

## Department of Special Education

EEX4843: Practicum Methods of Teaching Individuals  
Served in Exceptional Student Education Programs

Practicum 2 Student

Handbook

**Fall 2013**

General Information and Guidelines for  
Students, Cooperating Teachers, and University Supervisors

The ESE practicum is not “a race to the finish” but an opportunity to demonstrate effective teaching strategies, on a consistent basis, over an extended period of time.

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## INTRODUCTION TO PRACTICUM

The semester before student teaching takes place, Florida Atlantic University (FAU) students in the Department of Special Education (DSE) complete a practicum experience. The Practicum experience consists of an in depth supervised field experience. The practicum student will spend a minimum of three days a week for a minimum of 2 to 3 instructional hours/day in direct student contact in a school setting. It is during this time that the practicum student has the opportunity to practice concepts and methodologies he/she is learning in coursework, and to gain new skills and experiences under the guidance and direction of the cooperating teacher and university supervisor.

The practicum experience is a collaborative effort between personnel from FAU and the school district. It is the teamwork between these professionals that creates an environment in which the practicum student may develop teaching skills. The university supervisor recognizes the expertise of the cooperating teacher in promoting an environment conducive to effective instructional and supervisory practices. Each member of the team (student, cooperating teacher, and university supervisor) realizes the role each must play to provide the best possible field experience.

This Practicum Student Handbook provides guidelines for the practicum student, the cooperating teacher, and the university supervisor. Included are role requirements, evaluation procedures, timelines, and copies of the necessary forms. Please take a few minutes to become familiar with the contents of this handbook. Any suggestions you have for information to be included in future editions are appreciated. Please do not hesitate to call the Department of Special Education should you have questions about the practicum experience.



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**COURSE NUMBER:** EEX 4843

**COURSE TITLE:** Practicum II - Methods of Teaching Individuals Served in Varying Exceptionalities Programs

**CATALOG DESCRIPTION:**

An in-depth supervised field experience. The student will spend a minimum of 6 hours per week over a 3-day period in an educational setting.

**OVERVIEW OF THE COURSE:**

The practicum in the Varying Exceptionalities Program at Florida Atlantic University is designed to give pre-service exceptional education students the opportunity to practice basic teaching skills under the supervision of a cooperating teacher and a university supervisor. During this experience, the students will practice and ultimately be evaluated on their ability to demonstrate beginning level teaching skills. Practicum students will rely on their university instructors (EEX 4066 & 4604), cooperating teacher, and university supervisor for guidance in decision making. It is particularly important for practicum students to take advantage of the school setting and the EEX 4066 class to learn how develop instructional plans, manage student behavior, implement IEPs, and use assessment to guide their instruction by engaging in conversations about teaching with their cooperating teacher and university supervisor. ***Students are expected to be at the assigned placement a minimum of three days a week for a minimum of 2 to 3 instructional hours/day in direct student contact.***

**PREREQUISITE:** All required education courses, programmed ESE major.

**COREQUISITE COURSES:** EEX 4066 & EEX 4604

**COURSE CONNECTION TO CONCEPTUAL FRAMEWORK:**

As a reflective decision-maker the student will make informed decisions, exhibit ethical behavior, and provide evidence of being a capable professional by planning and presenting lessons in classrooms that serve ESE students; receiving constructive feedback and modifying their practice; and working collaboratively with a clinical educator and university supervisor.

**MATERIALS:**

**REQUIRED TEXTS:**

Department of Special Education Undergraduate Practicum Handbook.

**TECHNOLOGY:**

**E-mail:** Your FAU email address will be used. You should check your FAU email at least once/day.

**GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES:**

- CEC International Standards for Preparation and Certification of Special Education Teachers (CEC)
- State of Florida Certification Standards for Exceptional Student Education (ESE)
- Florida Educator Accomplished Practices (EAP)
- Florida Subject Area Competencies ESOL (ESOL)

**COURSE OBJECTIVES:**

By the end of the course, practicum students are expected to demonstrate beginning level proficiency in the following areas:

- 1) Formulate, implement, and evaluate educational plans for students at-risk for and with identified disabilities, including plans for students with limited English proficiency. (CEC cc4S3, cc7S2, cc7S6, cc7S7, cc7S13, cc8S6) (ESE 3.1) (EAP (a) 2.a, (a) 2.d, (a) 2.f, (a)2.h, (a) 3.g, (a) 3.h) (ESOL 3, 4, 16, 17)
- 2) Demonstrate knowledge and skills in the use of specific culturally appropriate behavioral and classroom management methods appropriate to students at-risk for and with identified disabilities. (CEC cc5S1, cc5S4, cc5S5, cc5S10, cc5S11, cc5S12, gc5S6) (ESE 4.3) (ESOL 18)

- 3) Plan a series of sequential lessons recognizing gender, religious, ethnic, cultural, socioeconomic and racial differences that enable students at-risk for and with identified disabilities to master IEP objectives in the behavioral, social, emotional, affective, vocational, and/or academic areas. (CEC cc7S8, cc7S6) (ESE 3.2, 3.4, 3.5, 6.1, 6.2) (EAP (a)2.a, (a)2.d, (a)2.f, (a)2.h, (a)3.g, (a)3.h) (ESOL 14)
- 4) Demonstrate direct instruction skills and the use of various levels of technology in the presentation of content as appropriate for students at-risk for or with identified disabilities, including culturally and linguistically diverse students. (CEC gc4S1, gc4S6) (ESE 3.2, 3.5) (EAP (a)2.a, (a)2.d, (a)2.f, (a)2.h, (a)3.g, (a)3.h) (ESOL 8, 12, 21)
- 5) Work collaboratively with other school professionals, parents, and/or family members to facilitate student progress. (CEC cc10K4, cc10S1, cc10S9, cc10S10, cc9S8, cc7S3) (ESE 3.6) (EAP (b)1.a, (b)1.d, (b)1.e, (a)2.f, (b)2) (ESOL 3, 19, 21)
- 6) Employ effective problem-solving techniques in program implementation for students with disabilities, culturally diverse students, including those with limited English proficiency. (CEC cc10K4, cc10S9, cc10S10, cc9s11, gc5S5) (ESE 3.6) (EAP (a)2.c, (a)3.i, (a)2.f, (b)2) (ESOL 19, 21)

### **COURSE CONTENT**

- Lesson planning and presentation
- Student assessment and ongoing evaluation
- Research based teaching practices
- Collaborative problem solving and communication
- Classroom management

### **COURSE REQUIREMENTS:**

#### **1. CRITICAL ASSIGNMENT: Narrative Observation Feedback Summary Form (NOS):**

Throughout the semester, practicum students will be evaluated formally by the university supervisor and the cooperating teacher (for a minimum of 7 observations) working together to complete the Narrative Observation (Feedback) Summary (NOS). The overall ratings on the NOFS indicators will be used to determine whether the student meets the expectations for the critical assignment. At the mid-term and the end of the semester, both the university supervisor and the cooperating teacher will jointly complete the NOFS.

The observations include both verbal and written feedback Narrative Observation (Feedback) Summary (NOS) regarding the student's progress in planning and teaching a lesson, as well as the student's ability to communicate academic and behavioral expectations in a positive and supportive manner appropriate to the functioning level of students with special needs. The observer will synthesize the information on the Narrative Observation Feedback Summary Form.

#### **2. CRITICAL ASSIGNMENT: Professional Attribute Rubric (PAR):**

As part of the mid-term and the final practicum observation by the university supervisor, the university supervisor and cooperating teacher will conduct a three way conference with the practicum student to discuss the Professional Attribute Rubric (PAR). This conference is designed to provide the student with an evaluation of the critical professional skills not generally measured by lesson observations. The PAR should be submitted as part of the practicum paperwork. The practicum student should keep these attributes in mind throughout the semester.

Student will be assessed: "Exceeds Expectations," "Meets Expectations," or "Does Not Meet Expectations," which will be used to indicate student's final grade on this Critical Assignment.

The PAR may also be used to document inappropriate professional behavior as exhibited during the semester. The cooperating teacher and university supervisor discuss and rate (using the PAR) the student's demonstration of critical professional skills not generally measured by lesson observations. These skills include such areas as judgment, tact, reliability, dependability, collegiality, professional development, ethical behavior, and independence.

This practicum includes the following FEAPs that are reflected either in the course objectives or measured by the NOS or PAR. The NOS measures: (a)1.a, (a)1.b, (a)1.d, (a)1.e, (a)1.f, (a)2.a, (a)2.b, (a)2.c, (a)2.d, (a)2.e, (a)2.g, (a)2.h; (a)3.a, (a)3.b, (a)3.c, (a)3.d, (a)3.e, (a)3.f, (a)3.g, (a)3.h, (a)3.i, (a)3.j; (a)4.a, (a)4.b, (a)4.c, (a)4.d, (a)4.e, (a)4.f; (b)1.c, and (b)1.e). The PAR measures : (a)1.c, (a)2.e, (a)2.f; (a)3.g, (a)3.h, (a)3.i, (a)3.j; (b)1.a, (b)1.b, (b)1.c, (b)1.d, (b)1.e, and (b)2, which are the Critical Assignments.

#### **3. EVALUATION PROCEDURES:**

##### **Assessment criteria:**

A student must earn a minimum grade of 73% (for this course 73% or better = a grade of "S") of the points allotted for the Critical Assignment to receive a passing grade in this course. In other words, a student cannot pass the course without successfully completing the critical assignments.

**Remediation policy:**

- If a student has failed to pass the Critical Assignments (either the Narrative Observation Form or the Professional Attribute Rating) with a minimum of 73% of the possible points, the student will receive an “U in the Practicum course and will need to repeat the course. The Field Coordinator in conjunction with appropriate faculty and the student will develop a Professional Development Plan which will address the deficits and areas of concern indicated during the practicum. Upon successful completion of the Professional Development Plan within the time frame specified, the student may continue in the ESE sequence of courses. If the Professional Development Plan is not successfully passed, the student will not be allowed to continue in the ESE program. (See Department of Special Education policies for directions for PDP).

**4. PRACTICUM NOTEBOOK:**

The practicum student is expected to keep a field experience notebook throughout the course of the practicum. Included in this notebook will be informational forms (schedule, contact numbers, student lists, etc), ATTENDANCE LOG, observation summaries, evaluative observation feedback, lesson plans, and instructional sequences for all direct instruction provided to students. The notebook should be kept up-to-date and must be available, at all times, for the university supervisor and cooperating teacher.

