



FLORIDA ATLANTIC UNIVERSITY

Department of Exceptional Student Education

**Graduate Internship Handbook & Course Syllabus for
Exceptional Student Education**

EEX 6863

**Graduate Intern Full-time Teaching:
Exceptional Student Education**

**Course Syllabus, General Information and Guidelines for Interns,
Cooperating Teachers, and University Supervisors**

Fall 2013

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INTRODUCTION

A significant component of Florida Atlantic University's (FAU) teacher education program is contained in the graduate intern teaching experience. It is during this time that the intern teacher has the opportunity to apply concepts and methodologies learned in coursework, and to gain new skills and experiences under the guidance and direction of the cooperating teacher and university supervisor. The intern teaching process also allows the student to examine his/her beliefs about students and teaching, and to further refine an educational philosophy that will serve as a foundation for future professional endeavors.

The graduate intern teaching program 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 intern teacher may develop teaching competence. 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 (intern, cooperating teacher, and university supervisor) realizes the role each must play to provide the best possible field experiences.

The intern teaching experience allows the intern teacher to perform the tasks of instructional planning, presentation, and management with minimal direction from the cooperating teacher and university supervisor. Intern teaching is a time in which the intern should demonstrate continuous development and refinement of skills. A variety of experiences such as observing and analyzing behavior, assessing student progress, planning, implementing student progress, planning, implementing, and evaluating instruction, maintaining records, collaborating with peers and parents and attending meetings should provide opportunities for the intern to acquire effective instructional skills and to grow professionally.

This Handbook provides guidelines for the intern teacher, the cooperating teacher, and the university supervisor. Included are role requirements, evaluation procedures, and timelines. 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 Exceptional Student Education should you have questions about the intern teaching program.

GRADUATE INTERNSHIP TEACHING: EXCEPTIONAL STUDENT EDUCATION

Objectives:

Graduate interns will be asked to demonstrate proficiency in applying skills and behaviors in effective teaching, management, and collaboration. By the end of the course, intern teachers are expected to:

- 1) Formulate, implement, and evaluate educational plans for students at-risk for and with identified disabilities.
- 2) Demonstrate knowledge and skills in direct observation and assessment of students' learning and behavioral skills using teacher-made instruments, commercially produced tests, curriculum-based assessments, and rating and observation systems.
- 3) Demonstrate knowledge and skills in the use of specific behavioral management methods appropriate to students at-risk for and with identified disabilities. Included will be age appropriate behavioral interventions, self-management techniques, peer tutoring, learning strategies, technology, and/or behavioral phase systems.
- 4) Plan a series of sequential lessons 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.
- 5) Demonstrate direct instruction skills in the presentation of content as these apply to students at-risk for or with identified disabilities. Included will be the teaching of concepts, strategies, academic skill, use of questioning techniques, behavioral interventions, reinforcement, and feedback during individual, small group and larger group instruction.
- 6) Work collaboratively with other school professionals, parents, and/or family members to facilitate student progress.
- 7) Employ effective problem-solving techniques in program implementation for students with disabilities.

The intern teacher has the following responsibilities:

1. Professional Policies and Procedures

- a) Abide by district and school policies and procedures.
- b) Learn and adhere to the professional dress code for the school.
- c) Treat all confidential information in a responsible manner.
- d) Work under the guidance of the cooperating teacher to secure parent permission
- e) Work the same hours as other teachers
- f) Establish a specific routine to be followed for planning lessons. Plan ahead to allow the cooperating teacher to review plans and provide feedback before presentation.
- g) Develop written plans for all lessons.
- h) Notify the cooperating teacher and university supervisor if an emergency arises that prevents the intern teacher from attending school. Intern teachers are expected to be in school every day.
- i) Have all lesson plans, units, and previous evaluations available in the INTERN TEACHING LOG for the university supervisor and the cooperating teacher.

2. Generic Classroom Responsibilities:

❖ Classroom responsibilities are phased in over the course of the first few weeks of the semester. These activities are described in the TIME LINE FOR GRADUATE INTERN TEACHING ACTIVITIES. Intern teachers will familiarize themselves with these activities and will be held responsible for completing activities within the time frame described.

3. University-based Responsibilities:

- ❖ Complete course requirements within the semester time frame.
- ❖ Communicate to university supervisor any questions, concerns or problems with regard to requirements of this internship.
- ❖ The intern teacher will attend seminars given by the university supervisor.

4. Professional Responsibilities

- ❖ Attend school functions such as PTA and faculty meetings.
- ❖ Attend parent conferences and staffings when appropriate.
- ❖ Be involved in cooperative planning with general class teachers.
- ❖ Visit other ESE and general education classes in the school as appropriate.
- ❖ Remember that constructive criticism is part of the learning experience; accept and respond to any feedback in an open manner.
- ❖ Seek feedback from the cooperating teacher and university supervisor.
- ❖ Incorporate feedback suggestions into future planning and teaching.



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COURSE NUMBER: EEX 6863

COURSE TITLE: Graduate Internship in Special Education

CATALOG DESCRIPTION:

This course is a supervised field experience, providing students with the vehicle for demonstrating competencies in diagnoses of and programming for students served in varying exceptionalities (VE) placements. A 6 credit internship is required for students with no previous ESE student teaching and is a full-time internship, i.e. 5 full days a week in a school. May be repeated one time for credit.

