# 2022 Agricultural Education Cooperating Teacher Manual

UF | IFAS CALS
UNIVERSITY of FLORIDA

AGRICULTURAL EDUCATION AND COMMUNICATION

# INTRODUCTION

The agricultural education teaching internship is a cooperative effort between a local school district and the University of Florida, with the school providing the context for teaching interns to apply and synthesize theory and practice. The teaching internship is the capstone experience in the teacher preparation program. The cooperating teacher is a key person in the experience who guides and evaluates the teaching intern's activities on a continuing basis. The aim of the internship is to have the intern develop a unique style of teaching and to begin to master appropriate teaching skills and behaviors. Developing the necessary professional teaching attitudes and competencies is an important component of the internship program.

The support network for the intern is made up of the university supervisor and the cooperating teacher. The cooperating teacher provides ongoing support and feedback on the intern's daily progress. The university supervisor is involved in defining and communicating the purposes and expectations to be fulfilled by the intern and the cooperating teacher. An important role for the university supervisor is to assist in keeping channels of communication open between the cooperating teacher and the teaching intern. Through listening and sharing, the university supervisor and the cooperating teacher can help an intern accentuate strengths and overcome those barriers that may hinder the potential to become a successful agriculture teacher.

The *Cooperating Teacher Manual* is designed to provide assistance to the cooperating teacher for observations and feedback communication.

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Dear Cooperating Teacher,

We are so grateful for your commitment to agricultural education, for your role in helping to prepare the next generation of agricultural educators, and for your partnership with the University of Florida and the Department of Agricultural Education and Communication (AEC). On behalf of the student teaching program at UF/AEC, I'd like to thank you for your mentorship. Your role is vital on helping our preservice teachers gain the professional knowledge and skills needed to prepare for their career as an agricultural educator.

Through your collaboration, we are able to give student teachers the opportunity to put their education and preparation into action. We are here to support you in your mentor role, and hope that the resources we provide can help you facilitate your important work. Support provided through the UF/AEC pre-internship training session, UF/AEC Cooperating Teacher Support Website (https://www.ufcooperatingteacherssupport.com/), and optional monthly zoom sessions are designed to give you the tools you need to make a positive impact in the life and career of your student teacher.

As you prepare for the semester, please don't hesitate to reach out with questions or concerns. Thank you again for your generosity and professionalism in supporting the next generation of ag teachers!


GO GATORS!

Sincerely,

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## Important Dates

| | |
|---|---|
| Submit *Verification of Placement* Form | No later than Jan. 14 |
| First Day of Internship (On–site) | Jan. 17 |
| First University Supervisor Visit* (2/1 to 2/19) | |
| First Intern Seminar** UF – Gainesville | Jan. 31 |
| First Cooperating Teacher Zoom Session | Feb TBD |
| Second University Supervisor Visit* (2/22 to 3/26) | |
| Second Intern Seminar** UF – Plant City | Mar. 2 |
| Second Cooperating Teacher Zoom Session | March TBD |
| Third University Supervisor Visit* (3/29 to 4/22) | |
| Second Cooperating Teacher Zoom Session | April TBD |
| Last Day of In–class Instruction | Apr. 22 |
| Last Day of Internship (On–site) | Apr. 22 |
| Final Intern Seminar** UF – Gainesville | Apr. 27 |
| UF/CALS Commencement | TBD |

*These are suggested dates only. You are to schedule visits with your university supervisor
   individually. Additional visits may be made as needed.
**Seminars are required activities & locations are tentative

# Responsibilities of the Teaching Intern

The teaching intern works under the supervision of the cooperating teacher to plan, deliver, and evaluate lessons in the school-based agricultural education program. During the internship, the student teacher will take on responsibility for all courses, as well as immerse themselves in all aspects of classroom teaching, being an FFA advisor, and all other areas of the total program.

1. Interns should be genuinely courteous, cooperative, and sincere in their dealings with students, cooperating teachers, administrators, other faculty members, school employees, parents, and residents in the community.

2. Appearance and conduct of the interns should be acceptable for professionals in the agricultural education profession.

3. Interns should observe carefully not only *what* is done but also *how* it is done.

4. Interns must always be discrete about talking to friends and outsiders about what transpires at the internship site.

5. Interns should have additional ideas to present for consideration which can be of value to the educational program. Endeavor to make some permanent, tangible contributions to the department during the teaching internship.

6. Interns should maintain respectful to the cooperating teacher, the school administrator, and other local persons in the school and community cooperative and be helpful by contributing to the total program.

## *Intern Professionalism*

1. Being a teaching intern is a full–time job. It includes being responsible for teaching in the classroom and laboratory, plus out–of–class responsibilities. Attendance and preparation should reflect the seriousness of this responsibility.

2. Interns are guests in the assigned schools; they are expected to support school policies and personnel. All school rules and regulations are to be followed. The cooperating teacher is the immediate supervisor.

3. The administration expects interns to become members of the teaching staff. Every teacher has certain obligations in the total program and the intern must be willing to do their share in this respect. At the same time, interns are not assigned to the school to do "odd jobs" or be a substitute teacher. If the cooperating teacher is absent for any reason, the intern cannot be left alone with students – a substitute must be hired. Interns cannot serve as substitute teachers *for any class* in the school.

4. Interns should dress, talk, and act as professionals. They should exemplify professionalism in dealing with confidential information. Demonstrate a professional attitude in all contacts

within the school and community. This includes their contacts that occur after school hours and when they are "off the clock."

5. Interns are expected to maintain a friendly but professional relationship with students. Interns are not certified teachers, nor are they students' friends or peers. They should not associate with students outside of school, except in the role of a teacher, or even at school or teacher–sponsored functions.

6. Interns should assume responsibility for the quality of their experience, seek out involvement possibilities, and ask for new assignments or responsibilities as soon as they feel able to master them.

7. Interns should feel comfortable to ask for assistance from the cooperating teacher. No one expects the intern to know everything about agriculture and the cooperating teacher has information they should gladly share if the intern asks for it.

8. Interns should never criticize one student to another, nor should they criticize their class, other teaching interns, their cooperating teacher, administrator, other school or university personnel or program, or the school itself to others. Review the Code of Ethics presented in this Student Teaching Handbook. Conduct unbecoming of a professional educator is considered *just cause for removing a teaching intern* from an assigned teaching internship center.

9. Interns should be allowed to suggest new ideas, but they should strive for tact when doing so. If the idea is not adopted or some idea is being used that may be contrary to their past experiences, they may want to tactfully ask why. Usually there is a very good reason.

10. Interns should approach their internship with an open mind and learn all they can from all experiences (both positive and negative ones). They should get all the experience possible in all phases of the job – program organization and management, classroom teaching, field work, SAEs, and FFA activities. The more they experience during the teaching internship, the less they will face for the first time as a full–time teacher.

11. Interns should take criticism with an open mind and be eager to improve. Suggestions <u>will be</u> offered for their professional improvement. Encourage them to invite suggestions and profit by them. Making positive changes in their teaching as suggested by their cooperating teacher and university supervisor will improve their teaching ability.

12. Interns are sometimes required to provide proof of professional liability insurance coverage prior to beginning their teaching internship experience. Student members of the National Association of Agricultural Educators (NAAE) have liability insurance provided for them through their membership dues. All UF students are student-members of NAAE.

# *Classroom and Laboratory*

1. First contacts are important. Interns should learn the names of students and as much about them (SAEs, home conditions, etc.) as soon as possible before starting their teaching.

2. Interns should prepare their lesson (instructional) plans carefully and have them checked and approved by their cooperating teacher several days in advance so they can make any recommended changes. This also applies to exams, field trips, meetings, audio–visual materials, etc.

3. Interns should maintain an orderly, business–like classroom atmosphere. They must maintain proper control of their classes. They should secure the cooperation of their class, but not be too "easy" or overly friendly. As they gain experience, they can more easily direct and supervise classroom work which allows greater and more desirable student activity and freedom. They will gain student respect for doing a good job without being overly concerned about them "liking you."

4. Interns should work to improve such things as their handwriting, board work, grammar, spelling, etc. They must set a good example for their students.

5. Interns should be involved in delivering online instruction when appropriate. Work in concert with the cooperating teacher to maintain school learning management programs and monitor student progress.

6. The intern should not talk down to the students nor go above their heads. They will need to take into consideration their age and experience. They should check often to see that the whole class is following them. They should study the work of the cooperating teacher(s); always try to determine why they do what they do.

7. Teaching in the laboratory also requires careful planning and organization. They should secure and organize their materials and equipment in advance.

8. On field trips, the intern should plan and inform students of what they want the students to observe (or do). They should follow this up later in class by means of discussion, a quiz, further explanation, or other appropriate activities.

9. The intern should be prompt in meeting all the classes and appointments. It is better to arrive ahead of time than to rush into a room just ahead of the bell. They should be consistent in their methods and relationships. Develop patience and self–control.

# General Guidelines and Policies

1. The local school authorities have granted permission for them to observe classes and to complete their teaching internship in your school. They know that the continuance of this privilege to those who will follow them depends upon how well they do their work and the manner in which they conduct themselves.