**5. PRACTICUM ORIENTATION:**

Practicum students **must** attend the Practicum Orientation in order to receive a final grade for the course. Students are expected to activate and maintain their FAU email accounts through the MyFAU email system.

**6. SITE INFORMATION FORM AND OBSERVATION SCHEDULE:**

Practicum students are expected to meet with their cooperating teacher (CT) within a week after orientation. At that time the CT and practicum student will develop a practicum attendance schedule (***minimum of three days a week for a minimum of 2 to 3 instructional hours/day in direct student contact***). Also completed at that time is the SITE INFORMATION FORM and a copy made for the student’s University Supervisor (US). Student will email a copy of the **SITE INFORMATION FORM** to the EEX 4066 professor as well as the University Supervisor by September 14, 2012.

Students will discuss an **OBSERVATION SCHEDULE** that includes clinical educator and university supervisor **tentative** observations for the semester. Students are reminded that they must submit all required documentation in order to receive a final grade for the course.

**Assignments Related to Block Classes:**

Students enrolled in practicum are also enrolled in EEX 4066 and EEX 4604. These classes have classroom-based assignments which are to be completed during the practicum. Specific details and due dates for each assignment will be available in the respective classes. The practicum student should provide the cooperating teacher with a copy of both EEX 4066 and EEX 4604 syllabi. What follows is a general description of the assignments. Specific directions for each assignment will be provided in the respective class,

- Development of a student profile
- Development of an IEP/ITP for a student
- Development of appropriate lesson plans used for instruction in the practicum setting
- Development of a learning sequence (instructional unit)
- Completion of observations focusing on classroom management and organization

**PROFESSIONAL ETHICS / POLICIES AND EXPECTATIONS:**

ESE students, as reflective decision-makers, choose to practice ethical behavior during class, in the university community, and while participating in field experiences. ESE students are expected to demonstrate a professional demeanor in their FAU courses including attendance, participation and responsible attention to requirements and deadlines necessary for the successful completion of the ESE program. ESE students are also expected to demonstrate a professional demeanor in field experience settings through their dress, actions, and sensitivity to the students, teachers and administrators at the host schools.

**TEACHING METHODOLOGIES:**

Methods of instruction may include lectures, discussions, modeling, guided practice, group activities, cooperative learning presentations, and media presentations. Participants will acquire knowledge and skills related to teaching students with exceptionalities, including students from various cultural, religious, ethnic, socioeconomic and language backgrounds.

**ASSESSMENT PROCEDURES:**

Assignment	Points	% of Course Grade
**NARRATIVE OBSERVATION FEEDBACK SUMMARY FORM	50	50%
**PROFESSIONAL ATTRIBUTE RUBRIC (PAR)	50	50%
PRACTICUM NOTEBOOK:	S/U	
SITE INFORMATION FORM & OBSERVATION SCHEDULE	S/U	
TOTAL	100	100%

\*\* *Critical Assignments*

**GRADING (ESE GRADING SCALE for PRACTICUM):**

Activity scores are cumulative and the grade scale represents percentage of total points earned.

**S = 73% and higher**                      **U = 72% and lower**

**POLICIES AND PROCEDURES**

To avoid learner confusion or disappointment, the following are assumptions and expectations for this course:

**UNIVERSITY ATTENDANCE POLICY:**

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Attendance includes active involvement in all class sessions, class discussions, and class activities, as well as professional conduct in class.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-sponsored activities (such as athletic or scholastic team, musical and theatrical performances, and debate activities). It is the student's responsibility to give the instructor notice prior to any anticipated absence, and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

**Practicum Attendance Policy**

If a practicum student must be absent, s/he must follow the procedures described below:

1. The student will inform the cooperating teacher and university supervisor of the absence as far ahead of time as possible.
2. The student will make sure that the cooperating teacher has all the materials necessary to fulfill his/her teaching responsibilities in his/her absence.
3. An absence from the practicum, regardless of the reason, does not absolve the student from fulfilling all responsibilities, including meeting the minimum of 6-9 hours per week requirement. (**excluding school holidays**)
4. The student must make up any time missed each week either the week before the absence or the following week.

The practicum is intended to be an **intensive school-based learning experience**. There are many requirements and many new demands placed on the practicum student. Learning for the student takes place through observation, practice, trial and error, and collaboration. It is critical that all parties, the student, cooperating teacher, and university supervisor, work together to maximize the practicum experience. If conflicts arise during practicum, any member of the team may initiate a problem solving meeting to correct a specific issue.

**POLICIES:**

1. The course carries one to three credits. Students are expected to complete course requirements sufficient to earn the credit(s) during the time-span of the course.
2. Students are encouraged to talk with the university supervisor if there are concerns or problems relating to the course
3. A minimum grade of S (not U) is required in order to continue in sequence in the ESE Bachelor's program.
4. All written assignments must follow the directions on the assignment for presentation.
5. Due dates for assignments are provided in the course outline and will be enforced. If the critical assignments are submitted beyond the due date the student will receive an "I" (incomplete) in practicum and may not continue in sequence.

**STUDENTS WITH DISABILITIES:**

In compliance with the Americans with Disabilities Act (ADA) and FAU policy, students with disabilities who require special accommodations to properly execute course work must register with the Office for Students with Disabilities (OSD) and provide the instructor of this course with a letter from OSD which indicates the reasonable accommodations that would be appropriate for this course. OSD offices are located on Boca, Davie and Jupiter campuses. Information regarding OSD services and locations can be found on the FAU website.

**BIBLIOGRAPHY**

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- Meese, R.L. (2001). *Teaching learners with mild disabilities: Integrating research and practice* (2<sup>nd</sup> ed.). Wadsworth Publishing.
- Roe, B.D., Ross, E.P., & Smith, S. H. (2006). *Student teaching and field experiences handbook* (6<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice Hall.
- Rosenberg, M. J., O'Shea, L. J., & O'Shea, D. J. (2006). *Student teacher to master teacher: A practical guide for educating students with special needs* (4<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice Hall.



## APPENDIX A

### GUIDELINES USED IN THE DEVELOPMENT OF THIS COURSE.

The instructor has included the guidelines of knowledge and skills related to the goal and objectives of this course for beginning special education teachers. The intent is to help the student understand the direction of the course and the relevancy of the material to be learned.

#### **COUNCIL FOR EXCEPTIONAL CHILDREN STANDARDS (CEC)**

*What every special educator must know: Ethics, standards and guidelines for special educators (5<sup>th</sup> ed.) 2003.* Reston, VA: CEC Publications.

#### **4. Instructional Strategies**

- cc4S3 Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs
- cc4S4 Use strategies to facilitate maintenance and generalization of skills across learning environments
- gc4S1 Use research-supported methods for academic and nonacademic instruction of individuals with disabilities
- gc4S6 Modify pace of instruction and provide organizational cues
- gc4S7 Use appropriate adaptations and technology for all individuals with disabilities
- gc4S13 Identify and teach essential concepts, vocabulary and content across the general curriculum

#### **5. Learning Environments and Social Interactions**

- gc5K3 Methods for ensuring individual academic success in one-to-one, small-group, and large-group settings
- cc5S1 Create a safe, equitable, positive, and supportive learning environment in which diversities are valued
- cc5S3 Identify supports needed for integration into various program placements
- cc5S4 Design learning environments that encourage active participation in individual and group activities
- cc5S5 Modify the learning environment to manage behaviors
- cc5S10 Use effective and varied behavior management strategies
- cc5S11 Use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs
- cc5S12 Design and manage daily routines
- gc5S5 Use skills in problem-solving and conflict resolution
- gc5S6 Establish a consistent classroom routine for individuals with disabilities

#### **1. Instructional Planning**

- cc7S1 Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs
- cc7S2 Develop and implement comprehensive, longitudinal individualized programs in collaboration with team members
- cc7S3 Involve the individual and family in setting instructional goals and monitoring progress
- cc7S5 Use task analysis
- cc7S6 Sequence, implement, and evaluate individualized learning objectives
- cc7S7 Integrate affective, social, and life skills with academic curricula
- cc7S8 Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences
- cc7S9 Incorporate and implement instructional and assistive technology into the educational program
- cc7S10 Prepare lesson plans
- cc7S11 Prepare and organize materials to implement daily lesson plans
- cc7S12 Uses instructional time effectively
- cc7S13 Make responsive adjustments to instruction based on continual observations
- gc7S2 Select and use specialized instructional strategies appropriate to the abilities and needs of the individual

#### **2. Assessment**

- cc8S1 Gather relevant background information
- cc8S5 Interpret information from formal and informal assessments
- cc8S6 Use assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds
- cc8S8 Evaluate instruction and monitor progress of individuals with exceptional learning needs
- cc8S10 Create and maintain records

#### **9. Professional and Ethical Practice**

- cc9S8 Use verbal, nonverbal, and written language effectively
- cc9S9 Conduct self-evaluation of instruction
- cc9S11 Reflect on one's practice to improve instruction and guide professional growth

**10. Collaboration**

- cc10K4 Culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members
- cc10S1 Maintain confidential communication about individuals with exceptional learning needs
- cc10S9 Collaborate with school personnel and community members in integrating individuals with exceptional learning needs into various settings
- cc10S10 Communicate effectively with families of individuals with exceptional learning needs from diverse backgrounds

**STATE OF FLORIDA CERTIFICATION STANDARDS  
FOR EXCEPTIONAL STUDENT EDUCATION (ESE)**

- 3.1 Analyze assessment information to identify a student's environmental needs & instructional levels, to select appropriate specialized techniques & learning strategies, & to determine IEP content
- 3.2 Select instructional practices that reflect individual learning needs & incorporate a wide range of leaning strategies & specialized materials to create an appropriate instructional environment for students with disabilities
- 3.4 Select relevant general education & special skills curricula appropriate for a given student's age, instructional needs, & functional performance across settings
- 3.5 Identify methods of accommodating & modifying assessment, instruction, & materials to met individual student needs.
- 3.6 Identify effective methods of communication, consultation, & collaboration with students, families, parents, guardians, administrators, general education teachers, paraprofessionals, & other professionals as equal members of education teams
- 6.1 Select appropriate instructional procedures for teaching adaptive life skills based on observations, ecological assessments, family interviews, & other student information
- 6.2 Identify methods for evaluating & documenting student progress in acquiring, generalizing, & maintaining skills related to interpersonal interactions & participation in activities across settings

**FLORIDA English For Speakers of Other Languages (ESOL) SUBJECT AREA COMPETENCIES**

- 3 Identify, expose, and reexamine cultural stereotypes relating to LEP and non-LEP students.
- 5 Determine and use appropriate instructional methods and strategies for individuals and groups, using knowledge of first and second hand language acquisition process.
- 8 Select and develop appropriate ESOL content according to student levels of proficiency in listening, speaking, reading, and writing, taking into account: (1) basic interpersonal communicative skills (BICS), and (2) cognitive academic language proficiency skills (CALPS) as they apply to the ESOL curriculum.
- 12 Apply content-based ESOL approaches to instruction.
- 14 Plan and evaluate instructional outcomes, recognizing the effects of race, gender, ethnicity, socioeconomic status, and religion on the results.
- 16 Design and implement effective unit plans and daily lesson plans which meet the needs of ESOL students within the context of the regular classroom.
- 17 Evaluate, adapt and employ appropriate instructional materials, media, and technology for ESOL in the content areas at elementary, middle and high school levels.
- 18 Create a positive classroom environment to accommodate the various learning styles and cultural backgrounds of the students.
- 19 Consider current trends and issues related to the testing of linguistic and culturally diverse students when using testing instruments and techniques.
- 20 Administer tests and interpret test results, applying basic measurement concepts.
- 21 Use formal and alternative methods of assessment/evaluation of LEP students, including measurement of language, literacy and academic content metacognition.