PREREQUISITE or COREQUISITE:

All EEX prefixes, EEX 6246, and permission of instructor.

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 Exceptional Student Education Graduate Internship Handbook

TECHNOLOGY:

E-mail: Your FAU email address will be used.

Computer: Blackboard: This course will not be web assisted through FAU Blackboard site.

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)
- (The applicable standards for this course are presented in Appendix A of this syllabus.)

COURSE OBJECTIVES:

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

- 1) Formulating, implementing, and evaluating 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) Knowledge and skills 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) (EAP (a) 3.d, (a) 3.i, (a) 4.b, (a) 4.c) (ESOL 18)

- 3) Planning 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) 1.f, (a) 2.a, (a) 2.d, (a) 2.h, (a) 3.a, (a) 3.h, (a) 4.d) (ESOL 14)
- 4) Direct instruction skills 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) (ESOL 8, 12, 21)
- 5) Working 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) 4.e, (b) 1.e) (ESOL 3, 19, 21)
- 6) Employing 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) 4.e, (b)1.e) (ESOL 19, 21)
- 7) Knowledge and skills in direct observation and assessment of students' learning and behavioral skills using teacher-made instruments, commercially produced tests, curriculum-based assessments, and rating and observation systems.(CECcc7S6, cc7S13, cc8S6) (ESE 3.1, 4.3)
- 8) Develop professional goals (EAP (b) 1.a, (b) 1.d, (b) 1.e)

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 1: Graduate Internship Evaluation Instrument: (20 Points)

Interns will be evaluated formally by the university supervisor (US) and the cooperating teacher (CT) for a minimum of 8 observations. At the mid-term evaluation and the final evaluation at the end of the semester, both the university supervisor and the cooperating teacher will jointly complete the Graduate Internship Evaluation Instrument. To meet the expectations of this critical assignment, the majority of scores on the Final Evaluation are to be 2s, 3s, or 4s or evidence of continuous improvement on all observations with no 0s or 1s. (see Appendix E for final Critical Assignment rubric)

2. CRITICAL ASSIGNMENT 2: Professional Attribute Rubric (PAR) (20 points)

As part of the mid-term evaluation and the final evaluation, the university supervisor and cooperating teacher will conduct a three way conference with the intern to discuss the PROFESSIONAL ATTRIBUTE RUBRIC (PAR). This conference is designed to provide the intern with an evaluation of the critical professional skills not generally measured by lesson observations. These skills include such areas as judgment, tack, reliability, dependability, collegiality, professional development, ethical behavior, and independence. To meet the expectations of this critical assignment, the scores on the Final PAR must be 2s or 3s on the indicators with no 1s. (See Appendix F for final Critical Assignment rubric)

Critical Assignments and Florida Educator Accomplished Practices

The Florida Department of Education has identified a set of Accomplished Practices that must be mastered in order to continue in the ESE Master's Degree Program. For this course, the Educator Accomplished Practice : (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) 3.e, (a) 4.f; (b) 1.c, and (b) 1.e). The specific FEAP assessed in the PAR include: (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) will be measured by the Graduate Internship Evaluation Instrument and the Professional Attribute Rating, which are the Critical Assignments. Please read carefully the ESE departmental policy on Critical Assignments.

ESE Departmental Policy on CRITICAL ASSIGNMENT(S):

Assessment criteria:

A student must earn a **minimum grade of 83%** of the points allotted for the Critical Assignments to receive a passing grade in this course. In other words, a student cannot pass the course without successfully completing the critical assignment.

Remediation policy:

- If a student has failed to pass the Critical Assignments with a minimum of 83% (S), the student will need to repeat the course (internship) and the Critical Assignments. In field-based courses (practicum, student teaching, and internship) re-doing the critical assignments involves the construction and completion of a Professional Development Plan (PDP). (See Department of Exceptional Student Education policies for directions for PDP).

3. SITE INFORMATION FORM AND OBSERVATION SCHEDULE

Graduate interns are expected to develop a schedule with the CT for the graduate intern's teaching responsibilities.

At that time the Site Information Form is completed and a copy made for the graduate intern's US. Students will develop an observation schedule that includes clinical educator and university supervisor tentative observations for the semester. Graduate interns are reminded that they must submit all required documentation in order to receive a final grade for the course.

4. INTERNSHIP NOTEBOOK (5 points)

Maintain an up-to-date, subdivided notebook to include all written requirements, schedules, and activity log. The NOTEBOOK is to be **available for the university supervisor at each visit**. The activity log is to be a section of the notebook and will also provide a record of responsibilities as they are assumed.

5. DISTRICT PROCEDURES FOR SPECIFIC PROGRAMS (5 points)

Obtain a copy of your school's district procedures for providing programs for students in the ESE programs. Read and make written comments in the margins. Be prepared to discuss the policies and procedures at the second seminar.

6. WRITTEN DESCRIPTION OF CLASSROOM (5 points)

Submit a description of your classroom.

This should include, but is not limited to:

- A description of the classroom setup, including physical layout.
- A description of the class schedule including a summary of the instruction taking place during each time slot.
- A description of the program design including learning station descriptions, behavior management systems, learning strategies involvement, and how students are selected for various activities or levels and any discernable philosophical orientation at the school.
- Unique classroom techniques or procedures should be described.

7. IEP CHART OF STUDENTS (5 points)

A.

Read the IEPs for the students in the class

Choose five students' IEPs and make a chart organizing key information about the students

Include the following information for each student as appropriate:

-age and grade levels of students

- number of hours in ESE program
- list of related services for each student
- present levels of performance in academic areas
- social skills needs
- annual goals
- at least one strength area or interest
- any other information you think would be useful

8. STUDENT PROFILE (10 points)

Choose one student to profile using appropriate formal and informal educational assessment instruments and/or techniques. See the guidelines in Appendix B.

9. IEP DEVELOPMENT (10 points)

Write an IEP for the student for whom you will showcase in the profile. Include at least 3 areas (academic and/or social). Use the state suggested IEP form (State of Florida or district IEP form). See Appendix C for IEP components.

10. LEARNING SEQUENCE (20 points)

Interns will develop a learning sequence based on one short term objective or benchmark. The objective or benchmark will be task analyzed to result in sequential teaching objectives. The student will use the lesson plan formats provided in seminar and will be prepared to share in written form the results of the learning sequence. See Appendix D for Learning Sequence Components.

PROFESSIONAL ETHICS / POLICIES AND EXPECTATIONS

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.

ASSESSMENT PROCEDURES:

Assignment	Points	% of course grade
GRADUATE INTERNSHIP EVALUATION INSTRUMENT	20	20%
PROFESSIONAL ATTRIBUTE RUBRIC (PAR)	20	20%
Internship Notebook	5	5%
District Procedures	5	5%
Written Description of Classroom	5	5%
IEP Chart of Students	5	5%
Student Profile	10	10%
IEP Development	10	10%
Learning Sequence	20	20%
TOTAL	100	100 %

GRADING (ESE GRADING SCALE):

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

A = 93-100	A- = 90-92	B+ = 87-89	B = 83-86
B- = 80-82	C+ = 77-79	C = 73-76	C- = 70-72
D+ = 67-69	D = 63-66	D- = 60-62	F = Below

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

POLICIES:

1. The course carries three to six (3-6) credits. Students are expected to complete course requirements sufficient to earn three credits 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 B (not B-) is required in order to continue in the ESE Master's program.
4. All **written assignments** must be typed, double-spaced with the name and number of the assignment. All projects assigned will be discussed in class and a format provided for each.
5. Due dates for assignments are provided in the course outline and will be enforced. Assignments submitted late will be deducted one letter grade per day.

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

(A partial list of resources used in the development of this course.)

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- Cole, R. W. (1995). *Educating everybody's children*. Alexandria, VA: ASCD.
- Kaiser, T. (1997). *Supervisory relationships: Exploring the human element*. Pacific Grove, CA: Brookes/Cole.
- Jacob, S.W. (1999). *Classroom management for beginning teachers* (3rd Ed.) New York: McGraw-Hill Company.
- Posner, G. (2005). *Field experience: A guide to reflective teaching* (6th ed). Boston, MA: Pearson.
- Shelton C. F., & Pollingue, A. B. (2004). *The exceptional teacher's handbook: The first-year special education teacher's guide to success* (2nd ed). Thousand Oaks, CA: Corwin Press.

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 (5th 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
- 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

7. Instructional Planning

- 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
- cc7S10 Prepare lesson plans
- cc7S11 Prepare and organize materials to implement daily lesson plans
- cc7S12 Use 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

8. *Assessment*

- 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

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)

- 1.3 Identify required components of Individual Educational Plans, Family Support Plans, & Individual Transition Plans
- 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 learning strategies & specialized materials to create an appropriate instructional environment for students with disabilities
- 3.3 Identify instructional strategies for acquisition, generalization, & maintenance of skills across real-life situations at school, at home, and in the community
- 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 meet 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
- 3.7 Analyze educational activities assist in the determination & development of accommodations & modifications that allow students across disabilities to participate in a meaningful way
- 4.3 Analyze individual & group data to select & evaluation proactive interventions that foster appropriate behavior

FLORIDA SUBJECT AREA COMPETENCIES ESOL (ESOL)

- 3 Identify, expose, and reexamine cultural stereotypes relating to LEP and non-LEP students.
- 4 Use knowledge of cultural characteristics of Florida's LEP population to enhance instruction
- 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

A Quality of Instruction

A.1 Instructional Design and Lesson Planning

- A.1.a Applying concepts from human development and learning theories, the effective educator consistently aligns instruction with state-adopted standards at the appropriate level of rigor;
- A.1.b Applying concepts from human development and learning theories, the effective educator consistently sequences lessons and concepts to ensure coherence and required prior knowledge;
- A.1.c Applying concepts from human development and learning theories, the effective educator consistently designs instruction for students to achieve mastery;
- A.1.d Applying concepts from human development and learning theories, the effective educator consistently selects appropriate formative assessments to monitor learning;
- A.1.e Applying concepts from human development and learning theories, the effective educator consistently 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
- A.1.f Applying concepts from human development and learning theories, the effective educator consistently develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.