2. The intern should be prepared to spend the time necessary to participate in the activities expected of agriculture teachers. They <u>are expected</u> to take an active role in evening and weekend activities. Remember, this internship is an opportunity for them to experience the roles and responsibilities of teaching agriculture. Plan to help them be involved in a variety of activities and budget their time and other resources in order to allow for their participation. *Employment is not allowed* since it would detract from the potential benefits of the teaching internship experience.

3. Interns should keep the required records and reports and submit them on time.

4. If the intern should leave the school for any reason, they must have the consent of their cooperating teacher. They will report any absence (for any reason) to the cooperating teacher as soon as possible and arrange for their classes to be taught. Interns should also inform their university supervisor of any absence. In addition, if they leave the community over a weekend or holiday, they should inform the cooperating teacher of their whereabouts.

5. At least for the <u>first three weeks</u> of their teaching internship, they should set aside time at the end of each day for a conference with the cooperating teacher. After the third week of teaching, conferences may be held on a weekly basis. However, they must meet with their cooperating teacher weekly for an evaluative conference throughout the internship period. The intern should complete the self-assessment portion of the *Teaching Internship Weekly Evaluation Form* prior to each weekly meeting.

6. The intern should communicate often with their university supervisor. They will complete weekly *Reflection Journals* on time and contact their university supervisor for help as they need it. At least three days before their university supervisor's visit, they must complete the *Pre–Observation Work Sheet* and email it to their supervisor. Then, they will schedule a phone conference with their supervisor to discuss the visit. Feel free to contact the university supervisor at any time.

7. The intern should attend to all financial matters and any other obligations before leaving the community.

8. The intern should ask the cooperating teacher for copies of any desired teaching materials for their future use.

# Responsibilities of the Cooperating Teacher

The cooperating teacher is the public school classroom teacher who supervises Interns. The role of the cooperating teacher is to help the teaching intern have a professionally rewarding experience while helping to prepare the intern for a career in teaching. The teaching internship is regarded as one of the most important phases in any teacher education program. It is quite likely that the cooperating teacher will have more to do with the future performance of the teaching intern than any other person. There is no doubt that this person will greatly influence the professional attitude of the teaching intern as well as provide them with the opportunity to increase their professional knowledge and skill. It is with this challenge in mind that the following suggestions are made.

## *Preparation*

1.  Assist interns to obtain adequate housing (if necessary) at as modest a cost as possible.

2.  Be sure that the teaching intern is introduced to administrator(s) immediately and to other faculty members and employees.

3.  The cooperating teacher and the teaching intern should cooperatively determine the policy on such matters as: (a) daily working hours, (b) extended activities, (c) responsibilities, (d) level of professional dress, (e) mileage and other expenses, (f) personal conduct, and (g) absences.

4.  If the teacher intern is expected to participate as a teacher or at an event or school function the school should cover expenses.

5.  Acquaint the teaching intern with the school and agriculture department facilities and with the activities and procedures of the school and department. This undoubtedly will be a progressive undertaking, but interns should be familiar with such items if they are to benefit from their experiences in the teaching internship center and if they are to be useful as an assistant to the cooperating teacher.

6.  Put the intern at ease and make them feel useful and important to your program. Students should address the intern as "Mr./Ms. _____ " rather than by their first name.

7.  Prepare your classes for the intern by explaining to your students the purpose of a teaching internship.

8.  Plan ahead! Discuss tentative teaching assignments and responsibilities for the entire teaching internship experience.

9.  Review the intern's assignments to familiarize yourself with them so you are in a position to oversee their completion.

10. Share teaching materials with the teaching intern, and assist the intern in preparing their own teaching materials.

## *Planning the Teaching Internship Experience*

1. In cooperation with the teaching intern develop an *Internship Experience Plan* and develop a plan to complete the tasks (outcomes) during the teaching internship experience. You have the freedom to determine a set of experiences and a schedule which will include the activities the intern feels they need and the cooperating teacher wants them to experience.

2. Make assignments for teaching or participation in FFA activities early enough so the intern can be prepared.

3. Coordinate teaching assignments with your course outline; however, if possible, start the intern teaching a unit in a field in which they are well qualified.

4. Plan ahead and set up a long–range schedule of teaching assignments and responsibilities for FFA and other activities which will allow the intern to plan their work and schedule.

5. Make it a point to have the intern visit students' agricultural experience programs with you early in the teaching internship experience.

## *Supervision of Teaching Interns*

1. Be a salesperson for the teaching profession. Portray a positive image of the teaching profession and help the teaching intern to see the positive rewards of teaching.

2. Establish an atmosphere where the intern is not afraid to try something new. Give the intern the opportunity to experiment with strategies you may not have tried. While you should encourage the intern to explain their plans to you before trying them, give them the freedom to succeed or to occasionally fail – both are great learning experiences. Be a support person for the intern while maintaining an objective outlook.

3. Check instructional plans before each lesson is taught (at least during the first few lessons of each new class assigned). All lesson plans should be checked and approved by the cooperating teacher before the lesson is taught. (Remember, student learning is still the responsibility of the cooperating teacher.) Feel free to make copies as you need.

4. Supervise and monitor intern's progress in planning and supervising agricultural experience programs.

5. Conduct evaluations of the intern's classroom, laboratory, and field instruction and offer constructive criticism during a weekly feedback conference. *NOTE: During the three weeks of instruction, set aside time at the end of each day for a daily feedback conference with the intern.* As the internship progresses, these may be moved to weekly conferences. **At no time should interns go longer than one week without a formal evaluation and conference with the cooperating teacher.**

6. An intern should have their own class responsibilities. The cooperating teacher should not take control and direction of the class when an intern is teaching, except in an emergency.

7. Observe the ability of the intern to work with other people in the school and community. The development of the ability to follow professional procedures and to communicate well with people is nearly as important for the intern, as is development of their teaching.

8. Provide the intern with both verbal and written weekly evaluations of their work. For the written feedback, use the Teaching *Internship Weekly Evaluation Form*. Grade the intern no less than weekly throughout the teaching internship experience. The cooperating teacher should also provide a final evaluation during the last week of the teaching internship using the *Teaching Internship Summative Evaluation Form*. The evaluation should be reviewed with the intern prior to submitting to the university supervisor at end of the internship.

## *Intern Evaluation*

Interns are evaluated by the cooperating teacher using both formative and summative measures. Much of the intern's grade for their internship course will be determined by the cooperating teacher's evaluation of the intern's performance (see "Grade Assignment"). *Just as it is unfair to the intern to evaluate too harshly, it is equally unfair to lead the intern to believe they are performing at a level above their actual level of performance.* The final grade of the intern is calculated from the scores determined by the cooperating teacher, university supervisor, the intern's satisfactory completion of assigned internship experiences, weekly journal entries, and portfolio/notebook. Each of these areas stands alone in its importance in the evaluation of the intern's performance. Remember, the intern is in total control of their grade. Your job in the evaluation process is to correctly evaluate those items contained on the *Teaching Internship Summative Evaluation Form*. Note that weekly evaluations (*Teaching Internship Weekly Evaluation Form*) are formative in nature and are not reflected in the final grade, except as they influence the final evaluation.

The cooperating teacher will formally observe the student teacher once each week and a complete a final evaluation (*Teaching Internship Summative Evaluation Form*). The final evaluation form should be gone over during the midpoint of the student teaching process so the intern knows what areas are lacking. The College of Education should also send you an electronically generated *University of Florida Student Teaching Performance Evaluation* Form through Live Text. Cooperating teachers should complete a minimum of 10 observation forms to document intern progress and assist in completing the weekly evaluation form.

Enclosed in this manual are forms to assist the cooperating teacher in observing teaching performance. It is suggested that the cooperating teacher complete observations using each of these forms.

# Responsibilities of the University Supervisor

University supervisors are a liaison between the University of Florida and the cooperating schools. In addition to their liaison role, they are charged with the following responsibilities:

1. The university supervisor will work with the cooperating teacher and the teaching intern in planning, executing, and evaluating the teaching internship experience.

2. The university supervisor will make observation visits on at least two (preferably three) separate occasions. Each observation will be followed by a conference to evaluate progress, make constructive suggestions, and provide help as requested by the intern and/or cooperating teacher.

3. The university supervisor will act as a resource person for the intern. The supervisor should be contacted immediately when a problem or concern arises.

4. The university internship coordinator will determine the intern's final grade, taking into consideration the grade recommended by the cooperating teacher and the university supervisor.

## *Supervisory Visit by the University Supervisor*

### Expectations for the Teaching Interns
1. Have lesson (instructional) plans ready for review upon the university supervisor's arrival.
2. Complete a *Pre–observation Worksheet* and send it to the university supervisor at least three days before the visit and then schedule a phone call with the university supervisor to discuss the visit.
3. Be prepared to explain the objectives for the classes being taught the day of the visit.
4. Describe how the lesson objectives will be accomplished.
5. Prior to the arrival of the university supervisor, organize copies of each *Teaching Internship Weekly Evaluation Form* (one for each week of the internship that the intern has been teaching).
6. At the end of the day (or when appropriate), join the cooperating teacher and the university supervisor in a feedback conference concerning the day's lessons and activities.

### Expectations for the Cooperating teacher
1. The cooperating teacher should formally observe the intern once per week and provide the intern with the evaluation form for them to post on Canvas.
2. During the first visit by the university supervisor, be present with the university supervisor in the classroom or laboratory to observe the intern teach.
3. Participate in the feedback conference with the teaching intern and the university supervisor at the conclusion of each university supervisor visit.
4. Share any concerns that might strengthen the intern's preparation program.

**Expectations for the University Supervisor**

1. Arrive at the cooperating department in time to participate in a pre–teaching conference and to adequately review the day's teaching plans with the intern prior to start of classes. Sign in at the school's main office.
2. Visit with the cooperating teacher to determine if there are areas in which they would like for you to focus your observations.
3. Visit with the intern to determine if any problems exist that you need to address.
4. Review the intern's *Pre Observation Worksheet* and lesson plan for classes you will observe. Have a phone conference with the intern before the visit.
5. Observe teaching with the intent of providing support and encouragement and as reinforcement of successful teaching patterns to the interns. Observe two classes (if applicable). Complete either a *Formative Assessment of Teaching* or a *Teaching Performance Review* observation form for at least one of the classes. Other observation forms may be used in addition to these forms.
6. Complete a Checklist of Overall Performance to document the intern's progress in all aspects of the internship.
7. Review all evaluations conducted by the cooperating teacher.
8. Guide the intern to complete the intern *Professional Growth Plan* to identify an area to be strengthened by the next visit.
9. Review *Internship Experience Plan* – check progress on experiences.
10. Conduct post–evaluation conferences with the intern and with their cooperating teacher. Be sure both are clear in your assessment of the intern's progress and recommendations for further growth. Provide intern with objective feedback on the current state of their instructional skills.
11. Provide copies of all forms to as part of the final portfolio assignment and retain copies of all evaluation forms for your records.

# Communication is Key!

Below is a checklist for how communication should flow between the student teacher (ST), cooperating teacher (CT), and university supervisor (US) during the internship experience.

| | ST | CT | US |
|---|---|---|---|
| Clock Hour Schedule Worksheet (Weekly Report) | X | | X |
| Concerns regarding ST | | X | X |
| Conferences using observational feedback (First 3 weeks are daily, then once a week) | X | X | |
| Cooperating Teacher and Site Evaluation Form | X | | X |
| End of the semester forms and grades evaluation (College of Ed will send out Live Text Evaluation Form connected to FEAPs) | | X | X |
| Introducing ST to school administration and staff | | X | |
| Lesson Plans | Create | Approve | Evaluate |
| Mock Interview Feedback Form | X | Sign | X |
| Preliminary Activities | X | X | |
| Pre-observational form 3 days prior to site visit | X | | X |
| Professional Growth Plan | X | X | X |
| Progress of ST | | X | X |
| SAE Visit Record | X | | X |
| Site Visit Post Observation Meeting* | X | X | X |
| Special Needs Assignment | X | X | X |
| Teaching Internship Bi-Weekly Rating Form (2 Column FEAPS form) | X | X | X |
| Teaching Internship Experience Plan | X | X | X |
| Upload all required forms to Canvas | X | | X |
| Verification of Placement Form | X | X | X |
| Weekly Journal Reflection | X | | X |
| Weekly Teaching Evaluation Form (CT completes for one lesson per week) | Upload | Complete | Evaluate |

*Site Visits will look different for individual ST's. Time for ST and US to talk, US and CT to talk, and all three to collaborate.

# Best Practices for Cooperating Teachers

Listed below are the best practices you should demonstrate while mentoring your student teacher.

## Social Support
- Communicate <u>regularly</u> and <u>openly</u>
- Encourage and support their efforts.
- Pay attention to their:
  - Mindset
  - Attitude
  - Well-being
- Provide weekly feedback on performance and progress in an uninterrupted setting

## Professional Support
- Use observational data during feedback sessions
- Encourage them to take the lead in evaluating their teaching
- Introduce them to the school community
- Help them develop and maintain a positive view on teaching
- Share effective approaches of for:
  - Managing reporting
  - Administrative aspects of teaching
  - Building relationships with administration, teachers, and staff

## Role Modeling
- Involve them in your roles as an agriculture teacher
- Talk to them about becoming an excellent teacher throughout their career
- Share your philosophy and approaches for SAE development and supervision, as well as FFA advising
- Discuss student discipline
- Share strategies on maintaining a productive learning environment in the classroom and the lab
- Coach them on strategies for developing and maintaining professional rapport with students

# Observation Look-Fors

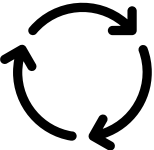| | |
|---|---|
| **What should Cooperating Teachers give Student Teachers feedback on?** | **Student Movement** |
| | • Positive: Quickly transitioning, following directions, taking initiative<br>• Negative: Getting out of seat frequently, fidgeting, interfering with others |
| **Monitoring/Checks for Understanding** | **Clarity of Presentation** |
| • Monitoring student progress during independent work time<br>• Pauses at appropriate points in lesson to check for understanding | • Modeling<br>• Clarifying<br>• Providing clear directions |
| **Material Management** | **Participation Strategies** |
| • Student and teacher materials organized to support flow of lesson<br>• Handouts are clear, meaningful, and appropriate | • Use of cold call to ensure variety of student voices<br>• Use of discussion protocols<br>• Opportunities for partner or small group collaborative work |
| **Strategic Questioning** | **Student Engagement** |
| • Connect to lesson target/objective<br>• Assess understanding<br>• Stretch student thinking beyond yes/no | • Positive: Volunteering responses, on task student-student interaction, listening, carrying out roles<br>• Negative: Speaking out while off task, off task student-interaction, interrupting, interfering |
| **Differentiation** | **Pacing** |
| • Scaffolding of lesson to meet diverse student needs | • Too fast, too slow?<br>• Time spent in each lesson component |
| **Classroom Arrangement** | **Use of Time** |
| • Furniture placement<br>• Visual supports<br>• Environment for learning<br>• Provisions for multiple use of space | • Transitions from one activity to another<br>• Time spent with individual students or small groups<br>• Time spent getting lesson/class started |

*Modified from: MsHouser.com*

# 7 KEYS to EFFECTIVE FEEDBACK

Effective feedback = specific information you're offering a teacher
in their efforts to reach an identified goal.

| | |
|---|---|
| | **GOAL REFERENCED**<br>Effective feedback for student teachers required that they have a goal, are taking action to achieve that goal, and are receiving information on how their actions are helping them meet that goal. |
| | **TANGIBLE & TRANSPARENT**<br>Remember…feedback must be concrete! Give student teachers specific evidence you observed. This might sound like: "I counted 12 out of 29 students on task after the lesson started." |
| | **ACTIONABLE**<br>Student teachers want to know…what should I do more of or less of next time, to help me achieve my goal? Actionable feedback helps them make clear decisions in response to this question. |
| | **USER FRIENDLY**<br>Too much feedback can be counterproductive. One or two, high leverage next steps will work just great. |
| | **TIMELY**<br>The sooner you can give your feedback to a student teacher, the better! The lesson is still fresh in their minds, and the feedback will be more relevant. |
| | **ONGOING**<br>Ongoing feedback ensures student teachers have time to implement the feedback you've given them and reflect on progress made. |
| | **CONSISTENT**<br>When feedback is consistent, both cooperating teachers and student teachers become better at giving and receiving feedback. It's a partnership and everyone wins! |

*Modified from: MsHouser.com*

# Mentoring Language

| Paraphrasing | Clarifying |
|---|---|
| **Paraphrasing** communicates that the listener has…<br>   **Listened** carefully,<br>   **Understood** what was said,<br>   **Extends** thinking, and<br>   **Cares**<br>**Paraphrasing** involves:<br> • Restating in your own words<br> • Summarizing<br> • Organizing<br>Possible **paraphrasing** stems include:<br>   *So, …*<br>   *In other words, … It sounds like…*<br>   *There are several key points you're bringing up…*<br>   *From what you're saying, …*<br>   *You're primarily concerned with…* | **Clarifying** communicates that the listener has…<br>   **Heard** what the speaker said,<br>   **but** does **not** fully **understand** what was said<br>**Clarifying** involves **asking a question** (direct or implied) to:<br> • Gather more information<br> • Discover the meaning of the language used<br> • Learn more about the speaker's reasoning<br> • Seek connections between ideas<br> • Develop or maintain a focus<br>Possible **clarifying stems** include:<br>   *Would you tell me a little more about…?*<br>   *Let me see if I understand…*<br>   *Can you tell me more about …*<br>   *It would help me understand if you'd give me an example of…*<br>   *So, are you saying/suggesting…?*<br>   *What do you mean by…?*<br>   *How are you feeling about…?* |
| **Mediational Questions** | **Non-Judgmental Responses** |
| **Mediational questions** help bring about a new **understanding** by posing questions that extend thinking, learning, and planning.<br>**Mediational questions** help the colleague:<br> • Hypothesize what might happen<br> • Analyze what worked or didn't<br> • Imagine possibilities<br> • Compare intended plans and outcomes with what actually happened<br>Possible **mediational question** stems include:<br>   *What's another way you might…?*<br>   *What would it look like if…?*<br>   *What do you think would happen if…?*<br>   *How was____different from (like)…?*<br>   *What sort of an impact do you think…?*<br>   *What criteria do you use to…?*<br>   *When have you done something like ____before?*<br>   *What do you think about…?*<br>   *How did you decide…? (Come to that conclusion?)*<br>   *What might you see happening in your classroom if…?*<br>   *What might have contributed to…*<br>   *What do you think ____might have been thinking or feeling?* | **Non-judgmental responses** communicate that the listener is open-minded, encouraging, and interested.<br>**Non-judgmental responses** help to:<br> • Build trust<br> • Promote an internal locus of control<br> • Encourage self-assessment<br> • Develop beginning teacher autonomy<br> • Foster risk-taking<br>Possible **non-judgmental responses** include: Identifying what worked and why<br>   *I noticed when you ____ the students really ___*<br>Encouraging<br>   *It sounds like you have a number of ideas to try out!*<br>Asking the teacher to self-assess<br>   *In what ways did the lesson go as you expected?*<br>   *What didn't you expect?*<br>Asking the teacher to identify her or his role<br>   *What instructional decisions made the lesson successful?*<br>Showing enthusiasm for and interest in the teacher's work and thinking<br>   *I'm interested in learning/hearing more about… I'm really looking forward to…* |

# Mentoring Language
# (Continued)

| Suggestions | Suggestion Stems |
|---|---|
| **Suggestions**…<br>• Are expressed with invitational, positive language and vocal tone<br>• Offer choices to encourage ownership<br>• Are often expressed as a question (or include a "tag question" to invite further thinking and elaboration)<br>• Are achievable—enough to encourage but not to overwhelm<br>• May provide information about the mentor's<br>• thinking and decision-making strategies<br>• That are accompanied by research and/or rationale are more likely to be either accepted or elaborated upon by the teacher | Express **suggestions** that represent using strategic practices, embed choices, and encourage thinking/experimentation:<br>• **Perhaps ___, ___, or ___ might work for…**<br>• **From our experience, one thing we've noticed…**<br>• **Several/some teachers I know have tried different things in this sort of situation, and maybe one might work for you…**<br>• **What we know about ____ is…**<br>• **Based on your question, something/something to keep in mind when dealing with…**<br>• **There are a number of approaches…**<br>Following a **suggestion** with a question invites the teacher to imagine/hypothesize how the idea might work in his/her context:<br>• *How might that look in your classroom?*<br>• *To what extent might that work in your situation/with your students?*<br>• *What do you imagine might happen if you were to try something like that with your class?*<br>• *Which of these ideas might work best in your classroom (with your students)?* |
| **Teachable Moments** | **Attitudes for Effective Listening** |
| **Teachable moments** are spontaneous opportunities that offer the mentor an entry point to:<br>• Fill in instructional gaps<br>• Help the teacher make good choices<br>• Encourage the teacher to take "the next step"<br>Taking advantage of a **teachable moment** involves:<br>• Sharing in the spirit of support<br>• Being brief—focus on the essential<br>• Being strategic<br>• Avoiding using jargon or sounding pedantic<br>Possible **teaching moment** stems include:<br>*One thing to keep in mind is…*<br>*If you're interested in ____, it's important to…*<br>*What I know about ____ is…*<br>*It's sometimes/usually helpful to ____ when…* | **Effective listening** communicates that the listener is…<br>• Respectful<br>• Focused on building the relationship<br>• Increasing his/her knowledge and understanding<br>• Encouraging<br>• Trustworthy<br>**Effective listening** involves:<br>• Truly hearing what the other person has to say<br>• Viewing the other person as separate from yourself with alternative ways of seeing what you see<br>• Genuinely being able to accept the other person's feelings, no matter how different they are from your own<br>• Trusting the other person's capacity to handle, work through, and find solutions to his/her own problems |

**Material Modified from: https://education.ohio.gov/Topics/Teaching/Resident-Educator-Program/The-Mentoring-Years/Mentor-Tool-Kit and Mentoring Language-New Teacher Center www.newteachercenter.org

# *Teaching Internship Weekly Evaluation Form*

## Evaluation Overview

The Cooperating Teacher should provide the Student Teacher with written and verbal feedback throughout their student teaching experience. Both the University Supervisor and the Cooperating Teacher will formally evaluate the Student Intern at the midpoint of their teaching experience and at the end of their teaching experience.

**Cooperating Teacher Evaluation**
Cooperating teachers should provide informal observations on a weekly basis and a summative final evaluation.  The documentation for each is provided below.

**Weekly Observation**
The cooperating teacher should be present at all times when the intern is with the students. However, it may not be practical or helpful to provide feedback for every lesson. For **one lesson every week**, the cooperating teacher should observe the student intern and give them feedback on their instruction. These do not need to be scheduled ahead of time. A meeting should be held between the student intern and cooperating teacher to debrief after the observation. The form should be completed by the cooperating teacher and posted to Canvas each week by the student intern. The evaluations will receive full credit if they are complete. The observations are not intended to be a punitive measure.

**Weekly Teaching Evaluation Form**
**(Cooperating Teacher completes for one lesson per week)**

**Student teacher name**_____ **Date**_____

**What teaching strategies were used?**

**How was the learning assessed?**

**Was the technical agriculture content correct?**

**What did the student teacher do well?**

**What could be improved?**

**Other comments/suggestions**

**Provide comments about FFA/SAE Involvement or other areas of the internship that can be improved:**

# Teaching Internship Bi-Weekly Rating Form
## (Weeks 3, 5, 7, 9, 11, and 13)

**Intern:** _____     **Week #**_____

| Adapted from Florida Educator Accomplished Practices (FEAPs) | I[1] | CT[2] |
|---|---|---|
| **Instructions:** Evaluation to be completed by *both* the intern and cooperating teacher on **weeks three, five, seven, nine, eleven, and thirteen.** It is preferred this is typed and submitted as a word document. Use the following scale to assign ratings: Scale: 1 = Needs Improvement; 2 = Developing; 3 = Meets Expectations; 4 = Exceeds Expectations; 5 = Outstanding | | |
| **Section 1. Instructional Design** | | |
| 1a. Aligns instruction with state-adopted standards at the appropriate level of rigor | | |
| 1b. Sequences lessons and concepts to ensure coherence and required prior knowledge | | |
| 1c. Designs instruction for students to achieve mastery | | |
| 1d. Selects appropriate formative assessments to monitor learning | | |
| 1e. Uses diagnostic student data to plan lessons | | |
| **Section 2. Instructional Practice** | | |
| 2a. Organizes, allocates, and manages the resources of time, space and attention | | |
| 2b. Establishes and maintains rapport with students | | |
| 2c. Communicates challenging learning expectations to each student | | |
| 2d. Establishes and maintains consistent standards of classroom behavior | | |
| 2e. Makes the physical environment as safe and conducive as possible | | |
| 2f. Uses instructional time effectively | | |
| **Section 3. Student-Centered Teaching** | | |
| 3a. Makes learning goals and instructional procedures clear to students | | |
| 3b. Makes content comprehensible to students | | |
| 3c. Encourages students to extend their thinking | | |
| 3d. Monitors students' understanding through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands | | |
| **Section 4. Teacher Professionalism** | | |
| 4a. Professional behavior is consistent with the Code of Ethics & Principles of Professional Conduct of the Education Profession in Florida | | |
| 4b. Presents a professional appearance in dress, grooming, attitude, and demeanor | | |
| 4c. Builds professional relationships with colleagues to share teaching insights and to coordinate learning activities for students | | |
| 4d. Communicates with parents or guardians about student learning | | |
| 4e. Is punctual, uses mature judgment, provides accurate reports and records (professional responsibility) | | |
| **Section 5. Reflective and Autonomous Practitioner** | | |
| 5a. Demonstrates responsiveness to supervision (ability to accept constructive criticism and incorporate suggestions into teaching performance) | | |
| 5b. Demonstrates enthusiasm for teaching | | |
| 5c. Demonstrates initiative and self–reliance | | |
| 5d. Demonstrates a sense of efficacy | | |
| 5e. Reflects on the extent to which learning goals were met | | |
| Intern Comments: | | |
| Cooperating Teacher Comments: | | |

## *Teaching Performance Review (Optional Form)*

Agricultural Education & Communication                                    University of Florida

Teacher:_____ Date: _____ Observer: _____

Lesson/Objective: _____

| Effective Performance (Things That Worked Well) | Suggestions / Comments / Questions |
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## University Supervisor and Cooperating Teacher Evaluation

The University Supervisor and Cooperating Teacher evaluation are completed via livetext. The cooperating teaching and university supervisor are each responsible for completing their evaluation independently. Each evaluation is worth 1000 points of the student's final grade (2000 points total).

The score of 1000 points will be calculated based on the average ranking for each feap. Average ranking scores will be calculated to raw points using the following scale:

| | |
|---|---|
| 1.0 | 0 |
| 1.1-1.5 | 45 |
| 1.6-2.0 | 60 |
| 2.1-2.5 | 75 |
| 2.6-3.0 | 90 |
| 3.1-3.5 | 105 |
| 3.6-3.9 | 130 |
| 4.0 | 150 |

The University Supervisor and Cooperating Teacher also award up to 100 additional points for general consideration score. These points are awarded at the discretion of the University Supervisor and Cooperating Teacher. Commitment to students, focus on professional growth and improvement, involvement in implementing components of the total program are factors that should be considered when determining general consideration points. The amount of these points will be submitted to Dr. Tre Easterly when the final evaluation is completed.

Example score:

| | |
|---|---|
| Average feap score 1- 3.7 | 130 |
| Average feap score 2- 3.6 | 130 |
| Average feap score 3- 3.0 | 90 |
| Average feap score 4- 2.6 | 90 |
| Average feap score 5- 3.8 | 130 |
| Average feap score 6- 3.6 | 130 |
| Average feap score 7- 4 | 150 |
| General Consideration Score- | 98 |
| **TOTAL SCORE** | **948/1000** |

# Intern Evaluation

UF | UNIVERSITY *of* FLORIDA
College of Education

Candidate Name (Last, First):_____ UFID:_____ Name of Evaluator:_____

Submitted by (Check One):   Directing   Teacher   UF Supervisor  Other:

Placement Location and Grade Level(s): _____

This form is to serve as a permanent record of the summative evaluation of a teacher candidate's performance and demonstration of competence on the Florida Educator Accomplished Practices as part of the culminating field experience. Please rate the candidate's performance on each indicator, as well as an overall domain rating, when applicable.

## Part 1: Florida Educator Accomplished Practices (FEAP)
**FEAP 1:  INSTRUCTIONAL DESIGN AND PLANNING**

**1a. Aligns instruction with state-adopted standards at the appropriate level of rigor:**

| ☐ Unsatisfactory | ☐ Developing | ☐ Accomplished | ☐ Exceptional |
|---|---|---|---|
| Instructional plans lack alignment with the standards. Rigor of the learning goals and outcomes are not suitable for most students in the class. | Instructional plans demonstrate alignment with the standards. Learning goals/outcomes are based on a global assessment of student learning.<br><br>Rigor is not suitable to account for the needs of diverse learners. | The teacher candidate demonstrates a thorough understanding of the concepts and skills they are teaching and what students are to learn (the Florida Standards). Learning goals/outcomes created align with the standards and student needs and represent rigorous and important learning in the discipline. | The teacher candidate demonstrates deep understanding of the concepts and skills they are teaching, what students are to learn, and interconnectedness with other disciplines and/or standards (the Florida Standards). Learning goals/outcomes created align with the standards and student needs and represent rigorous and important learning in the discipline. |
| ☐ Unsatisfactory | ☐ Developing | ☐ Accomplished | ☐ Exceptional |
| Lessons are disorganized, chaotic, and/or do not follow a recognizable progression. Prior knowledge is not accounted for in the structure of lesson(s). | Lessons have a recognizable structure that progress in a logical manner in accordance with the standards. Lessons adequately account for students' prior knowledge. | Lessons lead toward mastery of standards in a logical and coherent manner. Lessons access and expand upon prior knowledge with an understanding of prerequisite relationships within the content area, building upon each other in preparation for future learning. | Lessons lead toward mastery of the standards in a logical and coherent manner. Lessons access and expand upon prior knowledge with an understanding of prerequisite relationships within the content area and across the curriculum, building upon each other in preparation for future learning. |

**1c. Designs instruction for students to achieve mastery:**

| Unsatisfactory | Developing | Accomplished | Exceptional |
|---|---|---|---|
| The teacher candidate articulates an inappropriate threshold for mastery. There is insufficient evidence that the design of instruction will lead to mastery. | The teacher candidate articulates the threshold for mastery and develops lessons that result in meaningful student learning. There is insufficient evidence that mastery is plausible for all students. | The teacher candidate articulates the threshold for mastery and develops lessons that facilitate achievement of mastery. The teacher candidate considers the varying learning needs of individual students or groups in planning documents. | The teacher candidate articulates the threshold for mastery and develops lessons that will result in achievement of mastery for all students. The teacher candidate incorporates strategies to support the varying learning needs of individual students or groups in planning documents. |

**1d. Selects appropriate formative assessments to monitor learning:**

| Unsatisfactory | Developing | Accomplished | Exceptional |
|---|---|---|---|
| The candidate presents a plan without incorporating opportunities for formative assessment of learning outcomes. | Formative assessments are referenced by the teacher candidate. The plan for use of assessments during instruction is vague and not carefully tied to the lesson sequence. The plan addresses monitoring for only some instructional outcomes. Actual formative assessments are not identified or developed. | The teacher candidate presents a well-considered plan for using formative assessments to track student progress toward learning outcomes. Planned formative assessments clearly align with all learning outcomes. The assessments are developed and/or identified. The teacher candidate articulates the value and purpose of continuous monitoring via formative assessments. | The teacher candidate presents a well-considered plan for using formative assessments to track student progress toward learning outcomes. Planned formative assessments are presented and adaptable for individual learners. Planned formative assessments clearly align with all learning outcomes and use by the teacher candidate, and possibly by students, is intentionally planned throughout the instructional process. The teacher candidate articulates the value and purpose of continuous monitoring. |

**1e. Uses diagnostic student data to plan lessons:**

| Unsatisfactory | Developing | Accomplished | Exceptional |
|---|---|---|---|
| The teacher candidate has not explicitly considered specific diagnostic data and articulates little knowledge of students' prior knowledge, skills, and life experiences and the role it plays in lesson/unit planning. | The teacher candidate recognizes students have varied backgrounds and experiences. Diagnostic data is used in a minimal and rudimentary manner. The teacher candidate tends to plan for the "whole classroom" and not individuals or groups of students. | The teacher candidate plans lessons that are appropriate and differentiated to meet individual student needs based on analysis of student data. Lesson plans may indicate options within an instructional sequence clearly tied to student data. | The teacher candidate systematically examines information from several sources regarding students' prior achievement and experiences. Data are explicitly used to plan lessons and options within lessons that meet the needs of all students. The teacher candidate expresses thorough understanding of the variations present in the class based on concrete data. |

**1f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies. (Add Resources, Technology):**

| Unsatisfactory | Developing | Accomplished | Exceptional |
|---|---|---|---|
| Learning experiences are not designed to engage students in higher level skills that lead to mastery. | Learning experiences engage students in limited opportunities for higher level thinking with no differentiation for varying student needs. No plans exist for extension and application of skills and competencies that lead to mastery. | Learning experiences are designed to allow students opportunities for higher level thinking in a manner that is appropriate based on student needs. There are provisions for continued learning through expansion using a variety of skills and competencies that lead to mastery of academic standards. | Learning experiences engage students in higher-level cognitive activities, appropriately differentiated for individual learners. The lessons provides a variety of opportunities for students to apply and extend skills and understandings in related areas of the curriculum. |

**OVERALL FEAP 1 RATING:   Instructional Design and Planning**

| Unsatisfactory | Developing | Accomplished | Exceptional |
|---|---|---|---|
| | | | |

## FEAP 2: THE LEARNING ENVIRONMENT

**2a. Organizes, allocates, and manages the resources of time, space, and attention:**

| Unsatisfactory | Developing | Accomplished | Exceptional |
|---|---|---|---|
| There is little evidence that the teacher candidate helps students understand routines and procedures that keep them focused and on task. Students are confused or unclear about simple procedures like lining up or how to transition from one activity to another. Time is not used efficiently. Physical classroom environment is poorly organized or unsafe, which inhibits developmentally appropriate instruction or movement. Teacher candidate is unaware of when students need attention. | The teacher candidate attempts to use routines to minimize loss of instructional time, but routines are not practiced or rehearsed enough and the classroom appears chaotic or poorly organized. Time is lost in transitions, and teacher candidate spends too much time reminding students of routines and procedures. Use of routines is uneven or inconsistently used throughout the day. | The teacher candidate reviews and monitors established classroom routines and procedures, rehearses routines and procedures with students, assesses students' understanding and proficiency in demonstrating routines and procedures, and employs routines and procedures, devoting more time to instruction and providing for a safe environment that promotes student learning. | Physical space is designed to be safe and well organized to minimize distractions and create a site conducive to learning. Students need little direction to perform routine tasks and procedures. The teacher candidate minimizes transition time by putting clear routines in place and maximizing every moment possible for learning. Resources and materials are clearly available and ready for all classroom activities to minimize time lost. |

**2b. Manages individual and class behaviors through a well-planned management system:**

| Unsatisfactory | Developing | Accomplished | Exceptional |
|---|---|---|---|
| Classroom rules and expectations are not clearly posted or are not reinforced at all. | Classroom rules and expectations may be clearly posted, but there is limited evidence of follow through or consistent use of the plan with individuals or groups of students. | Classroom rules and expectations are clearly posted, communicated, and reinforced. The teacher candidate utilizes classroom management techniques to provide for appropriate structure, order, and predictability on the part of students. Students can articulate the behavioral expectations. | Classroom rules and expectations are evident and rarely referenced because the expectations are internalized for the whole classroom community. There is evidence of positive supports and reciprocal caring by all classroom members. Students can articulate the behavioral expectations and describe the management system. |

## 2c. Conveys high expectations to all students:

| Unsatisfactory | Developing | Accomplished | Exceptional |
|---|---|---|---|
| Teacher candidate does not convey the belief that all students can learn, and communicates that some students are not capable. These low expectations are communicated through words or tone, or some students are secluded or removed from the learning environment. | Learning goals may be evident, but are rarely referenced or reinforced, leading to confusion or lack of momentum in learning. Students are only rewarded for correct answers, not for effort or perseverance. Teacher candidate does not communicate equal expectations for all learners, conveying that some can achieve and others are not capable. | The teacher candidate, through words or actions, communicates high expectations for all students while providing the means for students to achieve such expectations including monitoring and scaffolding students' efforts and behaviors and praising hard work and accomplishments. | Teacher candidate consistently encourages students through words and actions and provides scaffolding to ensure that all students can achieve. Teacher candidate explicitly conveys high expectations in a respectful tone, consistently for all learners. Candidate consistently provides encouragement for completion, effort, and accuracy. |

## 2d. Respects students' cultural, linguistic and family background:

| Unsatisfactory | Developing | Accomplished | Exceptional |
|---|---|---|---|
| The teacher candidate does not create an inclusive, welcoming environment where all students are respected. Students are visibly ignored or singled out due to race, culture, ethnicity, gender, sexual orientation, ability, SES level, native language, or any other variable. | While the teacher candidate expresses respect for all students, some students are left out or made to feel less important because the teacher candidate organizes the classroom based on the norms of their own culture without consideration for students of varying backgrounds and cultures. | The teacher candidate, demonstrates that all students are valued by providing a safe, supportive atmosphere where students articulate feeling comfortable, respected, and a part of the classroom community. | The teacher candidate creates an environment where students not only feel appreciated and valued, but express appreciation and value for each other within the community. There is evidence that the teacher candidate recognizes strengths of students and families and includes those in the curriculum and in the classroom community. |

**2e. Models clear, acceptable oral and written communication skill:**

| Unsatisfactory | Developing | Accomplished | Exceptional |
|---|---|---|---|
| The teacher candidate does not communicate in a clear, concise manner. Written and oral communication contains errors or is unclear. | The teacher candidate attempts to communicate but oral and/or written communication contains errors or lacks a logical sequence. There is limited evidence that oral and written communication is conveyed and received clearly. | The teacher candidate models clear, concise, and logical oral and written communication when providing directions, leading and engaging in discussions, and producing written forms of communication. | The teacher candidate makes the purpose of learning clear to students, provides clear, concise, and logical directions for classroom activities, and monitors students' understanding of the expectations. Use of language is vivid, rich, and error free, affording the opportunity for students to hear language used effectively and to extend their own vocabularies. |

**2f. Maintains a climate of openness, inquiry, fairness and support:**

| Unsatisfactory | Developing | Accomplished | Exceptional |
|---|---|---|---|
| There is no evidence that the teacher candidate attempts to create an environment where students can take risks and engage in rigorous learning. | There is limited evidence that the teacher candidate creates an environment where all learners feel accepted and safe. There is limited evidence of support or scaffolding. | The teacher candidate creates and sustains a culturally responsive classroom community where all students feel accepted and safe and that encourages student inquiry and rigorous learning. | Teacher candidate creates an atmosphere of rigorous learning in a risk free environment, using students' interests and backgrounds to produce a climate of acceptance and community. The teacher candidate monitors the impact of the environment on student learning. |

**2g. Integrates current information & communication technologies:**

| Unsatisfactory | Developing | Accomplished | Exceptional |
|---|---|---|---|
| There is no evidence of technology use to support learning. | Technology is used in a routine manner to display information without enhancing learning. | The teacher candidate utilizes a variety of resources and technologies that serve to enhance student engagement, understanding, and learning. | A variety of technologies are used in innovative ways by the teacher candidate and students to enhance engagement, understanding, and learning outcomes. |

**2h. Adapts the learning environment to accommodate the differing needs and diversity of students:**

| | Unsatisfactory | | Developing | | Accomplished | | Exceptional |
|---|---|---|---|---|---|---|---|
| | There is no evidence that the teacher candidate makes adaptations to the learning environment to adjust to learning differences, abilities, or needs. | | The teacher candidate articulates and attempts to adapt and differentiate learning, but there is evidence that some learners' needs are not accommodated. The teacher candidate intermittently checks to see that accommodations are in place. | | The teacher candidate adapts the learning environment to accommodate the diverse needs of their students through implementation of multiple supports. The teacher candidate consistently checks to see that accommodations are in place and effective. | | Multiple tiers of support implemented in the learning environment. Students with diverse and unique needs provided with resources that ensure understanding. Adaptations to lessons based on evidence of student progress helps to meet the needs of diverse learners. |

**2i. Utilizes current & emerging assistive technologies that enable students to participate in high-quality communication interactions & achieve their educational goals:**

| | Unsatisfactory | | Developing | | Accomplished | | Exceptional |
|---|---|---|---|---|---|---|---|
| | There are students with significant learning needs who are not being served with current and emerging assistive technology to support their learning. | | The teacher candidate utilizes some technology to meet the needs of students with significant needs, but in other instances, student needs are not being met. | | The teacher candidate identifies and uses current and appropriate assistive technologies for students to enhance students' understanding of the content. | | The teacher candidate identifies and uses innovative assistive technologies to meet the needs of learners. Students can articulate how they are using assistive technologies to enable classroom interactions and learning. |

**OVERALL FEAP 2 RATING:  The Learning Environment**

| | Unsatisfactory | | Developing | | Accomplished | | Exceptional |
|---|---|---|---|---|---|---|---|

## FEAP 3: INSTRUCTIONAL DELIVERY AND FACILITATION

**3a. Deliver engaging and challenging lessons:**

| Unsatisfactory | Developing | Accomplished | Exceptional |
|---|---|---|---|
| There is no evidence that the teacher candidate is able to deliver engaging and challenging lessons. | The teacher candidate attempts to deliver engaging lessons but at least some learners are distracted or otherwise not engaged in the lessons. The teacher candidate delivers lessons that lack appropriate rigor for the level of learners in the room (may be designed at a level too high or low for the audience). | The lessons are structured and delivered appropriately to engage all students in active, rigorous learning. | The teacher candidate implements lessons that are appropriate to the levels and needs of students and organized in a manner that ensures students are active in intellectually rigorous learning. Students can discuss the challenge and engagement of the lessons delivered by the teacher candidate. |

**3b. Deepen & enrich students' understanding through content area literacy strategies, verbalization of thought, & application of the subject matter:**

| Unsatisfactory | Developing | Accomplished | Exceptional |
|---|---|---|---|
| There is no evidence that the teacher candidate is able to convey appropriate content nor connections to literacy strategies. Students are not given opportunities to apply content to real world applications, and are not given time to reflect on learning. | While the teacher candidate may have a grasp of the content, they are not able to convey that content clearly to the learners. Some attempt is made to incorporate content area literacy strategies and application, but there are missed opportunities to make explicit connections. | The teacher candidate uses content area literacy strategies in the lessons to allow for students to gain an understanding of content as well as the connections with and among other content areas and real-world applications. The teacher candidate allows students the opportunity to process and reflect on learning through application. | Literacy and thinking skills are applied across the grades and curriculum. The teacher candidate includes strategies that allow students to gain an understanding of content as well as the connections with and among other content areas and real-world applications. Students process and reflect on learning through application. Students can articulate the application of subject matter to other content areas. |

**3c. Identify gaps in students' subject matter knowledge:**

| Unsatisfactory | Developing | Accomplished | Exceptional |
|---|---|---|---|
| There is no evidence that the teacher candidate is able to identify gaps in student knowledge. Lessons are taught in sequence without any modification for gaps in knowledge. | There is some evidence that the teacher candidate modifies curriculum or instruction to meet the needs of some learners, but other learners have serious knowledge gaps that are evident in their lack of progress. | The teacher candidate uses both formal and informal assessment strategies to understand student misconceptions and/or content that should be addressed and retaught. | The teacher candidate uses multiple forms of data to identify gaps in knowledge and challenges with student ability to apply concepts. |

**3d. Modify instruction to respond to preconceptions or misconceptions:**

| ☐ Unsatisfactory | ☐ Developing | ☐ Accomplished | ☐ Exceptional |
|---|---|---|---|
| There is no evidence that the teacher candidate is able to modify instruction to respond to misconceptions or faulty preconceptions. Lessons are taught in sequence without any modification for student learning challenges. | Teacher candidate attempts to gather student preconceptions prior to lessons but does not clearly modify instruction during the lesson to address differences or problems. | The teacher candidate monitors student understanding through formative and summative evaluation, assessment results, and data and adjusts instruction in current and future lessons to address students' areas of need. | The teacher candidate clearly makes instructional decisions based on collection of multiple forms of formal and informal data. There is strong evidence that the teacher candidate has planned for student misconceptions or gaps in knowledge and modifies instruction in the moment to address gaps. Teacher candidate identifies ways to modify future instruction based on current challenges. |

**3e. Relate & integrate the subject matter with other disciplines and life experiences:**

| ☐ Unsatisfactory | ☐ Developing | ☐ Accomplished | ☐ Exceptional |
|---|---|---|---|
| There is no evidence that the teacher candidate is able to help students make connections across content and to life experiences. Learning is approached as a discrete skill disconnected from other subjects or application. | Teacher candidate attempts to make connections across content, but there is limited evidence that students grasp the connections. The teacher candidate might help students think about connections to life experiences, but does not provide application opportunities. | The teacher candidate designs learning experiences that promote connections between and among various content areas and subjects, provide students with the opportunity to gain understanding through practical and life experiences, and to apply and reflect on what was learned. | There is a variety of evidence that indicates the teacher candidate is able to design learning experiences that allow students to make connections between and among various content areas and subjects. Teacher candidate not only provides students the opportunity to gain understanding through practical experiences, but scaffolds them through reflection on learning through application. Students can describe connections between content of lessons and other disciplines or life experiences. |

**3f. Employ higher-order questioning techniques:**

| ☐ Unsatisfactory | ☐ Developing | ☐ Accomplished | ☐ Exceptional |
|---|---|---|---|
| The teacher candidate only asks questions that are focused on recall or comprehension. | The teacher candidate asks some higher order questions, but the balance is weighted toward lower order questions that do not advance the thinking of all learners. | The teacher candidate includes questioning techniques that are appropriate for students and their needs and include higher-order questioning, prompting students to synthesize and apply the content in various ways. | There is strong and ample evidence that the teacher candidate prompts students to think critically and engage in meaningful discussions through teacher guidance and facilitation via a variety of questioning techniques to challenge thinking. There is clear evidence of P-12 student learning as a result. |

**3g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding:**

| ☐ Unsatisfactory | ☐ Developing | ☐ Accomplished | ☐ Exceptional |
|---|---|---|---|
| There is no evidence that the teacher candidate attempts to vary instruction or use engaging resources in order to improve learning for students. | There is some evidence that the teacher candidate attempts to vary instruction and resources, but most lessons follow the same structure with little variation and over reliance on worksheets and seatwork. | The teacher candidate includes a variety of instructional strategies and resources as appropriate to students and their needs. Student understanding is confirmed through formative and summative assessments. | The teacher candidate implements and assesses the impact of varied instructional strategies for the success of all learners. There is clear evidence of P-12 student learning from formative and summative assessment data. |

**3h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in student:**

| ☐ Unsatisfactory | ☐ Developing | ☐ Accomplished | ☐ Exceptional |
|---|---|---|---|
| All learners receive similar instruction without any attempt to vary content, process, or context for different learner needs based on assessment student learning needs. | There is some attempt to differentiate instruction for different learners, but it is not clear how these decisions were made and how they are based on assessment of student learning. | The teacher candidate utilizes appropriate student data to determine individual student needs and adjusts instruction accordingly to meet those needs. | The teacher candidate plans, implements, and assesses the success of adaptations to instruction based on multiple data forms in order to meet the needs of all learners. There is clear evidence of P-12 student learning as a result. |

**3i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement:**

| | Unsatisfactory | | Developing | | Accomplished | | Exceptional |
|---|---|---|---|---|---|---|---|
| | There is limited evidence that the teacher candidate provides any feedback to learners about their responses or their success on tasks. | | The teacher candidate may provide some feedback to students, but it is not always supportive, consistent, immediate, or specific. | | The teacher candidate provides feedback to students in a supportive, consistent, timely, and specific manner, allowing students to gain an understanding of their own progress and work toward meeting goals and achieving mastery. | | The teacher candidate creates an environment where all learners are supported using a variety of feedback techniques in order to maximize learning and to help learners self-regulate their own progress toward achieving goals. |

**3j. Utilize student feedback to monitor instructional needs & to adjust instruction:**

| | Unsatisfactory | | Developing | | Accomplished | | Exceptional |
|---|---|---|---|---|---|---|---|
| | There is no evidence of collection of student feedback or data for use in adjusting instruction. | | The teacher candidate collects student data, but does not use it to modify or adjust instruction based on student learning or student needs. | | The teacher candidate utilizes student feedback and data, both formal and informal, to make instructional decisions and accommodations within the lesson as it is being taught. | | The teacher candidate utilizes formal and informal feedback and data to adjust instruction and plan for future instruction. There are also strategies for students to self-monitor their own learning. |

**OVERALL FEAP 3 RATING:  Instructional Delivery and Facilitation**

| | Unsatisfactory | | Developing | | Accomplished | | Exceptional |
|---|---|---|---|---|---|---|---|

# FEAP 4: ASSESSMENT

## 4a. Analyzes and applies data from multiple assessments to diagnose students' learning needs and inform instruction based on those needs:

| Unsatisfactory | Developing | Accomplished | Exceptional |
|---|---|---|---|
| The teacher candidate has not collected or adequately analyzed critical assessment data that are needed to inform instructional decision-making. | The teacher candidate collects limited assessment data, and there is some evidence that the data are used to identify student learning needs or inform instruction based on student need. | The teacher candidate analyzes assessment data from multiple assessments, demonstrates an understanding of students' backgrounds and prior knowledge, and uses this information to inform instructional decision-making. | The teacher candidate analyzes assessment data and additional information, demonstrates an understanding of students' backgrounds and prior knowledge, and uses this information to explicitly inform instructional decision-making. The teacher candidate applies assessment data by differentiating instruction for all students that is aligned with rigorous learning goals that drive instruction. |

## 4b. Designs & aligns formative & summative assessments that match learning objectives and lead to mastery:

| Unsatisfactory | Developing | Accomplished | Exceptional |
|---|---|---|---|
| The teacher candidate designs or uses assessments but cannot communicate the difference between formative or summative assessments. Alignment to stated learning objectives and standards is not clearly articulated. | The teacher candidate designs and uses formative and summative assessments, but alignment to stated learning objectives and standards is not clearly articulated. | The teacher candidate designs valid formative and summative assessments that are clearly aligned with learning objectives and standards. | The teacher candidate designs and uses valid formative and summative assessments that are clearly aligned with stated learning objectives and standards to purposively monitor student learning and mastery of rigorous learning goals. |

## 4c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains:

| Unsatisfactory | Developing | Accomplished | Exceptional |
|---|---|---|---|
| The teacher candidate does not appropriately select assessment tools that can be used to monitor student learning and achievement. The candidate is not able to articulate the importance of tracking student progress and/or learning gains over time. | The teacher candidate appropriately uses a limited set of assessment tools to monitor student achievement. The candidate cannot clearly articulate the importance of tracking student progress and/or does not demonstrate the use of the assessment tools to monitor student progress toward learning goals over time. | The teacher candidate uses of a variety of assessment tools to monitor student progress and achievement. The candidate explains the importance of tracking student progress toward learning goals over a designated time period or unit of instruction. | The teacher candidate uses a variety of assessment tools to monitor student progress and mastery of stated learning objectives. The candidate explains the importance and rationale of tracking student progress toward learning goals over a designated time period or unit of instruction and can identify pros and cons for different assessment tools. |

**4d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge:**

| ☐ Unsatisfactory | ☐ Developing | ☐ Accomplished | ☐ Exceptional |
|---|---|---|---|
| The teacher candidate implements one-size-fits-all assessments with no evidence that modifications are considered or made in testing materials or conditions that are appropriate to meet student needs and requirements of individual student learning plans. | The teacher candidate modifies some assessments and/or testing conditions in response to identified individual student needs and requirements. There is limited evidence that the modifications are done systematically or consistently. | The teacher candidate modifies formative assessments in response to student learning styles and varying levels of knowledge. Instruction is differentiated based on the formative assessment data. Testing conditions are modified for an individual and/or a small group of students to provide an environment conducive to student success. | The teacher candidate modifies formative assessments intentionally in response to student learning styles and varying levels of knowledge and skills. Instruction is differentiated based on the formative assessment data. The teacher candidate demonstrates flexibility and responsiveness in the design and use of testing materials and conditions that respond to student needs and preferences. |