**Florida Atlantic University – Florida Educator Accomplished Practices**

<b>NEW Florida Educator Accomplished Practices (December 2010)</b>
<b>(a) Quality of Instruction</b>
<b>1. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator consistently:</b>
a. Aligns instruction with state-adopted standards at the appropriate level of rigor;
b. Sequences lessons and concepts to ensure coherence and required prior knowledge;
c. Designs instruction for students to achieve mastery;
d. Selects appropriate formative assessments to monitor learning;
e. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons; and
f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.
<b>2. The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:</b>
a. Organizes, allocates, and manages the resources of time, space, and attention;
b. Manages individual and class behaviors through a well-planned management system;
c. Conveys high expectations to all students;
d. Respects students' cultural, linguistic, and family background;
e. Models clear, acceptable, oral and written communication skills;
f. Maintains a climate of openness, inquiry, fairness, and support;
g. integrates current information and communication technologies
h. Adapts the learning environment to accommodate the differing needs and diversity of students; and
i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.
<b>3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:</b>
a. Deliver engaging and challenging lessons;
b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;
c. Identify gaps in students' subject matter knowledge;
d. Modify instruction to respond to preconceptions or misconceptions;
e. Relate and integrate the subject matter with other disciplines and life experiences;

f. Employ higher-order questioning techniques;
g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding
h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;
i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and
j. Utilize student feedback to monitor instructional needs and to adjust instruction.
<b>4. Assessment. The effective educator consistently:</b>
a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;
b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;
c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;
d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;
e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s);
f. Applies technology to organize and integrate assessment information.
<b>(b) Continuous Improvement, Responsibility, and Ethics</b>
<b>1. Continuous Professional Improvement. The effective educator consistently:</b>
a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;
b. Examines and uses data-informed research to improve instruction and student achievement;
c. Collaborates with the home, school, and larger communities to foster communication and to support student learning and continuous improvement;
d. Engages in targeted professional growth opportunities and reflective practices, and
e. Implements knowledge and skills learned in professional development in the teaching and learning process.
<b>2. Professional Responsibility and Ethical Conduct. 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 State Board of Education Rules 6B-1.001 and 6B-1.006, F.A.C., and fulfills the expected obligations to students, the public, and the education profession.</b>

## APPENDIX B

**OBSERVATION TIMELINE FOR FALL 2013 SEMESTER**

**Timeline for Practicum Activities:** The activities listed below are organized in a month by month format. These activities are to be completed and/or accomplished during the designated month. Mark off each completed activity by writing the date completed on the line to the left of the activity. This timeline should be kept in the practicum notebook for review by the university supervisor and cooperating teacher.

<b>AUGUST 2013</b>	
Aug. 23 10:00 am Palm Springs MS, WPB	Practicum Orientation - meet your university supervisor to discuss observation schedule and practicum requirements.
Aug. 23 2:00 pm Davie campus	
<b>SEPTEMBER 2013</b>	
September 9-13, 2013	Report to assigned school and begin practicum experience. Provide a copy of Practicum Handbook to CT Create the Practicum Notebook and begin ATTENDANCE LOG.
September 16, 2013	<b>Student Teaching applications due to the Office of Academic and Student Services (OASS) by 5:00 pm</b>
September 20, 2013	Complete SITE INFORMATION FORM and submit copies to the EEX 4066 professor and US (via email), and place a copy in your Practicum II notebook.
September 27, 2013	<b>DIRECTED OBSERVATION WORKSHEET</b> due to EEX 4604 Classroom Management Instructor
September 30, 2013	1 <sup>st</sup> US observation during this week
<b>OCTOBER 2013</b>	
October 7-11, 2013	1 <sup>st</sup> CT observation during this week
October 14-18, 2013	2 <sup>nd</sup> CT observation during this week
October 21-25, 2013	2 <sup>nd</sup> US observation AND midterm evaluation by US & CT
October 28-31, 2013	3rd CT observation this week
<b>NOVEMBER 2013</b>	
November 11-15, 2013	4 <sup>th</sup> CT observation this week
November 18-22, 2013	3 <sup>rd</sup> US observation this week
November 25-27, 2013	Final Evaluation by US & CT
November 25-29, 2013	Last day of Practicum Experience
<b>DECEMBER 2013</b>	
December 6, 2013	All forms and support documentation are due to Dr. Heiser. Forms need to be hand-delivered. DO NOT leave them with another FAU staff member to be given to Dr. Heiser.

**RESPONSIBILITIES of the COOPERATING TEACHER (CT)**

The CT is the on-site instructor and mentor for the practicum student. The CT is responsible for structuring the practicum experience to allow maximum opportunity for the practicum student to grow and learn the skills needed to become a beginning teacher. Initially, the CT acts as a model for the practicum student by demonstrating effective teaching practices. The CT familiarizes the practicum student with their classroom procedures, schedules, and routines. The CT provides the practicum student with the information and models that the practicum student needs to plan and carry out instruction capably. The CT should also allow the practicum student to practice various teaching methods and strategies he/she is learning in university coursework.

Throughout the practicum experience, the CT provides detailed feedback and evaluative information to the practicum student. The CT alone can evaluate the student's competence in relation to the ESE students in that specific placement. Therefore, it cannot be stressed enough that a great deal of constructive feedback is critical to the professional development of the student. Frequent observation/evaluation followed by a formal conference with verbal AND written feedback is a necessary part of the learning process and should occur on a regular basis in order to keep the practicum student apprised of his/her progress. The formal evaluations should be of adequate length to allow the student to demonstrate several teaching skills (e.g., gaining attention of students, review, presentation of new material, guided practice, independent practice, evaluation, etc.). Follow-up conferences should occur as soon as practical after the observation.

***The CT should be able to provide sufficient time, each week, to meet with the practicum student to discuss instruction, provide constructive feedback, and offer additional support.***

### Primary CT Responsibilities Include:

- Act as a role model/mentor for the practicum student
- Review and provide feedback on all lesson plans developed by the practicum student before they are taught, CT should initial and date each lesson plan.
- Provide an abundance of constructive feedback in a timely manner.
- Perform at least four (4) formal observations of the practicum student
- Meet with the University Supervisor to complete mid-term and final evaluations

### RESPONSIBILITIES of the UNIVERSITY SUPERVISOR (US)

The US provides the bridge from university instruction to practical experience. The US has knowledge of the college instruction the practicum student has received and is able to make links between the university work and the teaching requirements. They too are responsible for ongoing and detailed feedback to the student regarding their progress. The formal evaluations should be of adequate length to allow the student to demonstrate several teaching skills (e.g., gaining attention of students, review, presentation of new material, guided practice, independent practice, evaluation, etc.). Follow-up conferences should occur immediately following the observation. The US is also supportive of the cooperating teacher and often listens to his/her concerns about the student's progress. In this role, the US is able to facilitate three-way discussions about issues related to the practicum placement.

### Primary US Responsibilities Include:

- Make an initial contact (either in person or by phone) with the CT at the beginning of the semester, prior to the first US observation
- Help the student link university coursework to the classroom
- Provide an abundance of detailed feedback
- Perform at least three (3) formal observations including mid-term and final evaluations along with input from the CT
- Support both the CT and practicum student and listen to their concerns
- Mid-term requirements: 2 CT observations, 2 US observations, complete the midterm evaluation and PAR
- Final requirements: 2 CT observations, 1 US observation, final evaluation, PAR and Rubrics Reporting Form(s) for Critical Assignments (p. 16-17, and 32-38)

### PROCEDURES TO FOLLOW IF PROBLEMS ARISE

If the cooperating teacher (CT) and/or university supervisor (US) conclude that a practicum student is experiencing difficulty in any aspect of the field experience process, the following steps should be taken until the problem is resolved:

1. Immediately discuss the problem with the student and follow-up on the student's performance to observe a positive change in behavior.
2. If the problem persists, the US will set up a conference with the CT and the practicum student to resolve the issue(s).

Use the *Narrative Observation Form* to include :

- a. Describe the problem
  - b. Identify recommended strategies/activities for resolving the problem
  - c. Identify timeline and evaluation criteria
  - d. Document student's response
3. The CT and US will jointly monitor the student's progress to determine whether the problem is resolved.
  4. If the problem is not resolved, the US may ask the Field Experience Coordinator (FEC) or other faculty member to observe the student and provide written feedback.

5. The US, CT, and relevant instructor(s) will discuss options regarding the student's continuation in practicum experience. Based on this discussion, the US will make a recommendation to the FEC and provide appropriate written documentation of the issue(s).
6. The FEC, together with the US, relevant instructor(s) and department chair, will make the final decision as to whether the student will be permitted to repeat, extend, or be removed from the practicum experience and the conditions under which this will occur. If the student is permitted to repeat or extend the practicum experience, a Professional Development Plan (PDP) will be completed that specifies objectives, timelines, anticipated outcomes, and consequences meeting or failing to meet the PDP.

In the event that the Principal or a representative from the school decides to remove the practicum student from their school, the FEC, the US, relevant instructor(s) and department chair, will make the final decision about the status of the practicum student.



**EEX 4843 SITE INFORMATION FORM  
DUE: September 20, 2013**

<b>Student:</b>	<b>Date:</b>
<b>University Supervisor:</b>	<b>Cooperating Teacher:</b>
<b>School Principal:</b>	<b>CT email:</b>
<b>School Name:</b> <b>School Phone:</b>	<b>School Address:</b>

**Teaching Schedule**

**(Indicate subject area taught for each time block for each day)**

	Monday	Tuesday	Wednesday	Thursday	Friday
Time Block: _____ to _____  Subject Area:					
Time Block: _____ to _____  Subject Area:					
Time Block : _____ to _____  Subject Area:					
Time Block: _____ to _____  Subject Area:					
Time Block: _____ to _____  Subject Area:					
CT's Planning Time: _____ to _____					

**Directions for Completing the Site Information Form:**

1. Meet with your cooperating teacher the first week of placement to discuss your schedule. Complete the form indicating the days and times you will be at the school using the schedule above. **Undergraduate ESE Practicum** requires students to be at the school a minimum of 3 days per week, for minimum of 6-9 instructional hours per week.
2. Mark days/times when cooperating teacher has planning period. This will be helpful for the University Supervisor for meetings with the cooperating teacher.
3. **Email a copy to your US, your EEX 4066 professor, and to Dr. Heiser. Also, place a copy of this form in your Practicum Handbook.**

DUE: SEPTEMBER 27, 2013  
**Directed Observation Worksheet**  
**Submit to Classroom Management Instructor & a copy in your notebook**

**Assignment:** Observing the Teaching and Learning Process

Developing skills for conceptualizing what teachers do and why they do them comes only with practice. Your early observation experiences have allowed you to look around classrooms, watch students and watch how teachers teach. As you prepare to teach lessons in your practicum setting, you will need to get an understanding of the classroom where you are teaching. By completing the following activities during the first few days of your practicum, you will have gained insight into how your cooperating teacher has organized the class, how s/he makes instructional decisions, and how s/he uses curriculum.

Log your observations and responses to the topics below. The specific topics serve as guides. Add any other descriptive information you consider valuable to the observations.

- 1) Describe the physical aspects of the classroom
  - (A) Draw a sketch of the room
  - (B) Develop a seating plan and label with student names
- 2) How does the teacher use the room and materials in it?
  - A) How is the chalkboard used (e.g., instructional, memos, management, etc)?
  - B) How does the teacher use space in the room (e.g., small group areas, stations, etc)?
  - C) How does the teacher use visual aids (e.g., technology, cue cards, bulletin boards, etc)?
- 3) What materials does the teacher use for instruction?
- 4) Describe the classroom management and discipline plan.
- 5) Describe the cooperating teacher's approach and manner with students.
  - A) Personal Characteristics
  - B) Verbal Communication Skills
  - C) Non-verbal Communication Skills
- 6) What specific skills do you want to emulate?
- 7) Describe how the cooperating teacher presents a lesson.
  - A) Introduction or Focus
  - B) Method of Instruction or Presentation
  - C) Reinforcement Activities
  - D) Independent Activities
  - E) Summary or Closure Activities
- 8) What responsibilities beyond teaching does your cooperating teacher have?
- 9) Of all the things you have observed, which skills do you think will be easy for you to master?
- 10) Which will be more challenging?

Standard Lesson Plan\*

Note: The Lesson Plan must be shared and initialed by the CT and provided to the US 2-3 days prior to the scheduled observation. \*The format may be adjusted according to the direction of the US.

Teacher:  
Grades:  
Students:

School:  
Instructional ranges:

Date:                      Time Allowance:                      Start:                      Stop:

---

Annual Goal/ Subject Area:

Short Term Objective:

Sunshine State Standard/Benchmark

Stage of Learning

Present Level of Performance (for instructional objective):

Instructional Objective

Evaluation Criteria/Method(s)

---

**INSTRUCTIONAL PROCEDURES**

(List materials needed for each section at the beginning of the section)

Attention Getter

Review

Advance Organizer

Rationale

Teacher Presentation

Guided Practice

Independent Practice

Closure

Special Considerations

- Early Finishers
- Anticipated Problems
- Special Accommodations
- ESOL Strategies

Student Results: [List students by name and evaluation results. Present information in chart]

Instructional Decisions:

Self-Assessment of Lesson

EEX 4843: Practicum in Methods of Teaching Individuals Served in Varying Exceptionalities Programs

Student:	DUE: December 6, 2013
School:	Cooperating Teacher:
School Phone:	University Supervisor:

Directions: Indicate hours spent at school site (minimum of 3 days/week for a minimum of 2 to 3 instructional hours/day). Specify time in and time out along with total hours each week. CT must sign your log each week in the space indicated. Turn completed log to Dr. Heiser.

FAU STUDENT \_\_\_\_\_

REMINDER: A minimum of three days a week for a minimum of 2 to 3 instructional hours/day in direct student contact.

September 2013						
Monday	Tuesday	Wednesday	Thursday	Friday	Total hours per week	CT Initials
9 Week 1	10	11	12	13		
16 <b>Spring '13 ST Applications due</b> Week 2	18	19	20	21		
23 Week 3	25	26	27	28		
30 <b>US Observation #1</b> Week 4						

## ATTENDANCE LOG – FALL 2013

FAU STUDENT \_\_\_\_\_

PAGE 2/3

REMINDER: A minimum of three days/week for a minimum of 2 to 3 instructional hours/day in direct student contact.

October 2013						
Monday	Tuesday	Wednesday	Thursday	Friday	Total Hours per week	CT Initials
(September 30)	1	2	3	4		
<b>US Observation #1</b> WEEK 4						
7	8	9	10	11		
<b>CT Observation #1</b> WEEK 5						
14	15	16	17	18		
<b>CT Observation #2</b> WEEK 6						
21	22	23	24	25		
<b>US Observation #2</b> <b>Midterm</b> WEEK 7						
28	29	30	31	Nov. 2		
<b>CT Observation #3</b> WEEK 8						

ATTENDANCE LOG – FALL 2013

FAU STUDENT \_\_\_\_\_

REMINDER: A minimum of three days a week for a minimum of 2 to 3 instructional hours/day in direct student contact.

November 2013						
Monday	Tuesday	Wednesday	Thursday	Friday	Total Hours per week	CT Initials
				1		
4	5	6	7	8		
WEEK 9						
11 CT Observation #4 Final Evaluation WEEK 10	12	13	14	15		
18 US Observation #3 WEEK 11	19	20	21	22		
25 Final Evaluation w/ CT/US	26	27	28	29 Last day of Practicum 2		
December 2	3	4	5	6 EEX 4843 documents due to Dr. Heiser		

Student signature \_\_\_\_\_ Date \_\_\_\_\_ TOTAL HOURS \_\_\_\_\_

Cooperating Teacher's signature \_\_\_\_\_ Date \_\_\_\_\_

NOTE: For every three practicum students hosted, the cooperating/mentor teacher is eligible to receive a tuition certificate for 6 credits of tuition at any state institution. The certificate, valid for 3 years from date of issue, is redeemable only one-time and is non-transferable. See page 44 for detailed information.



**EEX 4843 NARRATIVE OBSERVATION (FEEDBACK/COACHING) SUMMARY**

**Observation # 1 2 3 4**

FAU STUDENT \_\_\_\_\_

Effective Behaviors	Less Effective Behaviors → Suggested Alternatives	Coaching and recommendations for improvement: specific behaviors to be demonstrated at the next observation
		<p>Student initials: _____</p> <p>Cooperating Teacher initials: _____</p> <p>University Supervisor initials: _____</p>



**Explanation of the  
NARRATIVE OBSERVATION (FEEDBACK/COACHING) SUMMARY (NOS)  
MID-TERM AND FINAL EVALUATION FORM**

The *Narrative Observation Feedback/Coaching Summary and Mid-term and Final Evaluation Form* consists of descriptors grouped into eight (8) areas. These eight areas are defined below. Each area measures a specific teaching proficiency. The areas correspond to the Florida Performance Measurement System, a statewide evaluation instrument, used yearly to document teacher effectiveness.

**IMPORTANT INFORMATION:** This form is used throughout the semester each time the student is observed by the University Supervisor (US) or Cooperating Teacher (CT). It is also used for the Mid-term and Final evaluation of the student. The US and CT should have their own individual copy of the form to use during each formal observation of the student. The US and CT should complete this form together during the mid-term and final evaluations of the student. Expectations of the student's performance should rise for each subsequent observation. The student is expected to demonstrate continual progress throughout the semester. The student should not expect to receive all check +'s or 5's on overall rating during the first few observations.

**Eight Evaluation Areas:**

- 1) General Teaching Skills includes a variety of skills that can be used across different settings.
- 2) Activities Prior to Instruction refers to all the activities the teacher does before the presentation component of the lesson begins.
- 3) Presentation Component refers to the direct delivery/presentation/ description of a body of knowledge that must be mastered.
- 4) Questioning/ Feedback refers to the appropriate use of questioning and feedback techniques with students.
- 5) Guided Practice is an engagement of the student when the information has been initially acquired, but the goal of the practice has shifted to proficiency, maintenance, or generalization.
- 6) Independent Practice is the engagement of the student in the independent use of skills acquired during the teaching process and refined during the guided practice.
- 7) Evaluation of Student Progress includes formal and/or informal assessment procedures, and daily/weekly data collection for the purpose of instructional planning and evaluation of student progress.
- 8) Management of Student Behavior refers to teacher monitoring and managing students' behaviors.

The Mid-Term Evaluation Plan for Remediation must be used if scores of 1 or 2 are attained on a given item from the Narrative Observation (Feedback/Coaching) Summary during the Mid-term Evaluation and/or a score of less than 2 on the Professional Attribute Rubric (PAR). The evaluation plan will aid the student in improving instruction or management and will provide a documentation of the plans for remediation. As with Narrative Observation Feedback forms, one copy of Midterm-Term Evaluation Plan for Remediation should be given to the cooperating teacher, university supervisor, the student, and the Field Experience Coordinator.

**EEX 4843 NARRATIVE OBSERVATION (FEEDBACK/COACHING) SUMMARY**

(US and CT each have own form and use checklist system to record student performance during each observation as well as the Mid-term and Final Evaluations This form is to be used by US & CT Mid-Term and Final Evaluations.

Student:	Dates completed:
Evaluator(s):	Semester/Year: Spring/ Fall/ School:

Narrative Observation Feedback Summary Instructions (Observations 1-5 below): Please provide the student with feedback after each observation using both the Narrative Observation Feedback Form and this form.

Mid-term and Final Evaluation: Please rate the student's performance in each area during Mid-term and Final. The rating should be an overall average of the student's performance on a day to day basis and not just their performance during scheduled formal observations. If the student receives a 1 or 2 on any indicator during mid-term evaluation the Mid-Term Evaluation Comment Form must be completed. Please rate the student's performance by using the following rating scale:

- 5 - Far Exceeds Expectation                      Performance demonstrates exemplary ability to perform at an outstanding level that is equivalent to a first-year teacher.
  - 4 - Exceeds Expectation                            Performance demonstrates above average ability to create, implement and perform duties.
  - 3 - Meets Expectation                                Demonstrates clear conceptual understanding of components with consistent and effective implementation.
  - 2 - Below Expectation                                Performance demonstrates understanding of concepts. Implementation attempts are intermittent and not entirely successful. Demonstrates little or no evidence of the indicator.
  - 1 - Unsatisfactory                                    Demonstrates little or no evidence of the indicator
  - NO – No Opportunity                                No opportunity to observe indicators
  - N/A – Not Applicable                                Indicator is not applicable at this time (all indicators should be rated by final observation)
- To meet the expectations of this critical assignment, the majority of scores on the Final Evaluation are to be 3s, 4s, or 5s or evidence of continuous improvement on all observations with no 1s or 2s.

**1) General Teaching Skills: include a variety of skills that are demonstrated across settings.**

		OBSERVATIONS							
	BEHAVIORS	FEAP	1 <sup>ST</sup>	2 <sup>ND</sup>	MIDTERM SUMMARY	3 <sup>RD</sup>	4 <sup>TH</sup>	5 <sup>TH</sup>	FINAL SUMMARY
1	Uses students' names	(a)2.e							
2	Requires student involvement throughout activity	(a) 1.f							
3	Paces activities to meet student needs	(a) 1.b							
4	Is alert & attentive to all students	(a) 2.e							
5	Communicates expectations to students	(a) 2.c							
6	Promotes student responsibility & independence	(a) 2.f							
7	Orients students and maintains students focus	(a) 3.a							
8	Plans to insure students meet instructional goals & objectives	(a) 1.f							
9	Efficiently uses class time	(a) 3.j							
10	Transitions smoothly from one task to another	(a) 3.j							
11	Organizes instructional materials & makes use of instructional aids in a non-distracting manner	(a) 3.g							
12	Communicates attitude of enthusiasm	(a) 3.i							
13	Uses model-lead-test procedure as appropriate	(a) 4.a							
**	<b>OVERALL RATING</b>								

Coaching Comments:

Student's Name \_\_\_\_\_

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**2) Activities Prior to Instruction:** refers to all the activities the teacher does before the presentation component of the lesson begins.

		OBSERVATION							
	BEHAVIORS <i>dates</i>	FEAP	1 <sup>ST</sup>	2 <sup>ND</sup>	MIDTERM SUMMARY	3 <sup>RD</sup>	4 <sup>TH</sup>	5 <sup>TH</sup>	FINAL SUMMARY
1	Lesson plans are submitted in advance to cooperating teacher for approval before lessons are taught	(b) 1.a							
2	Lesson plans are submitted 2-3 days in advance to observer before each formal observation	(b) 1.c							
3	Lesson plans are effective for planning instruction	(b) 1.e							
4	Materials are prepared and readily available	(b) 1.c							
**	OVERALL RATING								

Coaching Comments:

**3) Presentation Component:** refers to the direct delivery/presentation/description of a body of knowledge that must be mastered.

		OBSERVATION							
	BEHAVIORS <i>dates</i>	FEAP	1 <sup>ST</sup>	2 <sup>ND</sup>	MIDTERM SUMMARY	3 <sup>RD</sup>	4 <sup>TH</sup>	5 <sup>TH</sup>	FINAL SUMMARY
1	Begins lesson with attention getter and advanced organizer	(a) 2.a							
2	Sets standards for performance and behavior	(a) 2.c							
3	Establishes clear purpose of lesson and rationale	(a) 1.a							
4	Provides review of previously presented instruction including teacher questions and/or student review activity	(a) 3.c							
5	States/defines skills, rules, concepts	(a) 3.g							
6	Gives appropriate examples	(a) 3.e							
7	Uses think aloud procedure as appropriate	(a) 3.b							
8	Asks questions to check for understanding	(a) 3.h							
9	Describes situations, gives examples, and asks questions to plan for generalization	(a) 3.e							
10	Emphasizes important points	(a) 3.i							
11	Task analyzes content from easy to hard	(a) 1.b							
12	Uses content appropriate to student need & level	(a) 2.d							
13	Modifies content for individual students as needed	(a) 4.b							
14	Provides end review/summarizes presentation	N/A							
15	Uses a variety of methods, materials, procedures to enhance learning	(a) 3.a							
16	Communicates knowledge of subject matter	(a) 3.b							
**	OVERALL RATING								

Coaching Comments:

**4) Questioning/ Feedback:** refers to the appropriate use of questioning and feedback techniques with students.

		OBSERVATION							
	BEHAVIORS <i>dates</i>	FEAP	1 <sup>ST</sup>	2 <sup>ND</sup>	MIDTERM SUMMARY	3 <sup>RD</sup>	4 <sup>TH</sup>	5 <sup>TH</sup>	FINAL SUMMARY
1	Utilizes appropriate questioning techniques	(a) 3.f							
2	Calls on variety of students	(a) 2.b							
3	Accepts all students' responses	(a) 3.i							
4	Provides appropriate feedback to student response	(a) 3.i							
5	Uses effective praise techniques	(a) 3.i							
**	OVERALL RATING								

Coaching Comments:

Student's Name \_\_\_\_\_

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**5) Guided Practice:** is the engagement of students in a practice situation where the information has been initially acquired, but the goal of practice has shifted to proficiency, maintenance or generalization.

		OBSERVATIONS							
	BEHAVIORS <i>dates</i>	FEAP	1 <sup>ST</sup>	2 <sup>ND</sup>	MIDTERM SUMMARY	3 <sup>RD</sup>	4 <sup>TH</sup>	5 <sup>TH</sup>	FINAL SUMMARY
1	Gives advanced organizers for guided practice task	N/A							
2	Gives students clear instructions	(a) 2.e							
3	Gives students materials appropriate to their levels	(a) 1.f							
4	Guides students through early stages of practice	(a) 1.b							
5	Monitors students during practice	(a) 3.j							
6	Circulates among students; dividing time as needed	(a) 2.h							
7	Solicits and/or answers student questions	(a) 3.d							
8	Checks student work for accuracy/mastery	(a) 4.c							
9	Provides positive & informative feedback	(a) 3.i							
10	Provides "waiting" students with appropriate tasks	N/A							
11	Provides tasks to maintain skills	(a) 3.b							
12	Provides summary/review of progress to each student by the end of the session	(a) 3.j							
13	Sets & communicates to students criteria for movement from guided to independent practice	(a) 4.a							
**	<b>OVERALL RATING</b>								

Coaching Comments:

**6) Independent Practice:** is the engagement of student in independent use of skills acquired during the presentation and refined during guided practice.

		OBSERVATIONS							
	BEHAVIORS <i>dates</i>	FEAP	1 <sup>ST</sup>	2 <sup>ND</sup>	MIDTERM SUMMARY	3 <sup>RD</sup>	4 <sup>TH</sup>	5 <sup>TH</sup>	FINAL SUMMARY
1	Gives advance organizers for independent practice task	N/A							
2	Gives students clear instructions	(a) 2.e							
3	Assures students have met criterion for beginning independent practice	(a) 4.a							
4	Gives students materials appropriate to their levels	(a) 1.f							
5	Provides independent practice of skills	(a) 3.j							
6	Circulates among students; dividing time as needed	(a) 2.h							
7	Solicits and/or answers student questions	(a) 3.d							
8	Checks student work for accuracy/mastery	(a) 4.c							
9	Provides positive & informative feedback	(a) 3.i							
10	Provides "waiting" students with appropriate tasks	N/A							
11	Provides varied formats, procedures, and materials for practice	(a) 2.g							
12	Provides tasks designed to maintain skills	(a) 3.b							
13	Provides summary/review of progress to each student by the end of the session	(a) 3.j							
**	<b>OVERALL RATING</b>								

Coaching Comments:

**7) Evaluation of Student Progress:** Includes formal and/or informal assessment procedures, daily/ weekly data collection for the purpose of instructional planning and evaluation of student progress for instructional purposes.

		OBSERVATIONS							
	BEHAVIORS <i>dates</i>	FEAP	1 <sup>ST</sup>	2 <sup>ND</sup>	MIDTERM SUMMARY	3 <sup>RD</sup>	4 <sup>TH</sup>	5 <sup>TH</sup>	FINAL SUMMARY
1	Sets criteria, collects data, & monitors progress toward mastery of individual student objectives	(a) 1.d							
2	Evaluates lessons & documents results & decisions in lessons plans	(a) 1.e							
3	Modifies subsequent lessons to incorporate results & decisions from #2 above	(a) 4.d							
**	<b>OVERALL RATING</b>								

Coaching Comments:

Student's Name \_\_\_\_\_

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**8) Management of Student Behavior:** refers to teacher behaviors that manage student's behavior.

**OBSERVATIONS**

	BEHAVIORS <i>dates</i>	FEAP	1 <sup>ST</sup>	2 <sup>ND</sup>	MIDTERM SUMMARY	3 <sup>RD</sup>	4 <sup>TH</sup>	5 <sup>TH</sup>	FINAL SUMMARY
1	Manages off-task behavior	(a) 2.b							
2	Specifies, explains & consistently enforces rules	(a) 2.b							
3	Uses prompts to stop misbehavior before it occurs	(a) 2.c							
4	Shows awareness of all activities within classroom	(a) 2.b							
5	Simultaneously attends to multiple activities	(a) 2.b							
6	Gives short, clear directions	(a) 2.e							
7	Refocuses students to stop inappropriate behavior	(a) 2.b							
8	Utilizes behavior management systems effectively and consistently	(a) 2.b							
**	<b>OVERALL RATING</b>								

Coaching Comments:

**9) Notebook**

**OBSERVATIONS**

	BEHAVIORS <i>dates</i>	FEAP	1 <sup>ST</sup>	2 <sup>ND</sup>	MIDTERM SUMMARY	3 <sup>RD</sup>	4 <sup>TH</sup>	5 <sup>TH</sup>	FINAL SUMMARY
**	Organizes and maintains Notebook (please rate using only the check +, check, and check -)	(a) 4.e							

Coaching Comments:

**10) Typical Performance**

**OBSERVATIONS**

	BEHAVIORS <i>dates</i>	FEAP	1 <sup>ST</sup>	2 <sup>ND</sup>	MIDTERM SUMMARY	3 <sup>RD</sup>	4 <sup>TH</sup>	5 <sup>TH</sup>	FINAL SUMMARY
**	Is the student's performance typical of ALL lessons presented (even while not being formally observed) please indicate yes or no)	(b) 1.e							

Coaching Comments:

Student \_\_\_\_\_

Date \_\_\_\_\_

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

Date \_\_\_\_\_

University Supervisor \_\_\_\_\_

Date \_\_\_\_\_

**NOS Rubric Reporting Form and LiveText Summary Reporting Form - Critical Assignment 1**

**Student** \_\_\_\_\_

**Classroom Teacher** \_\_\_\_\_

**School** \_\_\_\_\_

**University Supervisor** \_\_\_\_\_

Mid-term and Final Evaluation: Each rating is an overall average of the student’s performance on a day to day basis and not solely their performance during scheduled formal observations. If the student receives a 1 or 2 on any indicator during mid-term evaluation, the Mid-Term Evaluation Comment Form is completed and a Remediation Plan developed that address the less effective teaching behavior that were observed. Student’s performance is assessed using the following rating scale:

- 5 - Far Exceeds Expectation Performance demonstrates exemplary ability to perform at an outstanding level that is equivalent to a first-year teacher
- 4 - Exceeds Expectation Performance demonstrates above average ability to create, implement and perform duties.
- 3 - Meets Expectation Demonstrates clear conceptual understanding of components with consistent and effective implementation
- 2 - Below Expectation Performance demonstrates understanding of concepts. Implementation attempts are intermittent and not entirely successful. Demonstrates little or no evidence of the indicator.
- 1 - Unsatisfactory Demonstrates little or no evidence of the indicator
- N/A – Not Applicable Indicator is not applicable at this time (all indicators should be rated by final observation)

Department of ESE NOS INDICATOR	Item Number	FEAP	OVERALL RATING (CIRCLE ONE)	
			MIDTERM EVAL Date:	FINAL EVAL. Date:
1) General Teaching Skills	1.	(a)2.e	5 4 3 2 1	5 4 3 2 1
	2.	(a) 1.f	5 4 3 2 1	5 4 3 2 1
	3.	(a) 1.b	5 4 3 2 1	5 4 3 2 1
	4.	(a) 2.e*	5 4 3 2 1	5 4 3 2 1
	5.	(a) 2.c	5 4 3 2 1	5 4 3 2 1
	6.	(a) 2.f	5 4 3 2 1	5 4 3 2 1
	7.	(a) 3.a	5 4 3 2 1	5 4 3 2 1
	8.	(a) 1.f	5 4 3 2 1	5 4 3 2 1
	9.	(a) 3.j	5 4 3 2 1	5 4 3 2 1
	10.	(a) 3.j*	5 4 3 2 1	5 4 3 2 1
	11.	(a) 3.g	5 4 3 2 1	5 4 3 2 1
	12.	(a) 3.i	5 4 3 2 1	5 4 3 2 1
	13.	(a) 4.a	5 4 3 2 1	5 4 3 2 1
2) Activities Prior to Instruction	1.	(b) 1.a	5 4 3 2 1	5 4 3 2 1
	2.	(b) 1.c	5 4 3 2 1	5 4 3 2 1
	3.	(b) 1.e	5 4 3 2 1	5 4 3 2 1
	4.	(b) 1.c	5 4 3 2 1	5 4 3 2 1
3) Presentation Component	1.	(a) 2.a	5 4 3 2 1	5 4 3 2 1
	2.	(a) 2.c	5 4 3 2 1	5 4 3 2 1
	3.	(a) 1.a	5 4 3 2 1	5 4 3 2 1
	4.	(a) 3.c	5 4 3 2 1	5 4 3 2 1
	5.	(a) 3.g	5 4 3 2 1	5 4 3 2 1
	6.	(a) 3.e	5 4 3 2 1	5 4 3 2 1
	7.	(a) 3.b	5 4 3 2 1	5 4 3 2 1
	8.	(a) 1.h	5 4 3 2 1	5 4 3 2 1
	9.	(a) 3.e	5 4 3 2 1	5 4 3 2 1
	10.	(a) 3.i	5 4 3 2 1	5 4 3 2 1
	11.	(a) 1.b	5 4 3 2 1	5 4 3 2 1
	12.	(a) 2.d	5 4 3 2 1	5 4 3 2 1
	13.	(a) 4.b	5 4 3 2 1	5 4 3 2 1
	14.	N/A	5 4 3 2 1	5 4 3 2 1
	15.	(a) 3.a	5 4 3 2 1	5 4 3 2 1
	16.	(a) 3.b	5 4 3 2 1	5 4 3 2 1

4) Questioning/ Feedback	1.	(a) 3.f	5 4 3 2 1	5 4 3 2 1
	2.	(a) 2.b	5 4 3 2 1	5 4 3 2 1
	3.	(a) 3.i	5 4 3 2 1	5 4 3 2 1
	4.	(a) 3.l	5 4 3 2 1	5 4 3 2 1
	5.	(a) 3.i	5 4 3 2 1	5 4 3 2 1
5) Guided Practice	1.	N/A	5 4 3 2 1	5 4 3 2 1
	2.	(a) 2.e	5 4 3 2 1	5 4 3 2 1
	3.	(a) 1.f	5 4 3 2 1	5 4 3 2 1
	4.	(a) 1.b	5 4 3 2 1	5 4 3 2 1
	5.	(a) 3.j	5 4 3 2 1	5 4 3 2 1
	6.	(a) 2.h	5 4 3 2 1	5 4 3 2 1
	7.	(a) 3.d	5 4 3 2 1	5 4 3 2 1
	8.	(a) 4.c	5 4 3 2 1	5 4 3 2 1
	9.	(a) 3.i	5 4 3 2 1	5 4 3 2 1
	10.	N/A	5 4 3 2 1	5 4 3 2 1
	11.	(a) 3.b	5 4 3 2 1	5 4 3 2 1
	12.	(a) 3.j	5 4 3 2 1	5 4 3 2 1
	13.	(a) 4.a	5 4 3 2 1	5 4 3 2 1
6) Independent Practice	1.	N/A	5 4 3 2 1	5 4 3 2 1
	2.	(a) 2.e	5 4 3 2 1	5 4 3 2 1
	3.	(a) 4.a	5 4 3 2 1	5 4 3 2 1
	4.	(a) 1.f	5 4 3 2 1	5 4 3 2 1
	5.	(a) 3.j	5 4 3 2 1	5 4 3 2 1
	6.	(a) 2.h	5 4 3 2 1	5 4 3 2 1
	7.	(a) 3.d	5 4 3 2 1	5 4 3 2 1
	8.	(a) 4.c	5 4 3 2 1	5 4 3 2 1
	9.	(a) 3.i*	5 4 3 2 1	5 4 3 2 1
	10.	N/A	5 4 3 2 1	5 4 3 2 1
	11.	(a) 2.g	5 4 3 2 1	5 4 3 2 1
	12.	(a) 3.b	5 4 3 2 1	5 4 3 2 1
	13.	(a) 3.j	5 4 3 2 1	5 4 3 2 1
7) Evaluation of Student Progress	1.	(a) 1.d	5 4 3 2 1	5 4 3 2 1
	2.	(a) 1.e*	5 4 3 2 1	5 4 3 2 1
	3.	(a) 4.d	5 4 3 2 1	5 4 3 2 1
8) Management of Student Behavior	1.	(a) 2.b*	5 4 3 2 1	5 4 3 2 1
	2.	(a) 2.b	5 4 3 2 1	5 4 3 2 1
	3.	(a) 2.c	5 4 3 2 1	5 4 3 2 1
	4.	(a) 2.b*	5 4 3 2 1	5 4 3 2 1
	5.	(a) 2.b	5 4 3 2 1	5 4 3 2 1
	6.	(a) 2.e*	5 4 3 2 1	5 4 3 2 1
	7.	(a) 2.b*	5 4 3 2 1	5 4 3 2 1
	8.	(a) 2.b*	5 4 3 2 1	5 4 3 2 1
9) Notebook		(a)4.e	5 4 3 2 1	5 4 3 2 1
10) Typical Performance		(b)1.e*	YES NO	YES NO

**NOTE: To meet the expectations of this critical assignment, the majority of scores on the Final Evaluation are to be 3s, 4s, or 5s or evidence of continuous improvement on all observations with no 1s or 2s.**

COMMENTS:

Midterm coaching comments based upon Observation 1 & 2 by US, observation 1 & 2 by CT, and the summary rating delivered at midterm:

Live Text: NOS FEAP

Final Score: E M D

Student \_\_\_\_\_

Date \_\_\_\_\_

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

Date \_\_\_\_\_

University Supervisor \_\_\_\_\_

Date \_\_\_\_\_

Final coaching comments based on all observations by US & CT and midterm and final summary rating:

Student \_\_\_\_\_

Date \_\_\_\_\_

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

Date \_\_\_\_\_

University Supervisor \_\_\_\_\_

Date \_\_\_\_\_



**EEX 4843 Student Reflection**  
(Completed by the student after each observation)

**Observation # 1 2 3 4**

(Circle one)  
Indicate if  Midterm or  Final

Student:	Date:
Observer:	Lesson:

Student: Indicate the value that represents your perception of your performance of this lesson using the following rating scale:

5 - Far Exceeded Expectation 4 - Exceeded Expectation 3 - Met Expectation 2 - Below Expectation  1 - Unsatisfactory NO - No Opportunity N/A - Not Applicable	Demonstrated exemplary ability Demonstrated above average ability Demonstrated solid competence Demonstrated understanding of concepts. Some problems with implementation occurred. Demonstrated little or no evidence of the indicator No opportunity to perform indicator Indicator was not applicable at this time
---	---

- |   |   |
|---|---|
| 1. ___ <b>General Teaching Skills</b>         | Include a variety of skills that are demonstrated across settings.  |
| 2. ___ <b>Activities Prior to Instruction</b> | Activities the teacher does before the presentation component of the lesson begins.   |
| 3. ___ <b>Presentation Component</b>          | Direct delivery/presentation/description of a body of knowledge that must be mastered.  |
| 4. ___ <b>Questioning/ Feedback</b>           | Appropriate use of questioning and feedback techniques with students.   |
| 5. ___ <b>Guided Practice</b>                 | Engagement of students in a practice situation where the information has been initially acquired, but the goal of practice has shifted to proficiency, maintenance or generalization. |
| 6. ___ <b>Independent Practice</b>            | Engagement of student in independent use of skills acquired during the presentation and refined during guided practice.   |
| 7. ___ <b>Evaluation of Student Progress</b>  | Includes formal and/or informal assessment procedures, daily/ weekly data collection for the purpose of instructional planning and evaluation of student progress.                    |
| 8. ___ <b>Management of Student Behavior</b>  | Refers to teacher behaviors that manage student's behavior.   |

**Comments:**

**EEX 4843 Mid-Term Evaluation Plan for Remediation Form**  
 (Completed by US/CT when student earns 1's or 2's on NOFSF and/or less than 2 on PAR)

Student:	Date completed:
	Semester/Year: Spring/          Fall/
Evaluator(s):	School:

**Directions:** Please complete this form ONLY if scores of 1 or 2 are attained on a given item from on the Mid-term NOFSF and/or less than 2 on the PAR. This comment form will provide documentation of the problems and the plans for remediation, which will aid the student in improving instruction, management, and/or professionalism. Copies are to be given to the cooperating teacher, university supervisor, student, and the FE Coordinator.

**Remediation Plan for NOS and/or PAR**

Your plan, to be implemented immediately, is to:

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

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

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

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

University Supervisor: \_\_\_\_\_

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

FE Coordinator: \_\_\_\_\_

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

Additional Coaching Comments:

**NOTE:** Student is to accomplish this plan with 100% accuracy in order to receive a satisfactory rating on the final NOS and/or PAR and a satisfactory grade in this course.

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

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

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

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

University Supervisor: \_\_\_\_\_

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

FE Coordinator: \_\_\_\_\_

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

**CRITICAL ASSIGNMENT 2**  
**EEX 4843 PROFESSIONAL ATTRIBUTE RUBRIC (PAR)**  
 (Completed by the US and CT together at Mid-term and Final)

1 OF 2

Student:	Dates completed: <b>Check one:</b> <input type="checkbox"/> <b>Midterm</b> or <input type="checkbox"/> <b>Final</b>
Evaluator(s):	School:

**DIRECTIONS:** The purpose of this evaluation instrument is to provide the Department of Special Education with specific, pertinent information regarding the student's progress and performance in the field. For each attribute circle either 3, 2, or 1 for each statement that accurately describes the behavior the student typically displays. Please elaborate further in the comment section when necessary.

**To meet the expectations of this critical assignment, scores on the Final PAR must be 2s or 3s on the indicators with no 1s.**

Attribute	EAP	3: Exceeds Expectations	2: Meets Expectations (satisfactory)	1: Does Not Meet Expectations (unsatisfactory)
1. Attendance	(b) 2	<input type="checkbox"/> Consistently present	<input type="checkbox"/> Sometimes absent (3 days or fewer)	<input type="checkbox"/> Frequently absent
Comments:				
2. Punctuality	(b) 2	<input type="checkbox"/> Consistently on time	<input type="checkbox"/> Generally punctual	<input type="checkbox"/> Frequently late
Comments:				
3. Work Ethic	(b)1.e	<input type="checkbox"/> Consistently attends to assigned tasks or duties without prompting	<input type="checkbox"/> Sometimes needs reminders to attend to assigned tasks or duties	<input type="checkbox"/> Passive; depends on others for ideas, direction; needs close and frequent supervision
Comments:				
4. Tact	(a)2.f	<input type="checkbox"/> Consistently interacts appropriately to establish, maintain good relations with others	<input type="checkbox"/> Interacts appropriately with others	<input type="checkbox"/> Limited sensitivity and diplomacy; insensitive to others' feelings, opinions
Comments:				
5. Collegiality	(b)1.d	<input type="checkbox"/> Consistently shares ideas, materials; works as part of a team	<input type="checkbox"/> Prefers being part of a team	<input type="checkbox"/> Reluctant to share ideas, materials; prefers to work alone
Comments:				
6. Response to Feedback	(b)1.e	<input type="checkbox"/> Consistently receptive to constructive feedback; incorporates feedback into performance and solicits suggestions	<input type="checkbox"/> Receptive to feedback and implements suggestions	<input type="checkbox"/> Defensive; unreceptive; rarely implements suggestions
Comments:				
7. Desire to Improve Performance	(b)1.a (b)1.b	<input type="checkbox"/> Consistently seeks better teaching skills; very resourceful	<input type="checkbox"/> Sometimes demonstrates effort to improve teaching performance; somewhat resourceful	<input type="checkbox"/> Makes little or no effort to improve performance
Comments:				
8. Oral Expression	(a)2.e	<input type="checkbox"/> Expressive, animated, articulate	<input type="checkbox"/> Articulate	<input type="checkbox"/> Inarticulate; makes frequent grammatical errors
Comments:				
9. Written Expression	(a)2.e	<input type="checkbox"/> Ideas efficiently & clearly expressed; written products appear very professional	<input type="checkbox"/> Written products sufficiently express ideas	<input type="checkbox"/> Frequent misspellings and/ or grammatical errors; ideas poorly stated
Comments:				

2 OF 2

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10. Self-Initiative (a)1.c  Creative & resourceful; independently implements plans  Good ideas; works effectively with little supervision  Passively depends on others for directions, ideas, and guidance

Comments:

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**11. Professional Ethics & Demeanor**

11a. Maintains high ethical and professional standards (e.g., does not share confidential information). (b) 2  Yes  No  Unable to judge

Comments:

11b. Is aware of district policies and normative practices, and responds to these guidelines in appropriate ways. (b) 2  Yes  No  Unable to judge

Comments:

11c. Maintains a professional appearance. (b) 2  Yes  No  Unable to judge

Comments:

11d. Maintains professional interactions. (b) 2  Yes  No  Unable to judge

Comments:

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**12. Please identify other personal and professional attributes that contribute to this student's success in the classroom.**

Comments:

---

**13. Please list other personal and professional attributes that need further development.**

Comments:

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**14a. Potential as a teacher (practicum students only)**

- Practicum student is ready for student teaching.
- Recommend continuation in teacher training program with minor qualification(s) (Please elaborate)
- Recommend review in program; questionable suitability to teaching profession.
- Recommend review of career options and consideration of profession other than teaching.

Comments:

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Student Signature \_\_\_\_\_

Date \_\_\_\_\_

CT Signature \_\_\_\_\_

Date \_\_\_\_\_

US Signature \_\_\_\_\_

Date \_\_\_\_\_

**PAR Rubric Reporting Form and LiveText Summary Reporting Form - Critical Assignment 2**

Student \_\_\_\_\_

Classroom Teacher \_\_\_\_\_

School \_\_\_\_\_

University Supervisor \_\_\_\_\_

The Professional Attribute Rubric (PAR) provides the Department of Special Education with specific, pertinent information regarding the student’s progress and performance in the field. Candidates are assessed using the PAR at midterm and final (or as needed during the semester). **The PAR provides the student with an evaluation of the critical professional skills/attributes not generally** measured by lesson observations. These skills include such areas as judgment, tact, reliability, dependability, collegiality, professional development, ethical behavior, and independence.

Rating Scale: 3=Exceed expectations, 2 = Meets expectations, 3 = Does not meet expectations

Department of ESE PAR INDICATOR	FEAP	OVERALL RATING (CIRCLE TYPE OF EVALUATION)	
		MIDTERM RATING Date:	FINAL RATING Date:
1. Attendance	(b) 2	3 2 1	3 2 1
2. Activities Prior to Instruction	(b) 2	3 2 1	3 2 1
3. Work ethic	(b) 2	3 2 1	3 2 1
4. Tact	(a) 2.f	3 2 1	3 2 1
5. Collegiality	(b) 1.d	3 2 1	3 2 1
6. Response to feedback	(b) 1.e	3 2 1	3 2 1
7. Desire to improve Performance	(b) 1.a	3 2 1	3 2 1
	(b) 1.d	3 2 1	3 2 1
8. Oral Expression	(a) 2.e	3 2 1	3 2 1
9. Written Expression	(a) 2.e	3 2 1	3 2 1
10. Self initiative	(a) 1.c	3 2 1	3 2 1
11. Maintains high ethical and professional standards	(b) 2	3 2 1	3 2 1
12. Is aware of district policies and normative practices, and responds to these guidelines in appropriate ways	(b) 2	3 2 1	3 2 1
13. Maintains a professional appearance	(b) 2	3 2 1	3 2 1
14. Maintains professional interactions	(b) 2	3 2 1	3 2 1
Additional attributes that contribute to this student’s success			
Attributes that need further development			
Potential as a teacher	Recommend student successfully complete the teacher education program.	Review of program; questionable suitability to teaching profession PLEASE ELABORATE	

Exceeds Expectations “E”	Meets Expectations “M”	Does Not Meet Expectations “D”
Majority of scores for descriptor areas are 3s. No 1s or 2s.	Majority of scores for descriptor areas are 2s. No 1s.	A score of 1 in any professional attribute areas on final scores.

Student Signature \_\_\_\_\_

Date \_\_\_\_\_

CT Signature \_\_\_\_\_

Date \_\_\_\_\_

US Signature \_\_\_\_\_

Date \_\_\_\_\_

**Live Text: PAR FEAP**

**Final Score: E M D**

### EEX 4843 Documentation Checklist

Student: \_\_\_\_\_ Date: \_\_\_\_\_ Semester/Year: \_\_\_\_\_

CT: \_\_\_\_\_ US: \_\_\_\_\_ School: \_\_\_\_\_

**Legend: CT = Cooperating Teacher, US = University Supervisor, OB = Observation**

Observation	Required Documentation
US OB 1 Date:	<input type="checkbox"/> Lesson Plan <input type="checkbox"/> Student Reflection <input type="checkbox"/> Narrative Observation Form <input type="checkbox"/> Narrative Observation Feedback Summary (NOS) – US completes using checkmark system
CT OB 1 Date:	<input type="checkbox"/> Lesson Plan <input type="checkbox"/> Student Reflection <input type="checkbox"/> Narrative Observation Form <input type="checkbox"/> Narrative Observation Feedback Summary (NOS) – CT completes using checkmark system
CT OB 2 Date:	<input type="checkbox"/> Lesson Plan <input type="checkbox"/> Student Reflection <input type="checkbox"/> Narrative Observation Form <input type="checkbox"/> Narrative Observation Feedback Summary (NOS) – CT completes using checkmark system
US OB 2 – MIDTERM Date:	<input type="checkbox"/> Lesson Plan <input type="checkbox"/> Student Reflection <input type="checkbox"/> Narrative Observation Form <input type="checkbox"/> Narrative Observation Feedback Summary (NOS) – US first completes OB 2 column, then meets with CT to complete MIDTERM Column <input type="checkbox"/> Professional Attribute Rubric (PAR) – US meets with CT to assign numerical values for MIDTERM <input type="checkbox"/> Mid-Term Evaluation Comment Form – ONLY If scores below satisfactory on NOFSF or PAR, then complete/submit
CT OB 3 Date:	<input type="checkbox"/> Lesson Plan <input type="checkbox"/> Student Reflection <input type="checkbox"/> Narrative Observation Form <input type="checkbox"/> Narrative Observation Feedback Summary (NOS) – CT completes using checkmark system
CT OB 4 Date:	<input type="checkbox"/> Lesson Plan <input type="checkbox"/> Student Reflection <input type="checkbox"/> Narrative Observation Form <input type="checkbox"/> Narrative Observation Feedback Summary (NOS) – CT completes using checkmark system
US OB 3 FINAL Date:	<input type="checkbox"/> Lesson Plan <input type="checkbox"/> Student Reflection <input type="checkbox"/> Narrative Observation Form <input type="checkbox"/> Narrative Observation Feedback Summary (NOS) – US first completes OB 3 column then meets with CT to assign numerical values for FINAL Rating <input type="checkbox"/> Professional Attribute Rubric (PAR) LiveText Form – US meets with CT to assign numerical values for FINAL rating



**CLINICAL EDUCATOR REGISTRATION – PRACTICUM STUDENT**

A Certificate of Participation will be issued to each clinical educator for his/her participation after receiving **THREE** students enrolled in a Practicum Course for a degree program in the Department of Teaching and Learning. It entitles the recipient to register at any state university in Florida without payment of tuition for ONE semester for up to six semester credit hours. The certificate is **NON-TRANSFERABLE**. Please secure it in a safe place as **lost certificates cannot be replaced**.

**Clinical Educator Information:**

Name \_\_\_\_\_ Social Security # (Required by state) \_\_\_\_\_  
 Phone #: \_\_\_\_\_ Professional Email Address \_\_\_\_\_  
 Mailing Address \_\_\_\_\_  
 School District \_\_\_\_\_ School Name \_\_\_\_\_  
 School Address \_\_\_\_\_

**Developing Teacher Information:**

Name \_\_\_\_\_ Semester \_\_\_ Fall \_\_\_ Spring Year \_\_\_\_\_  
 Name \_\_\_\_\_ Semester \_\_\_ Fall \_\_\_ Spring Year \_\_\_\_\_  
 Name \_\_\_\_\_ Semester \_\_\_ Fall \_\_\_ Spring Year \_\_\_\_\_

1. Complete this form in its entirety. Please wait until all three FAU students have completed the clinical experience prior to submitting the application.
2. Attach photocopies of the Final Evaluation form for each student.

Submit this form and students' final evaluations to:

Please FAX or SCAN to the Office for Clinical Experiences:

Palm Beach, Indian River, Okeechobee, St. Lucie, Martin  
 Fax: (561) 297-2991 or Email: [stuteach@fau.edu](mailto:stuteach@fau.edu)

Broward and Miami-Dade Counties  
 Fax: (954) 236-1022

I certify that I have either attended an orientation meeting for Clinical Educators within the last twelve months or reviewed all materials available on the FAC Clinical Educator Orientation web page at the start of the current semester.

\_\_\_\_\_  
 Clinical Educator's Signature

\_\_\_\_\_  
 Date

***NOTE: Certificates are issued only once per semester. In order to use the certificate for Spring enrollment you must submit this request no later than October 31<sup>st</sup>. In order to use the certificate for Summer or Fall enrollment you must submit this request no later than April 30<sup>th</sup>***



**EEX 4843 Assessment of the Cooperating Teacher [Due to Dr. Heiser by 12/06/13]**

<b>Cooperating Teacher:</b>	Dates completed: Semester/Year:    Spring/            Fall/
School:	Student Evaluating CT:
University Supervisor:	

The Department of Special Education is constantly seeking to improve the quality of its instructional training programs. For this reason, we have prepared the following evaluation form to allow you to rate the quality of supervision during your teaching experience. You are asked to give honest answers to the following questions. Your responses and suggestions are appreciated and will serve as a basis for future planning. Please remember that on this form you are evaluating the COOPERATING TEACHER, not the university supervisor or the teaching site. Please feel free to add any additional comment on the back of this evaluation.

- 1) How closely did the cooperating teacher adhere to the Handbook?  
 A Always                      B Frequently  
 C Occasionally              D Seldom  
 If your CT didn't adhere to the handbook, in what ways did he/she deviate?
- 2) The communication process between you and the cooperating teacher can be described as  
 A Two way; collaborative                      C Tense; constrained  
 B Unidirectional; directive                      D Little or no communication present
- 3) What was the quality of the feedback provided to you by the cooperating teacher?  
 A Always provided direction, evaluation, & support.  
 B Frequently provided direction, evaluation, & support.  
 C Occasionally provided direction, evaluation, & support.  
 D Never provided me with feedback that was useful in directing my teaching.
- 4) How effectively did the cooperating teacher use the post-observation conferences to build skills and provide feedback?  
 A Extremely effective conferences given at each observation.  
 B Very effective conferences; supportive feedback given at each observation.  
 C Adequately effective conferences; feedback was sporadic or not supportive.  
 D Ineffective conferences; feedback was not useful.  
 E No follow-up conferences.
- 5) Evaluate the models of instruction provided by the cooperating teacher.  
 A Instruction was always effective.              C Instruction was occasionally effective  
 B Instruction was frequently effective.              D Instruction was not effective.
- 6) Evaluate the models of management provided by the cooperating teacher.  
 A Management was always effective.              C Management was occasionally effective.  
 B Management was frequently effective.              D Management was ineffective.
- 7) Do you feel the cooperating teacher assigned tasks for you to complete in a fair manner?    Yes    No
- 8) How many observations did your cooperating teacher conduct? \_\_\_\_\_ Was this an adequate number? Yes    No
- 9) How would you describe the willingness of your cooperating teacher to make you feel like a part of the class?  
 A Went out of his/her way to include me.              C Did what was required to help me fit in.  
 B Was very welcoming.                                      D Tended to make me feel like a visitor.
- 10) How would you rate the overall performance of your cooperating teacher?  
 A Outstanding    B Very Good              C Adequate              D Poor
- 11) Were you able to complete related course assignments with this teacher and in this setting?  
 Yes    No    N/A
- 12) Would you recommend this cooperating teacher and setting for future field experiences?  
 Yes    No  
 Comments:

**EEX 4843 Assessment of the University Supervisor [Due to Dr. Heiser by 12/06/13]**

University Supervisor:	Dates completed: Semester/Year: Spring/ Fall/
School:	Student Evaluating CT:
Cooperating Teacher:	

The Department of Special Education is constantly seeking to improve the quality of its instructional training programs. For this reason, we have prepared the following evaluation form to allow you to rate the quality of supervision during your teaching experience. You are asked to give honest answers to the following questions. Your responses and suggestions are appreciated and will serve as a basis for future planning. Please remember that on this form you are evaluating the UNIVERSITY SUPERVISOR, not the cooperating teacher or the teaching site. Please feel free to add any additional comment on the back of this evaluation.

1) How closely did the university supervisor adhere to the Handbook

- A Always                      B Frequently  
C Occasionally              D Seldom

If your CT didn't adhere to the handbook, in what ways did he/she deviate?

2) The communication process between you and the university supervisor can be described as

- A Two way; collaboration      C Tense; constrained  
B Unidirectional; directive      D Little or no communication present

3) What was the quality of the feedback provided to you by the university supervisor?

- A Always provided direction, evaluation, & support.  
B Frequently provided direction, evaluation, & support.  
C Occasionally provided direction, evaluation, & support.  
D Never provided me with feedback that was useful in directing my teaching.

4) How effectively did the university supervisor use the post-observation conferences to build skills and provide feedback?

- A Extremely effective conferences given at each observation.  
B Very effective conferences; supportive feedback given at each observation.  
C Adequately effective conferences; feedback was sporadic or not supportive.  
D Ineffective conferences; feedback was not useful.  
E No follow-up conferences

5) Did the university supervisor provide written and verbal feedback to you immediately after observing you?

- A Always                      C Occasionally  
B Frequently                  D Never

6) Did the university supervisor review all information on the written evaluation forms with you?

- A Yes                          B No

7) How many observations did your cooperating teacher conduct? \_\_\_\_\_

Was this an adequate number? yes no

8) How would you describe the availability of your supervisor during your field experience?

- A Always available.  
B Frequently available.  
C Seldom available.  
D Available when I initiated contact

9) How would you rate the overall performance of your university supervisor?

- A Outstanding  
B Very Good  
C Adequate  
D Poor

10) Would you recommend this university supervisor for future field experiences?

Yes      No

Comments

**DOCUMENTS TO BE TURNED IN:**

- Rubric for Critical Assignment 1 (p. 30, 31)
- Rubric for Critical Assignment 2 (p. 38)
- Attendance Log (p 20-22) with all necessary signatures
- Narrative Observation Feedback/Coaching Summary Form (pp. 26 - 29)  
With necessary dates and signatures
- Final PAR (pp. 36-37)  
With necessary dates and signatures
- PRACTICUM SUPERVISION CHECKLIST (p. 39)  
With necessary dates and items checked as completed
- Assessment of the Cooperating Teacher (p. 41)
- Assessment of the University Supervisor (p. 42)
- Mid-Term Evaluation Plan for Remediation Form (34-35) (when necessary)