A.2 The Learning Environment

- A.2.a To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently organizes, allocates, and manages the resources of time, space, and attention;
- A.2.b To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently manages individual and class behaviors through a well-planned management system;
- A.2.c To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently conveys high expectations to all students;
- A.2.d To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently respects students' cultural, linguistic, and family background;
- A.2.e To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently models clear, acceptable, oral and written communication skills;
- A.2.f To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently maintains a climate of openness, inquiry, fairness, and support;
- A.2.g To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently integrates current information and communication technologies
- A.2.h To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently adapts the learning environment to accommodate the differing needs and diversity of students; and
- A.2.i To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.

A.3 Instructional Delivery and Facilitation

- A.3.a The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to deliver engaging and challenging lessons;
- A.3.b The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;
- A.3.c The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to identify gaps in students' subject matter knowledge;
- A.3.d The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to modify instruction to respond to preconceptions or misconceptions;
- A.3.e The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to relate and integrate the subject matter with other disciplines and life experiences;
- A.3.f The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to employ higher-order questioning techniques;
- A.3.g The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding
- A.3.h The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;
- A.3.i The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to support, encourage, and provide immediate and specific feedback to students to promote student achievement; and
- A.3.j The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to utilize student feedback to monitor instructional needs and to adjust instruction.

A.4 Assessment

- A.4.a The effective educator consistently 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;
- A.4.b The effective educator consistently designs and aligns formative and summative assessments that match learning objectives and lead to mastery;
- A.4.c The effective educator consistently uses a variety of assessment tools to monitor student progress, achievement and learning gains;
- A.4.d The effective educator consistently modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;
- A.4.e The effective educator consistently shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s);
- A.4.f The effective educator consistently applies technology to organize and integrate assessment information.

B Continuous Improvement, Responsibility, and Ethics

B.1 Continuous Professional Improvement

- B.1.a The effective educator consistently designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;
- B.1.b The effective educator consistently examines and uses data-informed research to improve instruction and student achievement;
- B.1.c The effective educator consistently collaborates with the home, school, and larger communities to foster communication and to support student learning and continuous improvement;
- B.1.d The effective educator consistently engages in targeted professional growth opportunities and reflective practices,
- B.1.e The effective educator consistently implements knowledge and skills learned in professional development in the teaching and learning process.

B.2 Professional Responsibility and Ethical Conduct

- B.2.a 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.

APPENDIX A

STUDENT PROFILE (10 points)

Choose one student to profile using appropriate formal and informal educational assessment instruments and/or techniques. The report should be written with the following sections labeled. Provide concise, clearly written information with data to support your statements. The recommendations and decisions should be clearly based on your summaries.

- a. A summary of student's background (educational and pertinent medical and familial information).
- b. A summary of student's strengths and weaknesses in functional skills, personal adjustment and social interaction.
- c. A summary of student's strengths and weaknesses in academic areas (reading, math, written expression and other subjects), as well as learning style and learning strategies.
- d. Recommendations for educational programming in at least 3 instructional areas (e.g. reading, math, science, etc.)
- e. Three (3) decisions regarding transitional services, regular vs. special diploma, related services, IEP implications, etc.

The following Guidelines for the Student Profile are topics that you might consider when gathering data and information for the profile.

Part I: Background Information

age	bilingual/bidialectic	background
how long in ESE	retentions	hearing/vision acuity
type of programming	relevant family history	attempts at mainstreaming motivation
medication/health issues	grade placement	

Part II: Functional Skills (general school and task behavior)

school attendance	class attendance	class entry
class preparation/materials	verbal restraint in class	attention getting
voluntary responding	class participation	promptness
cooperation	task completion	completion within time limits
in-seat behavior	working independently	attention to tasks
task prioritization	approach to new tasks	work scheduling

Part III: Personal Adjustment/Social Interaction

handling of new situations	grooming	peer acceptance	tact
interaction with adults	sports, interests	involvement with peer groups	
verbal self-control	physical self-control	response to abuse	
courtesy	self-assertion	eye contact	
physical proximity	facial expressions	verbal introductions	
giving assistance	acceptance of defeat	frustration tolerance	
turn-taking in games	sharing (materials, etc.)	greetings	
respect for property	accepting consequences	initiates interaction male/female relationships	

Part IV: Academic Skills

READING

(what level?)	readiness skills	decoding skills
word attack skills	word meaning	phrasing
oral reading fluency	recall of facts	oral/silent comprehension
details/main idea	fact vs. opinion	supporting information
predicting outcomes	inferences	following written directions

MATH

(which level?)	number knowledge	quantitative concepts
vocabulary	computation processes	use of manipulatives
basic facts (rote)	fractions/decimals/percents	word problem solving
geometry		

WRITTEN EXPRESSION

(what level?)	output quantity	vocabulary	use of sentence types
thematic maturity	flow of ideas	sentence structure	grammar
spelling	mechanics	handwriting	organization

OTHER SUBJECT AREAS

social studies	science/health	vocational education
music and art	computers	P.E.

Part V: Learning Style

working alone/with others		quiet/noise
distractions	small/large space	oral/written format
manipulatives	repetition	rote/context
trial and error	work in groups	peer assistance
audio tapes	self-paced	direct instruction
inquiry/discovery	reinforcers	lecture/board work/seat work concrete examples

Part VI: Learning Strategies

goal setting	organizing information	organizing tasks
task switching	attention to tasks	seeking help when needed
time management	scanning for answers	skimming for information
aids to memory	outlining	note-taking
copying	working from dictation	study strategies
identifying main ideas	locating sources of information	test-taking
listening for verbal cues	selecting important information	locating information
critical listening	test preparation	generalizing to other contexts

Part VII: Other:

athletic ability	motor ability	developmental skills(younger children)
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Appendix B

IEP DEVELOPMENT

Write an IEP for the student for whom you wrote the profile. Include at least 3 goal areas (academic and/or social). Use the state suggested IEP form (State of Florida or district IEP form).

IEP Cover Sheet

- a. Evidence of consent for placement by parents.
- b. Specified initial placement IEP or annual update IEP.
- c. Evidence of all required IEP participants
- d. Description of services provided:
 - 1. Name of assigned special education program(s).
 - 2. Total number of minutes/hours for each subject.
 - 3. Related services included (specialized transportation, specific counseling, or social services)
 - 4. Relationship to profile data
- E. Other programs
 - 1. Degree of integration student is provided with regular students
 - 2. Specified amount of regular education and vocational education by subjects and time.
 - 3. Specified amount of time for physical education.
- G. Initiation dates and duration dates for all programs and related services specified.

Present Education Levels

- a. Statement of student's strengths and weaknesses in at least 3 areas (academic
- b. and/or social)
- c. Specific levels from teachers' informal and formal observations, classroom assessment, or other relevant data.
- d. Clear bases for annual goals.

Annual Goals

- a. Clear relationship to student's present educational levels
- b. Clear relationship to student's short term objectives
- c. Measurable and appropriate for annual goals
- d.

Short Term Objectives

- a. Clear specific statements of student's educational and behavioral needs.
- b. Concise and clear
- c. Use of behavioral terminology, specifying what the student must do or how the student is to act.
- d. Specific mastery levels for all objectives, in terms of trials to criterion (e.g., 4 out of 5 trials) or percentages.
- e. All materials required for every objective.
- f. All evaluation procedures and schedules used to monitor each objective.
- g. Projected dates of mastery for all objectives.
- h. Criteria for all goals and objectives

Appendix C

LEARNING SEQUENCE

Purpose: To teach a group of ESE students one significant skill to **mastery**.

Time Frame: Pupil needs will dictate actual time needed to complete the sequence. However, a minimum of 7-9 lessons should be planned over a two-three week period . Remember some parts of the Learning Sequence may need to be retaught, therefore, requiring additional lessons and time.

Product: Students will submit a 3 ring notebook containing all sections of the Learning Sequence (LS) subdivided into labeled sections as prescribed below.

- DO NOT place lesson plans or any of the written requirements in plastic sleeves.
- Supplemental materials, such as copies of materials used for a lesson, may be placed in plastic sleeves and labeled by lesson number. The plastic sleeves are to be placed immediately after the corresponding lesson.

THE SECTIONS OF THE LEARNING SEQUENCE NOTEBOOK:

SECTION ONE: GENERAL INFORMATION

This section provides a summary of the setting and the students who participated in this learning sequence. The information may be provided in paragraphs and charts.

A. A summary chart describing the students who are participating in the LS --- class type (e.g. self-contained) / first names / ages / grades / ESE classifications / overall academic abilities / characteristics that may need to be taken into consideration.

B. A paragraph summary about the group of students in the LS, describe any group dynamics that you must consider. Include any other pertinent information you feel is important for an overall understanding of the learning sequence.

SECTION TWO: GOALS AND OBJECTIVES FOR THE LEARNING SEQUENCE

A. Based on the IEP for one student in the LS group, write the Annual Goal and its Short Term Objectives related to the LS. For instance, if you planned a LS to teach students how to write a five sentence paragraph with main idea and detail sentence, then this LS would be part of a Language Arts or Written Expression Annual Goal and Short Term Objectives.

1. Annual Goal
2. Short Term Objectives (STOs)

B. The Learning Sequence Objective:

1. Indicate which of the STOs from the Annual Goal in part A above is the basis from which this Learning Sequence was developed.

For Example: "This Learning Sequence is part of STO # 3 listed above."

2. Write the Learning Sequence Objective. It is to be written as an instructional objective statement with conditions, prompt levels (if appropriate) evaluation criteria and methods included in the statement. Remember, a LS objective will encompass more than an objective for one lesson.

SECTION THREE : TASK ANALYSIS AND PRE-TEST

A. TASK ANALYSIS of Learning Sequence Objective

1. Task analyze the LS Objective. Be sure to include all prerequisite skills.

2. Task analysis is to be written in behavioral, objective statements in sequential order from easiest to hardest skill.

For example: The LS Objective could be: Given 5 words (stop, ask, dinner, name, boy) each written on a separate card, the student will place the cards in alphabetical order.

The first two steps of the task analysis would be:

1. Given paper and pencil, the student will write the lower case letters in correct alphabetical order.
2. Given a stack of 26 flash cards in random order, each containing a different letter of the alphabet, the student will place the cards in alphabetical order.

- **HINT: Use sticky notes to brainstorm individual tasks, then arrange those sticky-note tasks in sequential order from easiest to hardest. Once that is completed, you can then write the tasks in behavioral terms (as the examples above show).**

B. PRE-TEST

1. You will develop a pre-test based upon the Task Analysis (Section A above) and administer the pre-test to the LS students **prior to planning the rest of the learning sequence.**

Submit: An itemized chart that indicates the test items that are based on the Task Analysis and the individual students results. In other words, each item you have listed in the Task Analysis needs to be assessed. The assessment you create should be in the sequential order (easiest to hardest) that is indicated in the Task Analysis. Your chart will show each Task Analysis item and then indicate which items on the pre-test will assess that task.

For example: The chart that would contain the 2 task objectives listed in A above would look like this

Student Results

Task Analysis Item	Pretest question (s)	John	Sue	Bob
1. Write lower case letters in alpha order	1.	26/26	20/26	26/26
2. Arrange 26 letter cards in alpha order	2.	24/26	18/26	26/26

2. **Formats for Pre-tests:** Pre-test can be created and administered in many formats. The following is a list of possible formats with the directions regarding what you are to submit.

a. **Paper/pencil pre-test:**

Submit: copy of pre-test with answer key and students' results in chart

b. **Orally administered questions, to which student responds orally or in writing**

Submit: copy of pre-test questions and answers, chart of students' response

c. **"hands on" pre-test:**

Submit: provide pictures or directions given to students and correct answers, chart for recording student responses, and all student responses. Chart is to match task analyses, and skills being tested are to be in sequential order.

C. Written Summary of results of pre-test, both individually and for the group. Base your written summary on the charted results of the pretest. Discuss each student's strengths and deficits as they are related to the LS Objective.

D. Written Discussion of instructional decisions at this point for the group and/or for individual students. Will you continue with the original LS Objective? Or do you need to change the Learning Sequence Objective based on the results of the pre-test?

IF the original LS Objective no longer applies due to the pretest results, you will need to revise the objective of the Learning Sequence.

AFTER YOU HAVE COMPLETED SECTIONS 1-3, YOU ARE READY TO PLAN THE LEARNING SEQUENCE. DO NOT TRY TO PROCEED WITHOUT COMPLETING THE TASK ANALYSIS , PRETEST and THE ANALYSIS OF THE RESULTS.

SECTION FOUR: LEARNING SEQUENCE PLAN

A. Write the Learning Sequence Objective at the top of the page

B. Write an Outline of proposed lessons. Number each lesson and write a short statement about the skill(s) that will be reviewed, the skill that will be taught, and the practice. Be sure to indicate planned levels of support or prompts OR their fading, for each lesson, as appropriate. Don't forget to plan for the post-tests. You can use the following format for your plan:

Lesson 1.	Review:
Date: _____	Teach:
	Practice:
	Prompts: (if appropriate)

~~~~~  
**An Example Plan:**

**Lesson 1      Date: Feb. 12**

**Review:** Sequential order of alphabet. Ss use 26 cards to Alphabetize. Display Alpha. with missing letters.. Ss to insert correct letters

**Teach:** Alphabetizing short words at initial letter position. Use A-E letters.

**Practice:** Alphabetizing sets of word cards. First 3 words, move up to 5 Words

**Prompts:** Initially color code first letter of each word. Have sets of words without color code available for some students.

#### **SECTION FIVE: TEACHING THE LEARNING SEQUENCE**

##### **A. Progress toward the LS Objective: Summary Chart**

Develop a system for keeping track of the daily progress of all students during the Learning Sequence. This is probably best done as **a chart**. The system must include the name of each student participating in the Learning Sequence; the number of each lesson; the date of each lesson; a phrase which describes the objective of the lesson; the criteria for success for each lesson; and then the individual results.

This is to be a working chart, so it is perfectly acceptable to submit the hand written results recorded after each lesson. This chart is a summary of the charted results found in each lesson plan.

##### **B. Lesson Plans**

1. Include **all lesson plans** used in the LS, sequentially numbered and correctly dated. Lesson Plans are to be written in the short format, and contain all the components of direct instruction.

2. **Copies of materials used are to be included with each lesson plan.** If materials cannot be punched with holes, then place in plastic sleeve at end of lesson. If you are using objects, you may list/describe them, or provide a drawing/photo. You do not need to include copies of students papers, but do include an example of any task you require the students to complete along with the answer key.

3. The Annual Goal, Short Term Objective, and Sunshine Standard need **only be written on the first LP**. Subsequent LPs do not need this repeated.

4. The lesson plans will be evaluated individually and as a whole unit on the following points:

- Appropriateness of lessons for the LS Objective
- Appropriateness of the sequence of the lessons
- Progression of evaluation criteria and methods within the LS

- **Variety of ESE teaching methodology incorporated into lessons and sequence.** This includes Acquisition, Generalization, and Maintenance activities; levels of prompts and supports with planned fading; strategies; hands-on learning.
- Selection and use of both commercial and original materials
- Continuing response to daily measures of success, and subsequent instructional decisions.

#### 5. IMPORTANCE OF DAILY INSTRUCTIONAL DECISIONS AND SELF-EVALUATION !

A well conducted sequence of lessons in which students actually learn a skill is based on the carefully evaluation of daily data from the students' performance AS WELL AS the teacher's performance. DO NOT skip this component or gloss over it.

### **SECTION SIX: POST TEST**

A. **Create and administer 2 Post-Tests** upon completion of the Learning Sequence. **The Post-Tests are NOT to be administered the same day as the last lesson.** The purpose of the post tests is to assess the students' retention of the objective of the Learning Sequence. Therefore, they should be administered one or two days after the last lesson.

- Remember, the post tests are to assess the **LS Objective**.
- The 2 post-tests should be constructed as alternate forms of the same test.

#### B. Results:

- Report individual and group results of the Learning Sequence post-tests
- Include in this section:
  - a copy of the post tests with answer keys
  - the students post tests (black out last names)
  - a chart of the results including students' names, scores, and indication of who did or did not meet the objective of the Learning Sequence

### **SECTION SEVEN: EVALUATION OF LEARNING SEQUENCE**

You are to provide a thoughtful, written analysis of the LS in a narrative form. Areas to be discussed include the following. Each section below is to be discussed. Please begin each discussion with the letter and title as indicated, then your written discussion below the section title.

- A. Your **selection of LS components of the task analysis and prerequisite skills**
- B. Your **pre and post tests** (the products themselves and the student results)
- C. Your **lesson plans:** individual lessons and the lessons as a sequenced group of lessons
- D. The **specific ESE teaching methodologies** you used including:
  - a. Acquisition, Generalization and Maintenance methods;
  - b. prompts and supports;
  - c. strategies;
  - d. hands-on learning; materials.
 Refer to specific lessons by number when giving examples.
- E. Your determination of the overall success of the LS in teaching the terminal objective

### **SECTION EIGHT: WHAT I LEARNED WHILE TEACHING A LEARNING SEQUENCE**

In conclusion, provide a **thoughtful, in-depth self-analysis** of the many things you learned while teaching a learning sequence. This is not to be a summary of everything that has already been said, but rather, a self-reflection.

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

The CT is the on-site instructor and mentor for the intern. The CT is responsible for structuring the experience to allow maximum opportunity for the intern to grow and learn the skills needed to become a beginning teacher. Initially, the CT acts as a model for the intern by demonstrating effective teaching practices. They familiarize the intern with their classroom procedures, schedules, and routines. They provide the intern with the information and models they need to plan and carry out instruction capably.

Throughout the experience, the CT provides detailed feedback and evaluative information to the intern. They 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 intern. 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 intern appraised of their progress. The formal evaluations should be of adequate length to allow the intern to demonstrate several teaching skills (e.g., gaining attention of students, review, presentation of new material, guide practice, independent practice, evaluation, etc.). It is suggested that observations should be no shorter than 45 minutes in length with follow-up conferences as soon as practical.

### **Primary CT Responsibilities Include:**

- **Act as a mentor for the intern**
- **Provide an abundance of constructive feedback**
- **Perform numerous evaluations (at least four formal evaluations)**

A Certificate of Participation will be issued to each cooperating teacher for his or her participation in the program. It entitles the holder to register at any state university without payment of tuition (registration fees) for up to six hours during one semester. Certificates of Participation are mailed directly to the cooperating teacher at the end of the semester. The Certificate is not transferable and it must be used for the purposes stated. It is valid for three years and must be used prior to the date of expiration stated on the certificate. It is surrendered at the time of registration and may not be used in lieu of payment of miscellaneous fees such as activity or health fees.

Most universities recognize the contribution of clinical educators by issuing a Certificate of Participation for hosting a student for the entire student teaching experience. This certificate entitles the holder to register at any state university for one semester for up to six semester credit hours. There is a small fee applicable per credit hour, but the cost per credit hour is heavily discounted. FAU Website for Clinical Educators (CE), Inservice Points Memo available at, <http://www.coe.fau.edu/OASS/ce-page.htm>. A Clinical Educator Registration form is on page 50.

