faculty/Staff listed below:

Broward College TEP Contacts

Mr. Juan Ospina
Associate Dean, Education Pathway Email:
jospina@broward.edu
Office: 954-201-2500

Ms. Kimberly Perkins
Coordinator, Field Placement and Student Teaching
kperkin1@broward.edu
Office: 954-201-2500

Appendix A - TEP Lesson Plan Template

Introduction									
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								
<p>Learner Profile (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> <p style="color: red; text-align: center;">Include a narrative in paragraph form of the aforementioned information specific to the students you are implementing the lesson with.</p>									
<p>Florida Standards, B.E.S.T Standards and/or Next Generation Sunshine State Standards</p> <p>(visit http://www.floridastandards.org/Standards/FLStandardSearch.aspx and http://www.fldoe.org/core/fileparse.php/18736/urlt/ELASTandards.pdf to select the appropriate standards for this lesson.)</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr><td style="width: 25%; height: 20px;"></td><td></td></tr> <tr><td style="height: 20px;"></td><td></td></tr> <tr><td style="height: 20px;"></td><td></td></tr> <tr><td style="height: 20px;"></td><td></td></tr> </table>									
<p>WIDA Standards (visit https://www.wida.us/get.aspx?id=540; then see Page 3) Select all that apply</p> <p><input type="checkbox"/> WS1: For Social and Instructional purposes within the school setting.</p> <p><input type="checkbox"/> WS2: Information, ideas and concepts necessary for academic success in the content area of Language Arts.</p> <p><input type="checkbox"/> WS3: Information, ideas and concepts necessary for academic success in the content area of Mathematics.</p> <p><input type="checkbox"/> WS4: Information, ideas and concepts necessary for academic success in the content area of Science.</p> <p><input type="checkbox"/> WS5: Information, ideas and concepts necessary for academic success in the content area of Social Studies.</p>									
<p>Learning Outcomes (State what the student will be able to do. Align outcomes with the standards identified above.)</p> <p style="color: red; text-align: center;">Specifically state the ways in which your students will demonstrate mastery of the standards.</p>									
<p>Instructional Materials and Technology (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)

Implementation

Entry Event (Describe your opening activity that will activate prior knowledge and engage students.)

Please provide a narrative of how you will introduce the lesson and activate prior knowledge.

Direct Instruction (Describe how will you present the concept/skill to students.)

Please number the steps and provide a description of each step.

Experiential Learning (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.

Closure (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.

Evaluation and Monitoring

Accommodations and/or Modifications (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.

ELL Strategies (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.

Differentiated Instruction (Describe how you will tailor instruction to meet individual student needs.)

**Below level students: Explain how (1) materials, (2) instruction, and (3) activities will be modified to meet the needs of your below average students.
On level students: Lesson plan can be implemented as written.
Above level students: Explain how (1) materials, (2) instruction, and (3) activities will be modified to meet the needs of your above average students.**

21st Century Competencies (Describe how students will demonstrate 21st 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:
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Integration of Literacy (Describe how you will integrate reading, writing, and oral language skills in the lesson.)

Reading:	Writing:	Oral Language:
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Assessment (Describe how you will assess student attainment of the lesson objectives.)

<p>Formative:</p> <p>Describe how you informally assess students during your lesson.</p>	<p>Summative:</p> <p>Describe how you will formally assess students on mastery of the identified standards.</p>
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Extension (Describe how you will re-teach, remediate, and enrich after lesson implementation.)

<p>Re-Teach:</p> <p>How are you teaching this again to everyone.</p>	<p>Remediate:</p> <p>How are you teaching this again to the students who do not understand.</p>	<p>Enrichment:</p> <p>How are you teaching this to the students who demonstrated understanding prior to implementation of this lesson?</p>
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Reflection (Evaluate student learning outcomes and reflect upon your experiences. **How would you modify this lesson?**) **This is the ONLY section you complete after you have been observed.**

After you implement the lesson, complete the reflection component and then upload to Livetext within one week of being observed.

Appendix B – Field Experience Reaction Form for Guided Placements



Education Placement Cooperating Teacher 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

Total Hours:

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

All EDF1005 and EDF2085 students must submit this form to the appropriate Professor as indicated in the course Syllabus
 All TEP students must submit this form in LiveText
All Reaction Forms are due by the deadline established by the Professor of each course. You must submit one form per course requiring field experience hours.

Appendix C – Methods Observation Tool

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	Applying	Developing	Beginning	Not Using	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 D- 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. All absences must be made-up.
3. 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.
4. 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.
5. 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.
6. 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.
7. 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.

8. I am required to submit my Practicum Attendance Log in LiveText, according to the schedule outlined in the course syllabus.

Signatures:

_____ **Date:** _____
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.

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Appendix E – 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).

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

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

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

COOPERATING TEACHER EVALUATION

	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:** _____

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

Students: Please indicate ALL placements for the current term.

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***

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Appendix F - Practicum Observation Tool

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				

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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				

Actionable Feedback Specific to the Learning Environment:

Instructional Delivery and Facilitation

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				

Actionable Feedback Specific to Instructional Delivery and Facilitation:

Assessment

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				
---	--	--	--	--

Actionable Feedback Specific to Assessment:

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Continuous Professional Improvement				
5.B. Examines and uses data-informed research to improve instruction and student achievement				
Professional Responsibility and Ethical Conduct				
6.D. Identify and apply policies and procedures for the safe, appropriate, and ethical use of technologies.				
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:

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Appendix G – Student Teaching Log

BROWARD COLLEGE
Student Teaching Log – _____
 (month/year)



Name (please print) _____

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

COOPERATING TEACHER EVALUATION

	Does not meet	Meets	Exceeds	Comments
Lesson Plan Development and Implementation				
Classroom Management				
Professional Collaboration and Application of Feedback				
Professional Attire and Behavior				

Student Teacher Signature: _____ Date: _____

Cooperating Teacher Signature: _____ Date: _____

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Appendix H – Student Teaching Observation Tool

STUDENT TEACHING OBSERVATION FORM				
Pre- Professional:	Observation Date:	Observer Signature:	Course: <u>Student Teaching</u>	
School:			Cooperating Teacher:	
Group Size:			Grade Level:	
Time Frame:			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.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				
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.G. Integrates current information and communication technologies				
2.H. Adapts the learning environment to accommodate the differing needs and diversity of				
2.I. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals				
Feedback Specific to the Learning Environment:				
Instructional Delivery and Facilitation				
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				
Feedback Specific to Instructional Delivery and Facilitation:				
Assessment				
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				
Feedback Specific to Assessment:				
Continuous Professional Improvement				
5.B. Examines and uses data-informed research to improve instruction and student achievement				
Professional Responsibility and Ethical Conduct				
6.D. Identify and apply policies and procedures for the safe, appropriate, and ethical use of technologies.				
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.				
Feedback Specific to Professionalism-Related Domains:				

Summative Feedback on Lesson Plan and Observation: