



# 2024 Agricultural Education Teaching Internship Handbook

## 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 purpose of the *Agricultural Education Teaching Internship Handbook* is to assist teaching interns, cooperating teachers, and university supervisors understand their responsibilities related to the student-teaching internship in Agricultural Education. The *Handbook* is designed to provide assistance and direction for the teaching internship. The *Cooperating Teacher Manual* is designed to provide assistance to the cooperating teacher for observations and feedback communication.

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## Verification of Placement – Spring 2024

*Instructions:* Complete this form and submit on canvas due before leaving campus Jan. 8, 2024.

Name of Intern: [Click here to enter text.](#)\_\_\_\_\_

Address during Internship: [Click here to enter text.](#)\_\_\_\_\_

Phone Number: [Click here to enter text.](#)\_\_\_\_\_

*(Note: List the teacher’s name as it should appear on official documents. If more than one cooperating teacher, list the one who has the greatest supervisory role.)*

Cooperating Teacher: [Click here to enter text.](#)\_\_\_\_\_

School: [Click here to enter text.](#)\_\_\_\_\_ Principal’s Name: [Click here to enter text.](#)\_\_\_\_\_

School Address: [Click here to enter text.](#)\_\_\_\_\_

School Phone #: [Click here to enter text.](#)\_\_\_\_\_ Coop. Teacher Cell Phone #: [Click here to enter text.](#)\_\_\_\_\_

### DAILY SCHEDULE

Period No.	Time of Class	Course Title	Grade Level	Starting Date	Ending Date
#	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>	Grade	Date	Date
#	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>	Grade	Date	Date
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#	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>	Grade	Date	Date

Dates that you will not be in class (e.g., Spring Break, holidays, fair dates, CDEs, testing dates):  
[Click here to enter text.](#)\_\_\_\_\_

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## Important Dates

Submit <i>Verification of Placement</i> Form	No later than Jan. 8
First Day of Internship (On-site)	Jan. 8
First University Supervisor Visit* (1/15 to 2/17)	
Mid Point Intern Seminar** Online Meeting After School	Feb. 27
Second University Supervisor Visit* (2/20 to 3/24)	
CTE Leader Roundup ** Online Meeting After School	TBD
Third University Supervisor Visit* (3/27 to 4/21)	
Last Day of In-class Instruction	Apr. 19
Last Day of Internship (On-site)	Apr. 26
Final Intern Seminar** UF – Gainesville	April 30
UF/CALS Commencement	May 3rd (University) May 5 <sup>th</sup> (CALS)

\*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

## **Suggested Internship Timetable**

### **December 8<sup>th</sup> 2023 – May 5<sup>th</sup>, 2024**

#### **Beginning December 8<sup>th</sup> (Preliminary Activities)**

- Have visited your assigned internship site and met with your cooperating teacher
- Identify your personal work area
- Identify classes and units that you will be teaching
- Learn about resources available (media, library, community, e-mail, etc.)
- Obtain class rosters, seating arrangements, daily schedule, etc.
- Secure copy of the school policy manual and a map of the area
- Familiarize yourself with the rules of the school, department, and classes
- Review discipline procedures with cooperating teacher and develop rules for your classes
- Become acquainted with safety procedures
- Identify students with special learning needs and meet with appropriate personnel
- Establish housekeeping expectations
- Determine appropriate dress code for teachers
- Determine your expected work hours
- Update teaching philosophy and résumé
- Attend sessions and complete assignment per AEC 4202
- Submit **Verification of Placement** form on canvas
- Prepare lesson plans for student teaching site

#### **1<sup>st</sup> Week of Internship Starting Jan 8<sup>th</sup>**

- ALL WEEKS ARE REPORTED STARTING SATURDAY 12:00AM
- Report to student intern school Jan. 8<sup>th</sup>
- Visit with administration, teachers, community, etc.
- Observe classes of instruction
- Prepare/edit lesson plans for 1<sup>st</sup> and 2<sup>nd</sup> classes
- Identify topic for action research– collect student data, begin report
- Complete, with cooperating teacher, your teaching Internship Experience Plan (p. 23-25) and *submit to Canvas*
- Conduct at least one SAE visit with cooperating teacher
- Assist cooperating teacher with FFA and other activities
- Submit weekly journal & clock hour sheet on Canvas (by 10pm Sunday)
- Submit weekly lesson plans if you teach any classes or coteach a class to Canvas (by 10pm Sunday) If you do not have a lesson plan, submit a lesson plan taught by your cooperating teacher.

#### **2<sup>nd</sup> Week January 15 – 19**

- Assume teaching responsibilities for 1<sup>st</sup> class
- Observe other classes of instruction
- Secure teaching materials for next class or classes

- Prepare lesson plans for 2<sup>nd</sup> class
- Conduct at least one SAE visit with cooperating teacher
- Meet with cooperating teacher daily
- Submit weekly journal & clock hour sheet to Canvas
- Submit weekly lesson plans to Canvas

### **3<sup>rd</sup> Week January 22 – January 26**

- Add 2<sup>nd</sup> class to your teaching load
- Continue observing/co-teaching classes with the cooperating teacher
- Plan for 3<sup>rd</sup>, 4<sup>th</sup> & 5<sup>th</sup> classes
- Assist cooperating teacher with FFA and other activities
- Meet with cooperating teacher daily
- Submit weekly journal & clock hour sheet to Canvas
- Submit weekly lesson plans to Canvas

### **4<sup>th</sup> – 13<sup>th</sup> Week January 29 – April 12**

- Add 3<sup>rd</sup>, 4<sup>th</sup>, & 5<sup>th</sup> classes (as directed by cooperating teacher & university supervisor)
- May move to less frequent conference schedule if directed by cooperating teacher  
(**minimum of one conference per week**)
- Plan lessons of instruction
- Conduct at least two SAE visits with cooperating teacher
- If appropriate, conduct one SAE visit without cooperating teacher
- Assist cooperating teacher with FFA and other activities
- Submit weekly reflective journals & clock hour sheets to Canvas
- Submit weekly lesson plans to Canvas

### **14<sup>th</sup> Week April 15 – 19**

- Secure material that will help in employment
- Plan for transition of classes back to cooperating teacher
- Prepare final materials for cooperating teacher
- Submit weekly reflective journal to Canvas
- Complete additional assignments as directed by university supervisor
- Complete mock interview with school administrator
- Complete teaching duties & full transition back to cooperating teacher (grades, students' projects, etc.) Last day of Instruction April 26<sup>th</sup>
- Submit weekly lesson plans to Canvas

### **April 30<sup>th</sup>**

- Final internship seminar and program evaluation in Gainesville, FL

## 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.

Carefully study and consider the suggestions and instructions which are offered in this handbook. They are based on the observations and experiences of many professionals. The undertaking which you are beginning is without a doubt the most important phase of your preparation as a teacher of agriculture.

First impressions are important. Be genuinely courteous, cooperative, and sincere in your dealings with students, cooperating teachers, administrators, other faculty members, school employees, parents, and residents in the community. The ability to work well with other people and to maintain desirable relationships is one which every beginning teacher should cultivate. Appearance and conduct should be acceptable for professionals in the agricultural education profession.

The teaching internship is an opportunity for you to learn. Observe carefully not only *what* is done but also *how* it is done in the school to which you are assigned. Be discrete at all times about talking to friends and outsiders about what transpires at your internship site.

Be aware that the hosting of teaching interns creates disruptions to the regular school program. At the same time, you are added personnel in the school and, as such, you 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.

You will find your cooperating teacher, the school administrator, and other local persons in the school and community cooperative and helpful. It is your responsibility to maintain their respect by contributing to the total program.

### *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 your 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 your contacts that occur after school hours and when you 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. *Do not wait to be told what to do.* After general instructions have been given and/or certain activities planned, proceed to get the job done. Use initiative, but be sure to keep your cooperating teacher informed.
7. Do not hesitate to ask for assistance from the cooperating teacher. If you do not know how to complete a particular job, say so. Do not put yourself in an embarrassing situation by claiming to know it all. If you need additional information, ask for it. No one expects you to know everything about agriculture and your cooperating teacher has information they will gladly share if you ask for it.
8. Never criticize one student to another, nor should you criticize your class, other teaching interns, your cooperating teacher, administrator, other school or university personnel or program, or the school itself to others. Review the Code of Ethics presented in this handbook. Conduct unbecoming of a professional educator is considered *just cause for removing a teaching intern* from an assigned teaching internship center.
9. Do not be afraid to suggest new ideas, but strive for tact when doing so. If the idea is not adopted or some idea is being used that may be contrary to your past experiences, you may want to tactfully ask why. Usually there is a very good reason.
10. Approach your internship with an open mind and learn all you can from all experiences (both positive and negative ones). 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 you experience during the teaching internship, the less you will face for the first time as a full–time teacher.
11. Take criticism with an open mind and be eager to improve. Suggestions will be offered for your professional improvement. Invite suggestions and profit by them. Make positive changes in your teaching as suggested by your cooperating teacher and university supervisor.

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. Learn the names of students and as much about them (SAEs, home conditions, etc.) as soon as possible before starting your teaching.
2. Prepare your lesson (instructional) plans carefully and have them checked and approved by your cooperating teacher several days in advance so you can make any recommended changes. This also applies to exams, field trips, meetings, audio–visual materials, etc.
3. Maintain an orderly, business–like classroom atmosphere. You must maintain proper control of your classes. Secure the cooperation of your class, but do not be too "easy" or overly friendly. As you gain experience, you can more easily direct and supervise classroom work which allows greater and more desirable student activity and freedom. Gain student respect for doing a good job without being overly concerned about them "liking you."
4. Work to improve such things as your handwriting, board work, grammar, spelling, etc. You must set a good example for your students.
5. Be involved in delivering online instruction when appropriate. Work in concert with the teacher to maintain school learning management programs and monitor student progress.
6. Do not talk down to the students nor go above their heads. Take into consideration their age and experience. Check often to see that the whole class is following you. 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. Secure and organize your materials and equipment in advance.
8. On field trips, plan and inform students of what you want the students to observe (or do). Follow this up later in class by means of discussion, a quiz, further explanation, or other appropriate activities.
9. Be prompt in meeting all your classes and appointments. It is better to arrive ahead of time than to rush into a room just ahead of the bell. Be consistent in your methods and relationships. Develop patience and self–control.

### ***General Guidelines and Policies***

1. The local school authorities have granted permission for you to observe classes and to complete your teaching internship in their school. The continuance of this privilege to those

who will follow you depends upon how well you do your work and the manner in which you conduct yourself.

2. Be prepared to spend the time necessary to participate in the activities expected of agriculture teachers. You are expected to take an active role in evening and weekend activities. Remember, this internship is an opportunity for you to experience the roles and responsibilities of teaching agriculture. Plan to be involved in a variety of activities and budget your time and other resources in order to allow for your participation. *Employment is not allowed* since it would detract from the potential benefits of the teaching internship experience.
3. Keep the required records and reports and submit them on time.
4. Whenever you leave the school for any reason, you must have the consent of your cooperating teacher. Report any absence (for any reason) to the cooperating teacher as soon as possible and arrange for your classes to be taught. Interns should also inform their university supervisor of any absence. In addition, if you leave the community over a weekend or holiday, inform your cooperating teacher of your whereabouts.
5. At least for the first three weeks of your teaching internship, set aside time at the end of each day for a conference with your cooperating teacher. After the third week of teaching, conferences may be held on a weekly basis. However, you must meet with your 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. Communicate often with your university supervisor. Complete your weekly *Reflection Journals* on time and contact your university supervisor for help as you need it. At least three days before your university supervisor's visit, complete the *Pre-Observation Work Sheet* and email it to your supervisor. Then, schedule a phone conference with your supervisor to discuss the visit. Feel free to contact your university supervisor at any time.
7. Attend to all financial matters and any other obligations before leaving the community.
8. Ask the cooperating teacher for copies of any desired teaching materials for your future use.
9. Before leaving your school, be sure to express your appreciation to your cooperating teacher and administrators. Follow this up with a written expression of appreciation.

## **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 *Weekly Teaching Evaluation Form*, *Teaching Internship Bi-Weekly Evaluation Rating Form*, as well as the *Teaching Performance Review (Optional 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 Bi-Weekly Evaluation Rating*) 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 your university supervisor at least three days before the visit and then schedule a phone call with your 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 Bi-Weekly Evaluation Rating Form* (one for weeks 3, 5, 7, 9, 11, and 13 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. (*Weekly Teaching Evaluation Form*)
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.



## University of Florida: Core Essential Requirements for Educator Preparation Programs

The University of Florida's Educator Preparation Programs are committed to preparing high-quality educators who possess the skills and abilities required for professional practice. We are dedicated to preparing these candidates for the complexities of educational environments. Certain core essential requirements ("Requirements") must be met during clinical experiences and throughout the duration of the program. Candidates in the University of Florida's Educator Preparation Programs must perform the Requirements in a manner that does not negatively impact the operation of the placement location, and that supports the learning of the students with whom these candidates are working. In addition to meeting the academic expectations of the requirements, candidates must also be able to perform these Requirements independently. The Requirements described below are the minimum standards that allow candidates to perform at a level that is generally acceptable in their fields. Candidates unable to meet these Requirements will be unable to complete the program and are encouraged to pursue alternate career pathways.

Communication: Skills and abilities required for effective oral and written communication, and interaction with others.

In all field and clinical experiences candidates must be able to:

- Provide and follow written and verbal instructions delivered through a variety of modalities
- Adhere to administrative protocols, including timely communications regarding lateness or absence
- Consult/communicate with instructors, colleagues, supervisors, caregivers, administrators, community stakeholders and students in a professional and timely manner
- Apply effective active listening techniques, effectively provide and receive information and sensitively respond to others in written and oral formats
- Recognize and respond to nonverbal cues and communication, and interpret social cues
- Compose well-written, complete lesson plans that meet district/university standards for use in instruction
- Acknowledge and demonstrate respect for individual differences, values, and opinions
- Modulate communication to support effective working relationships.

Sensory and Motor: Sensory and physical abilities sufficient to execute, perceive, assess, and monitor, and support classroom instruction, and maintain student safety.

In all field and clinical experiences, candidates must be able to:

- Physically maneuver in a variety of school settings including, but not limited to, the classroom, media center, cafeteria, gymnasium, hallways and recreational areas
- Efficiently manipulate a variety of equipment for instruction and management of classroom activities;
- Effectively interpret and respond to requests and instructions from instructors, colleagues, supervisors, caregivers, administrators, students and other stakeholders;
- Adequately respond to all safety procedures (fire alarms, tornado drills and emergency signals) and take appropriate actions;
- Effectively monitor the environment in a variety of school settings to ensure student safety.

Behavioral and Social: Social and emotional abilities necessary to interact with others, respect professional boundaries, and maintain ethical conduct consistent with those who work with and are role models for young people.

In all field and clinical experiences candidates must be able to:

- Exercise sound judgement and maintain professional ethical standards to manage professional responsibilities promptly and safely, including maintaining student confidentiality;
- Acknowledge and respect diverse cultural values and opinions, and treat others - including students, colleagues, caregivers, and supervisors - with courtesy, integrity, and maturity;
- Display flexibility and the ability to adapt to changing environments and situations, while maintaining composure;
- Demonstrate a professional demeanor, even under stress; manage the uncertainties and frequent interruptions that are inherent to educational settings with poise.
- Demonstrate the ability to work independently and collaboratively with others;
- Self-reflect and modify behavior in response to constructive feedback;
- Maintain professional demeanor (e.g., control emotions, be punctual, dress professionally, maintain professional relationships with students)
- Be present during entirety of the sites' contract hours;
- Complete and deliver materials and products (e.g., lesson plans, routine paperwork) as required by the site in a timely way.
- Maintain professionalism when in online environments (e.g., on social media and in email communications)

## Internship Assignments

### Grading

The final grade for the student teaching internship will be determined by a combination of three major areas. The areas are explained in detail in this section.

### Scores and Final Grade

A. Student Teaching Assignments & Digital Portfolio	_____/1000
B. Cooperating Teacher Final Evaluation	_____/1000
C. University Supervisor Final Evaluation	_____/1000
<b>Cumulative Points</b>	_____/3000

### Grading Scale

A = > 2,790
A- = 2,700 to 2,791
B+ = 2,625 to 2699
B = 2,475 to 2,624
B- = 2,400 to 2,474
C+ = 2,325 to 2,399
C = 2,175 to 2,324
C- = 2,100 to 2,174
D = 1,800 to 2,099
E = < 1,800

## *Student Teaching Assignments and Digital Portfolio*

Portions of the student teaching assignments will be submitted through the class Canvas site

### **Digital Portfolio and Assignment Guidelines**

The student teaching portfolio is a tool for reinforcing learning during student teaching. The final portfolio must be submitted in digital format, preferably with a flash drive. You are encouraged to include pictures along with your written text. On all sections of this portfolio assignment, take extra care to check spelling, grammar and writing presentation style. Take pride in your work. Remember that you will likely be asking your Cooperating Teacher and/or your University Supervisor for a job reference. Quality work results in quality references.

Any assignment submitted late in Canvas will receive half points. Please review any feedback from your university supervisor provided in Canvas. You may receive full points for an assignment but are given directions to improve something going forward.

### **Your portfolio and assignments will fall into one of two sections:**

Planning and Supervision  
Professional Information

### Planning and Supervision

- 1. Class/Teaching Schedule** - Each student must complete a daily schedule for their agricultural education program and school. The schedule should be submitted to via Canvas no later than **January 14**. Include bell schedule, class name, number of students in each class, and the anticipated date you might assume responsibility of each class. The schedule should provide a tentative plan for taking over courses and returning courses. This schedule should span the entire student teaching semester. The schedule should include school holidays/breaks, major FFA events and any other significant event. A copy of this assignment should also be placed in your portfolio notebook.
- 2. Weekly Journals/Clock Hours** - Each student will maintain a weekly journal, this journal will include daily notes and a weekly reflection of the events of the week. This should be typed and will be submitted via the class Canvas site by 10:00 PM on Sunday. You should complete your first journal assignment during the first week of your experience. Subsequent journals will be due via Canvas on the Sunday after each week is completed. The journal document is available in word format on the class Canvas site. Thinking reflectively and critically about your experiences will assist you in improving your current teaching and in preparing for your next professional job experience. You should also complete the clock hour sheet that represents the total time you spent in various activities for the week.
- 3. Complete Unit Plans**- Each student must prepare complete unit plans utilizing the template used in AEC 4202. Other templates for unit planning may be used if prior approval has been given by the University Supervisor. The unit plans should include the beginning and ending date of the

unit. The unit plans are due in Canvas before you begin each unit.

4. **Lesson Plans for ALL classroom and laboratory lessons taught** - Organize this section of the portfolio chronologically by class. Follow a format similar to the ones presented in AEC 4202 for full credit. Remember, you are expected to teach from a lesson plan during **every** class period for which you are responsible. If you are required to submit lesson plans for your school system, the template must be approved by the University Supervisor to allow these forms to be a substitute for the lesson plan presented in AEC 4202. You may also consider using [planbook.com](http://planbook.com) for planning. Lesson plans should also be provided for substitutes for days you are missing, even if the cooperating teacher is teaching that day. The lesson plans should be submitted on Canvas on Sunday after they have been taught.
6. **All Tests, Quizzes and Assessments used during student teaching** - These should match the specific learning objectives of the lesson. Submit these in your digital portfolio attached to your unit plans.
7. **Records of Four SAEP Supervisions** – These should be included in your portfolio notebook and submitted on Canvas. A template of this form is available online.

## Professional Information

These assignments should be submitted via Canvas and included in your portfolio notebook. These reports are intended to provide student teachers with valuable information that will positively impact their teaching. These reports should be based on primary sources including through interviews and print resources. Please document your sources. **A minimum of two double-spaced, typed pages (Times 12 font) is expected for each report.** Discuss community involvement in the program including resources, support, FFA Alumni or Advisory group involvement.

### 1. School Report (Due: January 21) – At least two pages in length

- A. Should include the name of the school, principal, and the superintendent.
- B. Information about your Cooperating Teacher such as:
  - Their background
  - What made them want to become an agriculture teacher?
  - What is their favorite part of being a teacher?
  - What are their favorite CDE's
  - What characteristics do they think make a good teacher?
  - Any other information that you would like to ask or that they would like to share.
- C. You should also include school enrollment figures, enrollment figures for exceptional learners, free and reduced lunch statistics and a discussion of the latest trends in enrollment figures in this report.

### 2. Career and Technical Education and Agricultural Education Report (Due: January 21). At least two pages in length

Should include a list of career and technical education programs (including agricultural education) and courses offered and their enrollments.

1. Discuss the interest level and general attitude of the agricultural education students.

2. Discuss FFA and SAEP participation.
3. Discuss the importance of the agricultural education in the school and community.

### **3. Interview Assignment**

During student teaching, arrange to conduct a mock job interview with an administrator (principal, assistant principal, director of personnel, etc.). You will need to secure a date and time for the job interview with the administrator and provide them with your most current resume. Be sure to explain that this exercise is designed to provide you with a realistic experience in the interviewing process. At the conclusion of the mock job interview, ask the administrator to verbally provide you with feedback for improving your interviewing skills. It is recommended that you conduct this exercise toward the end of student teaching. However, do not wait until the last week to schedule the interview. Sometimes administrators are called away for other meetings and you could be bumped off of the schedule. Documentation for this exercise will include: 1) a sample of the questions posed by the administrator; 2) their suggestions for improving your interviewing skills; and 3) your assessment of your interview preparation and performance. This documentation **must be typed and signed by the Cooperating Teacher**. A copy should be placed in your digital portfolio.

### **4. Evaluations from Cooperating Teacher and University Supervisor**

As part of your Student Teaching Experience you will be formally observed several times. This is meant to help prepare you for the many evaluations that will occur when you are a new teacher in the field. For each observation, you will sit down with your observer and discuss the evaluation along with your strengths, weaknesses and areas to improve.

The forms for the evaluations are detailed in the next section.

### **5. Students with Special Needs Case Study- Due April 19**

Differentiating instruction is the process of individualizing the instruction for each learner in your classroom based on their learning needs, previous experiences, interests in the topics and various other factors. For this assignment, you will complete a case study for differentiated instruction for one class for one unit. To complete the case study, you will give your entire class a pre-test based on your objectives for the unit. While you teach the unit, you will focus your differentiated strategies for specific students in the courses. You will document formative assessment strategies you implement to monitor student learning and adjust your instruction. At the completion of the unit, you will give a post-test. You should analyze the data to determine the learning gains for the students in your course.

Your case study will be presented in a report. Your final report should include:

- A detailed description of the case including the learners in the course. Special attention should be given to special needs including accommodations on 504 plans or IEPs. Testing data should also be analyzed to create a full picture of the case. Care should be made to keep the identity of the students in your class confidential, using pseudonyms where appropriate and not identifying sensitive information. Be certain to follow the school district protocol when reporting this information. (about 1-2 pages)

- A detailed unit plan for the course that includes the transfer goals and objectives for the course. (follow the format used in 4202)
- A description of pre and posttest scores for students before and after the unit of instruction. This can be on a written test or performance rubric (or combination thereof). This description should compare how individuals with special needs performed on the posttest as a description of their knowledge gain compared to their peers. (1-2 pages, should include charts and tables)
- A description of how the differentiated instruction went during the unit. This can include your perception, the cooperating teacher thoughts, or what the students thought about the unit. It should also include a description about specific things you did to differentiate instruction for students with special needs. (about 1/2 page)
- What were the key takeaways for the differentiated instruction case study? What will you do in the future? What did you learn about your students that will improve your teaching? What are your thoughts about differentiating instruction? What are the challenges and how will you overcome those as a teacher? What sources of data were the most useful? Which data were not particularly helpful? (about 1/2 page)

## Student Teacher Digital Portfolio Evaluation

The following evaluation form will be used to grade student teaching portfolios:

NOTE: The portfolio should be organized using folders in this order for full points. **If an assignment cannot be easily found it may not be graded.**

<u>Assignment Title</u>	<u>Points Available</u>	<u>Points Received</u>	<u>Comments</u>
<b>A. Planning and Supervision Section</b>			
Class/Teaching Schedule	25	_____	
Internship Experience Plan	25	_____	
Weekly Journals/Clock Hours	9 ea. X 15 = 140	_____	
Unit Plans	100	_____	
Lesson Plans	13 ea. X 15 = 195	_____	
All Tests/Quizzes/Assessments	50	_____	
Record of Four SAEP Supervisions	10 ea. X 4 = 40	_____	
<b>B. Professional Information Section</b>			
School/Community Reports	50	_____	
Career and Technical Education and Agricultural Education Report	50	_____	
Interview Assignment	40	_____	
Cooperating Teacher Weekly Evaluations	5 ea. X 15 = 75	_____	
Cooperating Teacher midpoint evals	10 ea. X 3 = 30	_____	
Pre-observation/professional growth plans	20 ea. X 3 = 60	_____	
Special Needs Case Study	120	_____	
<b>Total Points</b>		_____	



## **Example Internship Experiences**

The following is a list of example activities that would be beneficial for interns to experience and to complete the Internship Experience Program. *This is by no means a comprehensive list.* The intern and the cooperating teacher should discuss the professional development experiences desired for the internship in each of the broad categories presented. Consideration should be given to experiences the intern would like to have as well as experiences the cooperating teacher suggests.

### **General Introductory Activities**

1. Meet with the Superintendent, Principal, and/or Agriscience Supervisor regarding expectations of interns and school policies.
2. Observe cooperating teacher for up to *one week* prior to beginning teaching.
3. Observe other excellent teachers in the school in their classrooms.
4. Meet agribusiness people of the community.
5. Become acquainted with the types of agriculture in the community by conducting a agricultural survey.
6. Visit with personnel employed in related agricultural agencies in the community (i.e., County Extension Office, NRCS, FCS).
7. Determine procedures for making copies, checking out A/V Equipment, scheduling field trips, etc.
8. Meet school secretary, book keeper, custodians, etc.
9. Learn procedures for taking and reporting roll, recording grades, writing referrals, etc
10. Secure a computer password, keys to the building, alarm codes, etc. as appropriate.
11. Visit the ESE Classroom and the In School Suspension Classroom.
12. Attend a School Advisory Council Meeting.
13. Attend a School Board Meeting.

### **Instruction – Teaching**

1. Create and use at least three audio/visual teaching aids.
2. Teach using an Agriscience lab activity.
3. Teach a lesson in the land lab.
4. Incorporate a guest speaker in teaching.
5. Incorporate a field trip in a unit of instruction.
6. Teach using cooperative learning and other grouping techniques.
7. Teach in a computer lab.
8. Take a class to the library for a research assignment.
9. Use as many of the following types of audio visual aids as appropriate:
  - Computer Proj. Equip. (Power Pt., etc.)
  - Online resources
  - Video/multimedia
  - Video Camera
  - WebQuest
  - Virtual Fieldtrips
  - Online assessment resources
  - Learning Management Systems

## **Technical Content Development**

1. Independent reading, research, and/or practice.
2. Attend seminar conducted by extension service.
3. Attend seminar conducted by industry.
4. Attend professional development workshop.
5. Tutoring by cooperating teacher.
6. Consult with outside expert.

## **Supervised Agricultural Experience Program**

1. Conduct at least five supervisory SAE visits with the cooperating teacher.
2. If appropriate, conduct at least five supervisory SAE visits *without the cooperating teacher*. If not, conduct an additional five visits with the cooperating teacher.
3. Make supervisory visits to entrepreneurship, internship, research, and exploratory SAE programs.
4. Complete individual SAE supervisory visit forms for the cooperating teacher.
5. Assist students with entries and monthly summaries in their SAE records.
6. Assist students in completing proficiency award applications, State FFA Degree applications, and American FFA Degree applications.
7. Assist students in designing SAE Programs
8. Coordinate a chapter-wide tour of student SAEs

## **FFA / Student Organization Supervision**

1. Serve as advisor for at least one chapter meeting.
2. Meet with executive committee in planning meeting.
3. Assist in planning at least one major FFA activity.
4. Assist in completing the following FFA forms:
  - a. Proficiency Award
  - b. Chapter Award Program
  - c. State and/or American FFA Degree applications
  - d. FFA Roster
  - e. Alumni Roster
  - f. Program of Activities
  - h. State Officer Request form
5. Assist in training at least one Career Development Event team/activity.
6. Assist in a fund-raising activity.
7. Assist the FFA Reporter in preparing news articles.
8. Prepare an order to FFA Unlimited.
9. Develop a program of activities that will involve all students in the department.
10. Complete a written critique of the election process for chapter officers.
11. Take responsibility for organizing one aspect of the chapter banquet.
12. Assist members in planning National FFA Week events
13. Assist members in conducting an agricultural literacy program during National Ag Week

## **Laboratory**

1. Develop a student rotational method of basic skills instruction for an Ag Mech or other program.
2. Discuss with cooperating teacher any student payment procedures/lab funding activities.
3. Discuss with cooperating teacher how supplies are procured (purchase requisitions, bidding, ordering).
4. Discuss with cooperating teacher the types of chapter monetary accounts (resale, budget, etc.).
5. Discuss with cooperating teacher the tools and equipment maintenance methods/schedules.
6. Discuss with cooperating teacher the storage methods for supplies and tools.
7. Discuss with cooperating teacher the sources of lab supplies.
8. Discuss with cooperating teacher the complete safety program (glasses, safety zones, safety quizzes, etc.).
9. Plan and conduct at least one class demonstration in a laboratory setting.
10. Develop a student evaluation system for laboratory exercises.
11. Inventory lab equipment.
12. Develop a system to efficiently engage all students in laboratory clean-up.
13. Discuss with cooperating teacher how shared teaching aids are secured.
14. Discuss with cooperating teacher how to obtain books, films, and teaching aids.

## **FFA Alumni Programs**

1. Participate in an FFA Alumni event.
2. Attend an FFA Alumni meeting.

## **Marketing the Ag Ed Program**

1. Compare the demographics of students in the agriculture program to the student body.
2. Develop a recruitment plan for the department (copy to be left with cooperating teacher).
3. Write and submit for publication at least one newspaper article.
4. Construct a recruitment brochure for the department (copy to be left with cooperating teacher).
5. Prepare a bulletin board display for classroom.
6. Develop a recruitment letter for prospective students.
7. Develop a recruitment letter for a student's parents.
8. Conduct at least one recruitment activity. Describe activity: [Click here to enter text.](#)

## **Other Suggested Activities**

1. Attend a civic club meeting.
2. Attend a professional meeting of agriculture teachers.
3. Review all required departmental report forms (local and state).
4. Assist in preparing a summer calendar.
5. Attend one school assembly.
6. Visit at least one other agriculture department for one day.
7. Inventory classroom and/or laboratory supplies.
8. Observe a teacher in the school – other than an agriculture teacher.
9. Attend all faculty meetings.

## *Internship Experience Plan*

This plan should be completed by the intern and cooperating teacher jointly during the first week of the internship. It should be reviewed periodically and progress should be assessed. Additional activities can be added at any time during the internship. The activities included in this experience plan should be deemed as important parts of the intern’s professional growth and learning at the specific site by the cooperating teacher or the intern or both.

Teaching Intern [Click here to enter text.](#)\_\_\_\_\_

Cooperating School [Click here to enter text.](#)\_\_\_\_\_

University Supervisor [Click here to enter text.](#)\_\_\_\_\_

Cooperating Teacher [Click here to enter text.](#)\_\_\_\_\_

Description of Activity	Target Date	Completed Date	Comments
<b>General Introductory Activities</b>			
1 Click here to enter text.	Click here to enter a date.	Click here to enter a date.	Click here to enter text.
2 Click here to enter text.	Click here to enter a date.	Click here to enter a date.	Click here to enter text.
3 Click here to enter text.	Click here to enter a date.	Click here to enter a date.	Click here to enter text.
4 Click here to enter text.	Click here to enter a date.	Click here to enter a date.	Click here to enter text.
5 Click here to enter text.	Click here to enter a date.	Click here to enter a date.	Click here to enter text.
6 Click here to enter text.	Click here to enter a date.	Click here to enter a date.	Click here to enter text.
7 Click here to enter text.	Click here to enter a date.	Click here to enter a date.	Click here to enter text.
8 Click here to enter text.	Click here to enter a date.	Click here to enter a date.	Click here to enter text.
<b>Instruction – Teaching</b>			
1 Click here to enter text.	Click here to enter a date.	Click here to enter a date.	Click here to enter text.
2 Click here to enter text.	Click here to enter a date.	Click here to enter a date.	Click here to enter text.
3 Click here to enter text.	Click here to enter a date.	Click here to enter a date.	Click here to enter text.
4 Click here to enter text.	Click here to enter a date.	Click here to enter a date.	Click here to enter text.
5 Click here to enter text.	Click here to enter a date.	Click here to enter a date.	Click here to enter text.
6 Click here to enter text.	Click here to enter a date.	Click here to enter a date.	Click here to enter text.
7 Click here to enter text.	Click here to enter a date.	Click here to enter a date.	Click here to enter text.
8 Click here to enter text.	Click here to enter a date.	Click here to enter a date.	Click here to enter text.
9 Click here to enter text.	Click here to enter a date.	Click here to enter a date.	Click here to enter text.
10 Click here to enter text.	Click here to enter a date.	Click here to enter a date.	Click here to enter text.
11 Click here to enter text.	Click here to enter a date.	Click here to enter a date.	Click here to enter text.
12 Click here to enter text.	Click here to enter a date.	Click here to enter a date.	Click here to enter text.

*Teaching Internship Experience Plan (Pg 2)*

Description of Activity	Target Date	Completed Date	Comments
<b>Technical Content Acquisition</b>			
1 Click here to enter text.	Click here to enter a date.	Click here to enter a date.	Click here to enter text.
2 Click here to enter text.	Click here to enter a date.	Click here to enter a date.	Click here to enter text.
3 Click here to enter text.	Click here to enter a date.	Click here to enter a date.	Click here to enter text.
4 Click here to enter text.	Click here to enter a date.	Click here to enter a date.	Click here to enter text.
5 Click here to enter text.	Click here to enter a date.	Click here to enter a date.	Click here to enter text.
6 Click here to enter text.	Click here to enter a date.	Click here to enter a date.	Click here to enter text.
7 Click here to enter text.	Click here to enter a date.	Click here to enter a date.	Click here to enter text.
8 Click here to enter text.	Click here to enter a date.	Click here to enter a date.	Click here to enter text.
<b>Supervised Agricultural Experience</b>			
1 Click here to enter text.	Click here to enter a date.	Click here to enter a date.	Click here to enter text.
2 Click here to enter text.	Click here to enter a date.	Click here to enter a date.	Click here to enter text.
3 Click here to enter text.	Click here to enter a date.	Click here to enter a date.	Click here to enter text.
4 Click here to enter text.	Click here to enter a date.	Click here to enter a date.	Click here to enter text.
5 Click here to enter text.	Click here to enter a date.	Click here to enter a date.	Click here to enter text.
6 Click here to enter text.	Click here to enter a date.	Click here to enter a date.	Click here to enter text.
7 Click here to enter text.	Click here to enter a date.	Click here to enter a date.	Click here to enter text.
<b>FFA</b>			
1 Click here to enter text.	Click here to enter a date.	Click here to enter a date.	Click here to enter text.
2 Click here to enter text.	Click here to enter a date.	Click here to enter a date.	Click here to enter text.
3 Click here to enter text.	Click here to enter a date.	Click here to enter a date.	Click here to enter text.
4 Click here to enter text.	Click here to enter a date.	Click here to enter a date.	Click here to enter text.
5 Click here to enter text.	Click here to enter a date.	Click here to enter a date.	Click here to enter text.
6 Click here to enter text.	Click here to enter a date.	Click here to enter a date.	Click here to enter text.
7 Click here to enter text.	Click here to enter a date.	Click here to enter a date.	Click here to enter text.

*Teaching Internship Experience Plan (Pg 3)*

Description of Activity	Target Date	Completed Date	Comments
<b>Laboratory</b>			
1 Click here to enter text.	Click here to enter a date.	Click here to enter a date.	Click here to enter text.
2 Click here to enter text.	Click here to enter a date.	Click here to enter a date.	Click here to enter text.
3 Click here to enter text.	Click here to enter a date.	Click here to enter a date.	Click here to enter text.
4 Click here to enter text.	Click here to enter a date.	Click here to enter a date.	Click here to enter text.
5 Click here to enter text.	Click here to enter a date.	Click here to enter a date.	Click here to enter text.
6 Click here to enter text.	Click here to enter a date.	Click here to enter a date.	Click here to enter text.
7 Click here to enter text.	Click here to enter a date.	Click here to enter a date.	Click here to enter text.
8 Click here to enter text.	Click here to enter a date.	Click here to enter a date.	Click here to enter text.
<b>Alumni Programs</b>			
1 Click here to enter text.	Click here to enter a date.	Click here to enter a date.	Click here to enter text.
2 Click here to enter text.	Click here to enter a date.	Click here to enter a date.	Click here to enter text.
3 Click here to enter text.	Click here to enter a date.	Click here to enter a date.	Click here to enter text.
4 Click here to enter text.	Click here to enter a date.	Click here to enter a date.	Click here to enter text.
5 Click here to enter text.	Click here to enter a date.	Click here to enter a date.	Click here to enter text.
<b>Marketing</b>			
1 Click here to enter text.	Click here to enter a date.	Click here to enter a date.	Click here to enter text.
2 Click here to enter text.	Click here to enter a date.	Click here to enter a date.	Click here to enter text.
3 Click here to enter text.	Click here to enter a date.	Click here to enter a date.	Click here to enter text.
4 Click here to enter text.	Click here to enter a date.	Click here to enter a date.	Click here to enter text.
5 Click here to enter text.	Click here to enter a date.	Click here to enter a date.	Click here to enter text.
<b>Other Activities</b>			
1 Click here to enter text.	Click here to enter a date.	Click here to enter a date.	Click here to enter text.
2 Click here to enter text.	Click here to enter a date.	Click here to enter a date.	Click here to enter text.
3 Click here to enter text.	Click here to enter a date.	Click here to enter a date.	Click here to enter text.
4 Click here to enter text.	Click here to enter a date.	Click here to enter a date.	Click here to enter text.
5 Click here to enter text.	Click here to enter a date.	Click here to enter a date.	Click here to enter text.

## ***Clock Hour Schedule Worksheet (Weekly Report)***

Teacher's Name: [Click here to enter text.](#) \_\_\_\_\_

Name of Teaching School: [Click here to enter text.](#) \_\_\_\_\_

Date: [Click here to enter a date.](#) \_\_\_\_\_

Keep as accurate account as you can of the time (clock hours) you spend each day in the following activities related to your student teaching experiences. Keep this account daily. (Give all time in hours or fractions of hours to nearest ½ hour.)

ACTIVITIES	Sat	Sun	M	T	W	Th	F	Total
<b>Direct Student Contact</b> (Teaching Individuals, Small Groups, Entire Class, Individual Assistance, etc.)	Value	Value	Value	Value	Value	Value	Value	Value
<b>Observations</b> (Students, Teachers)	Value	Value	Value	Value	Value	Value	Value	Value
<b>SAE Supervision</b>	Value	Value	Value	Value	Value	Value	Value	Value
<b>FFA Activities</b> (CDE training, officer events, chapter activities, state and national level events)	Value	Value	Value	Value	Value	Value	Value	Value
<b>Other Teaching Duties</b> (Grading Papers, Extra Classroom Activities, IEP Meetings)	Value	Value	Value	Value	Value	Value	Value	Value
<b>Preparation</b> (Unit planning, Lesson planning, Developing and Modifying Curricular Resources)	Value	Value	Value	Value	Value	Value	Value	Value
<b>Conferences</b> (Cooperating Teacher, College Supervisor, Principal, Parents)	Value	Value	Value	Value	Value	Value	Value	Value
<b>Professional Meetings</b> (Faculty Meetings, In-Service, PTA, Seminars)	Value	Value	Value	Value	Value	Value	Value	Value
<b>Other Activities</b>	Value	Value	Value	Value	Value	Value	Value	Value
Week: Choose an item.	Value	Value	Value	Value	Value	Value	Value	Value
<b>Grand Totals:</b>	Value	Value	Value	Value	Value	Value	Value	Value

This form should be completed each week and submitted via Canvas by **10:00 pm Sunday of each week.**

# Weekly Journal Reflection

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Weekly journals should be completed for each week and submitted online by Sunday evening at 10:00pm.

Part 1: Daily Reflection	List major activities for each day; provide some reflection on how each went, what could be improved and how they lead to your overall experience
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Weekend	
Part 2: Overall Reflection	
<p>Please submit a reflection of your week. It should be at least a half page and it may include some or all of the following information:</p> <ul style="list-style-type: none"><li>• Observations about the classroom, the students, student learning, etc.</li><li>• Insights or questions about your observations or activities</li><li>• Activities you observed or led</li><li>• Your proudest accomplishments</li><li>• Areas needing extra work</li><li>• Major goal for next week</li><li>• Area where you would like help from your University Supervisor</li><li>• How you feel about your internship thus far</li></ul>	
Part 3: Reflective Teaching	
<p>Reflect on your teaching experiences this week, and answer the questions below:</p> <ul style="list-style-type: none"><li>• What am I doing?</li><li>• Why am I doing it?</li><li>• Is it working?</li><li>• Why or why not?</li><li>• What can I do different?</li></ul>	
Part 4: (Optional) Snapshot of the Week	
Include a picture from the week	



## ***Unit Plans, Lesson Plans, & Teaching Resources***

Planning effectively is critical for successful teaching. During your undergraduate coursework, you have learned to develop comprehensive unit plans, detailed lesson plans, and mobilize preexisting materials to create meaningful learning experiences. During your student teaching experience, **you should have a plan for every day of instruction.**

**Comprehensive Unit Plans** (Understanding by Design template recommended)- A unit plan should be completed prior to teaching a unit. This should have the standards, major understandings, content, and assessment plan detailed for the unit. It should also have a breakdown of learning strategies you plan to use during the unit. These should be turned into Canvas prior to teaching each unit.

**Detailed Lesson Plans**- The lesson plans for every class should be completed every day before you teach any lesson. A lesson plan may stretch for multiple days in some situations. The key elements of a daily lesson plan are:

- Title
- Objectives
- Student Performance Standards (SPSs)
- Teaching Materials Needed
- Interest Approach
- Instructional Strategies Needed
- Application Activities
- Summary/Evaluation/Closure
- Modifications needed for specific students

A lesson plan template has been provided. However, you may choose to use any lesson plan format you deem appropriate (or is required by your school district). It should have the required parts and be agreed upon by your cooperating teacher and university supervisor. The lesson plans should be completed before you teach the lesson. They are to be submitted the week after you have taught the lesson on Canvas.

**Teaching Resources**- You are also expected to keep copies of all the supplementary materials you use (e.g. PowerPoint presentations, handouts, worksheets, skill sheets, quizzes, tests, etc.). You are allowed (and should) use resources that have been created. Keep a digital record of all of your resources and turn them in as a part of your portfolio at the end of the semester.

To help keep things organized within your digital portfolio, create a separate folder for each class. Within each class, create a separate folder for each unit. Within each unit, create a folder for lesson plans and a folder for teaching materials.

***SAE Visit Record\****

Student name: Click here to enter text. Date: Click here to enter a date.

Travel (miles): Click here to enter text.

Time: Click here to enter text. to: Click here to enter a date.

Description of SAE program: Click here to enter text.

Click here to enter text.

Click here to enter text.

Suggestions, comments, and instruction offered to student: Click here to enter text.

Click here to enter text.

Click here to enter text.

Click here to enter text.

Future needs, education, support, and/or follow-up: Click here to enter text.

Click here to enter text.

Click here to enter text.

Click here to enter text.

Other Notes: Click here to enter text.

Click here to enter text.

Click here to enter text.

Click here to enter text.

Signatures (hand written and scanned, electronic signatures, or typed information):

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

Instructor: \_\_\_\_\_

Parent/Guardian or Employer: \_\_\_\_\_

\*If your school or cooperating teacher use a different form, use that documentation instead

## ***Mock Interview Feedback Form***

Completed by School Administrator

Date: [Click here to enter a date.](#)

Administrator Name/Title: [Click here to enter text.](#)\_\_\_\_\_

Intern: [Click here to enter text.](#)\_\_\_\_\_

Strengths of candidate's performance:

[Click here to enter text.](#)

Suggestions to improve candidate's performance:

[Click here to enter text.](#)

Evaluation of Appearance (is the intern dressed appropriately for an interview?):

[Click here to enter text.](#)

Evaluation of materials provided by candidate (resume, digital portfolio, etc.):

[Click here to enter text.](#)

Administrator Signature: \_\_\_\_\_

*typed if kept electronic or hard-copy turn in is fine for this document – bring at the final seminar*

## *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 <sup>1</sup>	CT <sup>2</sup>
<b>Instructions:</b> Evaluation to be completed by <i>both</i> the intern and cooperating teacher on <b>weeks three, five, seven, nine, eleven, and thirteen</b> . 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		
<b>Section 1. Instructional Design</b>		
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		
<b>Section 2. Instructional Practice</b>		
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		
<b>Section 3. Student-Centered Teaching</b>		
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		
<b>Section 4. Teacher Professionalism</b>		
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)		
<b>Section 5. Reflective and Autonomous Practitioner</b>		
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		
<b>Intern Comments:</b>		
<b>Cooperating Teacher Comments:</b>		

*University*  
***Pre-Observation Work Sheet***

Department of Agricultural Education and Communication  
College of Agricultural and Life Sciences  
University of Florida

Click here to enter text.  
enter a date.

Teaching Intern  
Date

Click here to enter text.

School

Click here to

Click here to enter text.  
enter a date.

Course  
Grade/Level

Period(s)/Time(s)

Click here to enter text.

Click here to

**Teaching Intern Emails this Form to University Supervisor At 8:00 AM the day before the Scheduled Visit (unless otherwise directed by the University Supervisor)**

What teaching/learning activities will take place?  
Click here to enter text.

How will you check student understanding of the lesson objectives?  
Click here to enter text.

What particular teaching behaviors do you especially want monitored?  
Click here to enter text.

Are there special circumstances of which the supervisor should be aware?  
Click here to enter text.

Notes:  
Click here to enter text.





***Professional Growth Plan (\_\_\_\_ of 3)***  
**Department of Agricultural Education and Communication**  
**University of Florida**

**Teaching intern:**

**School:**

**Date:**

<b>Improvement objective</b>	<b>Procedures for achieving objective</b>	<b>Appraisal methods and target dates</b>



## 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
<b>TOTAL SCORE</b>	<b>948/1000</b>

# Intern Evaluation

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:

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> 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.  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.

#### 1b. Sequences lessons and concepts to ensure coherence and required prior knowledge:

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Exceptional
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<p>Lessons are disorganized, chaotic, and/or do not follow a recognizable progression. Prior knowledge is not accounted for in the structure of lesson(s).</p>	<p>Lessons have a recognizable structure that progress in a logical manner in accordance with the standards. Lessons adequately account for students' prior knowledge.</p>	<p>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.</p>	<p>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.</p>
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**1c. Designs instruction for students to achieve mastery:**

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> 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:**

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> 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:**

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Exceptional
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<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
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**1f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies. (Add Resources, Technology):**

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> 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**

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Exceptional
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**FEAP 2: THE LEARNING ENVIRONMENT**

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

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> 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:**

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> 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:**

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> 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:**

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> 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:**

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Exceptional
<p>The teacher candidate does not communicate in a clear, concise manner. Written and oral communication contains errors or is unclear.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

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

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Exceptional
<p>There is no evidence that the teacher candidate attempts to create an environment where students can take risks and engage in rigorous learning.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

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

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

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

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> 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:**

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> 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**

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Exceptional
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### FEAP 3: INSTRUCTIONAL DELIVERY AND FACILITATION

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

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> 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:

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> 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:

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> 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:**

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Exceptional
<p>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.</p>	<p>Teacher candidate attempts to gather student preconceptions prior to lessons but does not clearly modify instruction during the lesson to address differences or problems.</p>	<p>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.</p>	<p>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.</p>

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

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Exceptional
<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

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

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> 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:**

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> 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:**

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> 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:**

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Exceptional
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<p>There is limited evidence that the teacher candidate provides any feedback to learners about their responses or their success on tasks.</p>	<p>The teacher candidate may provide some feedback to students, but it is not always supportive, consistent, immediate, or specific.</p>	<p>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.</p>	<p>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.</p>
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**3j. Utilize student feedback to monitor instructional needs & to adjust instruction:**

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> 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**

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Exceptional
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**FEAP 4: ASSESSMENT**

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

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> 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:**

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> 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 purposefully monitor student learning and mastery of rigorous learning goals.



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

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Exceptional
<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

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

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Exceptional
<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

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

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> 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 a 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:**

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> 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**

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Exceptional
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## FEAP 5: CONTINUOUS PROFESSIONAL DEVELOPMENT

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

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> 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 not 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:

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> 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:

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Exceptional
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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.
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**5d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement:**

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> 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:**

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> 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:**

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Exceptional
<p>New learning from professional development is not visibly incorporated into planning, teaching, assessing, or reflecting on practice.</p>	<p>The teacher candidate attempts to incorporate new professional learning into practice. The new knowledge and skills are not consistently implemented or sustained over time.</p>	<p>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.</p>	<p>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.</p>

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

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Exceptional
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## 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.

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Exceptional
<p>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.</p>	<p>The teacher candidate is aware of the Florida Code of Ethics, engages in ethical behavior, and adheres to professional standards.</p>	<p>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.</p>	<p>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.</p>

### OVERALL FEAP 6 RATING: Continuous Professional Development

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Exceptional
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## Part 2: UF Teacher Professional Behaviors Indicators

RATING	Never	Sometimes	Frequently	Always
PB.1 Portrays confidence and competence when interacting with learners and colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PB.2 Demonstrates initiative and active engagement in assigned teaching and learning opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PB.3 Displays self-advocacy, including asking for help when needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PB.4 Demonstrates responsiveness to feedback and supervision (e.g., ability to accept constructive criticism and incorporate suggestions into teaching performance)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PB.5 Articulates responsibility for maintaining accurate and confidential student records and other important information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PB.6 Adheres to attendance expectations and is prepared and organized each day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PB.7 Presents a professional appearance in alignment with the placement guidelines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PB.8 Builds professional relationships with colleagues to foster collegiality, share teaching insights, and coordinate learning activities for P-12 students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PB.9 Respects diversity of colleagues and supervisors and models culturally responsive interactions with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PB.10 Engages with social media and other technology appropriately, responsibly, and consistent with placement guidelines (e.g., confidentiality of students, use of personal devices in class or with students)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PB.11 Fosters respectful communication among all members of the learning community and respects boundaries within professional relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				





## *Evaluation of Cooperating Teacher/Internship Site*

**Cooperating Teacher:** [Click here to enter text.](#)

**Intern:** [Click here to enter text.](#)

**Semester:** [Click here to enter text.](#)    **Year:** [Click here to enter text.](#)    **Date:** [Click here to enter a date.](#)

Please provide feedback to the Department of Agricultural Education & Communication on the quality of your cooperating teacher by completing the brief instrument below and adding it to your student teaching notebook. Please note that information will only be shared in an aggregated format so that your comments and ratings will not be linked to you directly.

Scale: O=Outstanding; A=Acceptable; N=Needs Improvement

My Cooperating Teacher:	Outstanding	Acceptable	Needs Improvement	Comments
1. Had a thorough knowledge of procedures for the student teaching experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<a href="#">Click here to enter text.</a>
2. Was accessible for questions, counseling, or conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<a href="#">Click here to enter text.</a>
3. Observed and evaluated my teaching an adequate number of times	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<a href="#">Click here to enter text.</a>
4. Gave constructive feedback and specific suggestions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<a href="#">Click here to enter text.</a>
5. Communicated with me in a professional manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<a href="#">Click here to enter text.</a>
6. Guided me to use self-reflection and self-evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<a href="#">Click here to enter text.</a>
7. Showed an active interest in me and my professional growth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<a href="#">Click here to enter text.</a>
8. Served as an appropriate model of instruction and management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<a href="#">Click here to enter text.</a>
9. Took time to plan lessons and activities with me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<a href="#">Click here to enter text.</a>
10. Provided appropriate curriculum guides, policy manuals, IEPs and other materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<a href="#">Click here to enter text.</a>
11. Encouraged and welcomed questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<a href="#">Click here to enter text.</a>
12. Modeled and encouraged appreciation for students' diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<a href="#">Click here to enter text.</a>
13. Maintained a positive outlook when I became discouraged	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<a href="#">Click here to enter text.</a>

## **Code of Ethics**

### ***State Board of Education Rule 6B–1.001, FAC***

#### ***THE CODE OF ETHICS OF THE EDUCATION PROFESSION IN FLORIDA***

- (1) The educator values the worth and dignity of every person, the pursuit of truth, devotion to excellence, acquisition of knowledge, and the nurture of democratic citizenship. Essential to the achievement of these standards are the freedom to learn and to teach and the guarantee of equal opportunity for all.
- (2) The educator’s primary professional concern will always be for the student and for the development of the student’s potential. The educator will therefore strive for professional growth and will seek to exercise the best professional judgment and integrity.
- (3) Aware of the importance of maintaining the respect and confidence of one’s colleagues, of students, of parents, and of other members of the community, the educator strives to achieve and sustain the highest degree of ethical conduct.

### ***State Board of Education Rule 6B–1.006, FAC***

#### ***THE PRINCIPLES OF PROFESSIONAL CONDUCT OF THE EDUCATION PROFESSION IN FLORIDA***

- (1) The following disciplinary rule shall constitute the Principles of Professional Conduct of the Education Profession in Florida.
- (2) Violation of any of these principles shall subject the individual to revocation or suspension of the individual educator’s certificate, or the other penalties as provided by law.
- (3) Obligation to the student requires that the individual:
  - (a) Shall make reasonable effort to protect the student from conditions harmful to learning and/ or to the student’s mental and/or physical health and/or safety.
  - (b) Shall not unreasonably restrain a student from independent action in pursuit of learning.
  - (c) Shall not unreasonably deny a student access to diverse points of view.
  - (d) Shall not intentionally suppress or distort subject matter relevant to a student’s academic program.
  - (e) Shall not intentionally expose a student to unnecessary embarrassment or disparagement.
  - (f) Shall not intentionally violate or deny a student’s legal rights.
  - (g) Shall not harass or discriminate against any student on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition, sexual orientation, or social and family background and shall make reasonable effort to assure that each student is protected from harassment or discrimination.
  - (h) Shall not exploit a relationship with a student for personal gain or advantage.
  - (i) Shall keep in confidence personally identifiable information obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.
- (4) Obligation to the public requires that the individual:
  - (a) Shall take reasonable precautions to distinguish between personal views and those of any educational institution or organization with which the individual is affiliated.
  - (b) Shall not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression.

- (c) Shall not use institutional privileges for personal gain or advantage.
  - (d) Shall accept no gratuity, gift, or favor that might influence professional judgment.
  - (e) Shall offer no gratuity, gift, or favor to obtain special advantages.
- (5) Obligation to the profession of education requires that the individual:
- (a) Shall maintain honesty in all professional dealings.
  - (b) Shall not on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition if otherwise qualified, or social and family background deny to a colleague professional benefits or advantages or participation in any professional organization.
  - (c) Shall not interfere with a colleague's exercise of political or civil rights and responsibilities.
  - (d) Shall not engage in harassment or discriminatory conduct which unreasonably interferes with an individual's performance of professional or work responsibilities or with the orderly processes of education or which creates a hostile, intimidating, abusive, offensive, or oppressive environment; and further, shall make reasonable effort to assure that each individual is protected from such harassment or discrimination.
  - (e) Shall not make malicious or intentionally false statements about a colleague.
  - (f) Shall not use coercive means or promise special treatment to influence professional judgment of colleagues.
  - (g) Shall not misrepresent one's own professional qualifications.
  - (h) Shall not submit fraudulent information on any document in connection with professional activities.
  - (i) Shall not make any fraudulent statement or fail to disclose a material fact in one's own or another's application for a professional position.
  - (j) Shall not withhold information regarding a position from an applicant or misrepresent an assignment or conditions of employment.
  - (k) Shall provide upon the request of the certificated individual, a written statement of specific reason for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.
  - (l) Shall not assist entry into or continuance in the profession of any person known to be unqualified in accordance with these Principles of Professional Conduct of the Education Profession in Florida and other applicable Florida Statutes and State Board of Education Rules.
  - (m) Shall self-report within 48 hours to appropriate authorities (as determined by district) any arrests/charges involving the abuse of a child or the sale and/or possession of a controlled substance. Such notice shall not be considered an admission of guilt nor shall such notice be admissible for any purpose in any proceeding, civil or criminal, administrative or judicial, investigatory or adjudicatory. In addition, shall self-report any conviction, finding of guilt, withholding of adjudication, commitment to a pretrial diversion program, or entering of a plea of guilty or *Nolo Contendere* for any criminal offense other than a minor traffic violation within 48 hours after the final judgment. When handling sealed and expunged records disclosed under this rule, school districts shall comply with the confidentiality provisions of Sections 943.0585(4)(c) and 943.059(4)(c), Florida Statutes.

## University Supervisors

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