**4e. Shares the importance and outcomes of student assessment data with the student and the student's parent / caregiver(s):**

| ☐ Unsatisfactory | ☐ Developing | ☐ Accomplished | ☐ Exceptional |
|---|---|---|---|
| The teacher candidate does not share the results of classroom and state assessments with students and/or parents/caregivers. | The teacher candidate shares the results of classroom and state assessments with students and parents/caregivers. Assessment data may not be communicated in an accessible format, in a timely manner, or connected to the students' learning objectives. | The teacher candidate regularly shares the results of classroom and state assessments with students and parents/caregivers. The assessment feedback is directly connected to priority learning targets and student progress toward mastery of the learning objectives. Assessment data and outcomes are clearly communicated in an timely and accessible format that promotes understanding and shared decision-making. | The teacher candidate regularly shares the results of classroom and state assessments with students and parents/caregivers. The assessment feedback is directly connected to priority learning targets and student progress toward mastery of the learning objectives. Assessment data and outcomes are clearly communicated in an accessible format that promotes understanding and shared decision-making. The teacher candidate engages in opportunities for students and parents/caregivers to provide feedback and make suggestions for how to maximize student learning. |

**4f. Applies technology to organize and integrate assessment information:**

| ☐ Unsatisfactory | ☐ Developing | ☐ Accomplished | ☐ Exceptional |
|---|---|---|---|
| There is no use of technology for organizing and integrating assessment information for use. | The teacher candidate keeps records of assessments, but does not have a system for tracking progress over time or integrating multiple forms of assessment from varied sources using appropriate technology. | The teacher candidate uses technology tools when planning, monitoring, analyzing, and communicating assessment data with students, parent/caregivers, and colleagues. | The teacher candidate uses technology tools to support planning, monitoring, analyzing, and integrating various sources of data. There is evidence of regular and effective communication with parents/caregivers and integrating feedback that results in improved outcomes and student learning based on use of the technology system. |

**OVERALL FEAP 4 RATING: Assessment**

| ☐ Unsatisfactory | ☐ Developing | ☐ Accomplished | ☐ Exceptional |
|---|---|---|---|

## FEAP 5: CONTINUOUS PROFESSIONAL DEVELOPMENT

**5a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs:**

| ☐ Unsatisfactory | ☐ Developing | ☐ Accomplished | ☐ Exceptional |
|---|---|---|---|
| Teacher candidate cannot identify areas for professional growth and does not reference improving instruction based on students' needs | Teacher candidate identifies areas for professional improvement but does explicitly link goals to the learning needs of individuals or student subgroups. | Teacher candidate sets professional goals to improve instruction for the learning needs of individuals or student subgroups based on outcomes of lessons and evidence of student learning. | Teacher candidate engages in cycles of systematic reflection and actions toward improving all student learning, some of which is self-guided. |

**5b. Examines and uses data-informed research to improve instruction and student achievement:**

| ☐ Unsatisfactory | ☐ Developing | ☐ Accomplished | ☐ Exceptional |
|---|---|---|---|
| Teacher candidate references personal experience and does not use data-informed research to improve instruction. | Teacher candidate references data-informed research but does not explicitly indicate how the research will improve instruction. | Through planning and actual teaching, the candidate explicitly uses data-informed research to improve instruction and student learning. | The teacher candidate has an action plan to improve student achievement derived from both published and self-collected data. Teacher candidate may engage in systematic teacher inquiry or action research as a means to collect data to drive and improve instruction. |

**5c. 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:**

| ☐ Unsatisfactory | ☐ Developing | ☐ Accomplished | ☐ Exceptional |
|---|---|---|---|
| Teacher candidate references personal experience and does not identify and analyze a variety of data (e.g., formative and summative data) to evaluate whether a lesson was effective in improving student learning outcomes, inform instruction or adjust planning for future lessons. | The teacher candidate is building skill in using data sources beyond summative measures. Generally the candidate shows accurate perceptions of whether a lesson was effective in improving student learning outcomes and can use data to adjust lessons for the purpose of improving learning outcomes. | The teacher candidate accurately assesses the success of a lesson, can point to specific formative and summative data used in that determination, independently and in collaboration with other professionals. The teacher candidate can speak to ways to adjust instruction and planning based on the analysis of data for the purpose of improving effectiveness. | Teacher candidate thoughtfully and accurately assesses the success of a lesson citing a variety of formative and summative data sources that focus on student learning, independently and in collaboration with other professionals. The teacher candidate can several ways to improve the effectiveness of the lesson based on the data. |

**5d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement:**

| ☐ Unsatisfactory | ☐ Developing | ☐ Accomplished | ☐ Exceptional |
|---|---|---|---|
| Teacher candidate does not have a clear plan or policy for communicating with families and other educators to improve student learning. | Teacher candidate is able to communicate when problems arise, but there is no systematic effort for communication with families and other educators. | Teacher candidate communicates and collaborates with families and other educators about student progress toward learning targets. | There is evidence that the teacher candidate not only has a system for communicating and collaborating with families, but also creating a two-way communication system for information to flow both ways between families and classroom. |

**5e. Engages in targeted professional growth opportunities and reflective practices:**

| Unsatisfactory | Developing | Accomplished | Exceptional |
|---|---|---|---|
| Teacher candidate expresses the value for professional learning but cannot offer examples for opportunities to enhance knowledge and skill of practice tied to one's own teaching, even with prompting by a supervisor or mentor. | Teacher candidate offers examples of growth opportunities but does not reflect on one's own practice as a means to form broad or targeted professional learning goals, even with prompting by a supervisor or mentor. | The teacher candidate reflects on a specific example or two from practice to create a professional learning goal that has the potential to improve a specific aspect of practice for individuals or group of students. The candidate can elaborate when prompted by a supervisor or mentor. | The teacher candidate cites many examples from practice to create a continuous cycle of professional learning that the explicitly connects to improving a specific aspect of practice for individuals or group of students. The candidate typically does not require prompting from supervisors or mentors. |

**5f. Implements knowledge and skills learned in professional development in the teaching and learning process:**

| Unsatisfactory | Developing | Accomplished | Exceptional |
|---|---|---|---|
| New learning from professional development is not visibly incorporated into planning, teaching, assessing, or reflecting on practice. | The teacher candidate attempts to incorporate new professional learning into practice. The new knowledge and skills are not consistently implemented or sustained over time. | The teacher candidate plans, implements, and reflects on the use of new professional learning into the classroom. The new knowledge and skills are consistently implemented and sustained over time. | There is evidence of a cycle of continuous learning where professional development is brought into instruction and continuously adapted to impact student learning. The new knowledge and skills are systematically and consistently sustained over time. |

**OVERALL FEAP 5 RATING:  Continuous Professional Development**

| Unsatisfactory | Developing | Accomplished | Exceptional |
|---|---|---|---|

# FEAP 6: PROFESSIONAL RESPONSIBILITY & CONDUCT

**6. Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C., and fulfills the expected obligations to students, the public and the education profession.**

| ☐ Unsatisfactory | ☐ Developing | ☐ Accomplished | ☐ Exceptional |
|---|---|---|---|
| The teacher candidate is aware of the Florida Code of Ethics but has not demonstrated in practice or discussion the implications for professional practice, or has committed infraction(s) of the Code of Ethics. | The teacher candidate is aware of the Florida Code of Ethics, engages in ethical behavior, and adheres to professional standards. | The teacher candidate acts in accordance with Florida Code of Ethics and adheres to professional standards and can cite laws and policies regarding learners' rights and teachers' responsibilities. The teacher candidate can describe a process for resolving ethical dilemmas. | The teacher candidate acts in accordance with Florida Code of Ethics and adheres to professional standards, anticipates potential ethical issues regarding learners' right and teachers' responsibilities, and proactively addresses them. In addition to overtly maintaining a safe and non-discriminatory classroom environment conducive to learning and well-being of students, the candidate might assist peers in making decisions and analyzing educational practices that adhere to professional and ethical standards. |

**OVERALL FEAP 6 RATING:  Continuous Professional Development**

| ☐ Unsatisfactory | ☐ Developing | ☐ Accomplished | ☐ Exceptional |
|---|---|---|---|

# Part 2: UF Teacher Professionalism Indicators

| RATING | Never | Sometimes | Frequently | Always |
|---|:---:|:---:|:---:|:---:|
| 2.1 Reflects on the extent to which learning goals were met and how instruction can be changed to facilitate learning | ☐ | ☐ | ☐ | ☐ |
| 2.2 Demonstrates a sense of efficacy | ☐ | ☐ | ☐ | ☐ |
| 2.3 Builds professional relationships with colleagues to share teaching insights and to coordinate learning activities for students | ☐ | ☐ | ☐ | ☐ |
| 2.4 Demonstrates initiative and self-reliance | ☐ | ☐ | ☐ | ☐ |
| 2.5 Demonstrates enthusiasm for teaching | ☐ | ☐ | ☐ | ☐ |
| 2.6 Demonstrates responsiveness to supervision (ability to accept constructive criticism and incorporate suggestions into teaching performance) | ☐ | ☐ | ☐ | ☐ |
| 2.7 Demonstrates responsibility for maintaining accurate student records and other important information | ☐ | ☐ | ☐ | ☐ |
| 2.8 Is punctual | ☐ | ☐ | ☐ | ☐ |
| 2.9 Presents a professional appearance in dress, grooming, attitude, and demeanor | ☐ | ☐ | ☐ | ☐ |

# University Supervisors

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|---|---|
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