### **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 intern 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 intern regarding their progress. The formal evaluations should be of adequate length to allow the intern to demonstrate several teaching skills (e.g., gaining attention of students, review, presentation of new material, guide practice, independent practice, evaluation, etc.). It is suggested that observations should be no shorter than 45 minutes in length with follow-up conferences immediately following the observation. The US is also supportive of the cooperating teacher and often listens to his/her concerns about the intern's progress. In this role, the US is able to facilitate three-way discussions about issues related to the placement.

#### **Primary US Responsibilities Include:**

- **Help the student link university coursework to the classroom**
- **Provide an abundance of detailed feedback**
- **Perform four formal evaluations**
- **Support both the CT and intern and listen to their concerns**
- **Conduct seminars with intern**
- **Set deadlines, collect, and grade all assignments stated on the syllabus**



## PROCEDURES TO FOLLOW IF PROBLEMS ARISE

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

- Immediately discuss the problem with the intern teacher and follow-up on the intern's performance to observe a positive change in behavior.
- If the problem persists, the US will set up a three-way conference with the CT and the intern, to attempt to solve the problem. Document the problem on the *Narrative Observation Form* in writing and include the following:

Describe the problem  
Identify recommended strategies/activities for resolving the problem  
Identify timeline and evaluation criteria  
Document intern's response.

- The CT and US will jointly monitor the intern's progress to determine whether the problem is resolved.
- If the problem is not resolved, the US may ask the Coordinator of Field Experiences or another faculty member to observe the intern and provide written feedback.
- The US, CT, and relevant instructor(s) will discuss options regarding the intern's continuation in practicum experience. Based on this discussion, the US will make a recommendation to the coordinator of field experience, and will provide appropriate documentation of the problem.
- The coordinator of field experiences, together with the US, relevant instructor(s) and department chair, will make the final decision as to whether the intern will be permitted to repeat, extend, or be removed from the practicum experience and the conditions under which this will occur. If the intern 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 of meeting or failing to meet the PDP.

In the event that the principal or a representative from the school decides to remove the intern from the school, the coordinator of field experience, the US, relevant instructor(s) and department chair, will make the final decision as to the next step for the intern.

## **Lesson Planning Writing Lesson Plans**

During internship you needed to work with the cooperating teacher to develop effective lesson plans and you received feedback from your University Supervisor about the quality of your planning method. At this point in your professional development you should be able to describe the elements of an effective lesson and generate usable lesson plans with little input from your cooperating teacher.

During internship you will again be required to develop effective lesson plans and present quality lessons. Initially you'll need to work with your cooperating teacher to learn the planning techniques appropriate for this particular classroom. It is important that you include ALL the elements of an effective lesson in EACH lesson plan.

While most lesson plan formats are acceptable, each plan should include the following components:

- a statement of the instructional objectives/benchmarks/goals to be taught
- measure of each student's performance of the instructional objectives prior to the instruction; plan for enrichment as well as remediation activities as they relate to student needs
- information as to how the student's (s') acquisition of the instructional objective will be measured and what constitutes mastery
- information as to how the teacher will directly teach the skill(s), concept(s), or principle(s) within the instructional objective and how practice opportunities will be provided; step-by-step procedures should be included
- after each lesson has been taught, evaluation (results and decisions) should be used to indicate how skills learned and mastered are connected to curriculum or learning sequence

Your honest reflection on your teaching performance is one way to improve your instruction. Complete the reflection on the lesson component for each lesson taught.

**Have all lesson plans approved by the cooperating teacher prior to implementation. Be sure to place a copy of plans for all lessons taught in your internship notebook.**

**OBSERVATION AND EVALUATION FORMS**

- ☐ Timeline for Graduate Internship Activities
- ☐ Site Information Form
- ☐ Lesson Plan
- ☐ Narrative Observation Feedback Form
- ☐ Narrative Observation Feedback Summary/Midterm-Final Evaluation Form
- ☐ Student Reflection on Lesson Presentation
- ☐ Midterm Evaluation Plan for Remediation
- ☐ FAU Florida Educator Accomplished Practices
- ☐ Professional Attribute Rubric (PAR)
- ☐ Assessment of Cooperating Teacher
- ☐ Assessment of University Supervisor
- ☐ Clinical Educator Registration

**TIMELINE for GRADUATE INTERN TEACHING ACTIVITIES**  
**for Interns in full-time placement with a Cooperating Teacher**

The activities listed below are organized in a week-by-week format. These activities are to be completed and/or accomplished during the designated week. Mark off each completed activity by writing the date completed on the line to the left of the activity. This time line should be kept in the Intern Teaching Log for review by the university supervisor.

**First/Second Week**

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

- \_\_\_\_\_ Meet with your cooperating teacher to discuss the intern teaching handbook.
  - Establish a schedule for intern teaching responsibilities.
  - Submit electronic versions of **SITE INFORMATION FORM** and **OBSERVATION SCHEDULE** to course website.
  - Collect curriculum materials for first teaching assignment.
  
- \_\_\_\_\_ Meet with administration to introduce yourself to the principal, assistant
  - Principal(s), ESE specialist, office staff, etc.
  - Collect and review school handbook, district policy handbooks, or other policy handbooks.
  
- \_\_\_\_\_ Learn student names, student interests, daily class schedule, seating arrangements, and review IEPs'.
  - Assist individual students during seatwork, assist with supervisory duties,
  - and observe the cooperating teacher during teaching/learning situations.
  - Learn and begin to implement the classroom management system.

**Second/Third Week**

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

- \_\_\_\_\_ Assume responsibilities for direct instruction for at least one class or group of students. The cooperating teacher must approve all lesson plans prior to engaging in any teaching activity.
  
- \_\_\_\_\_ Conference with cooperating teacher and university supervisor to establish an observation schedule.
  
- \_\_\_\_\_ Review assessment instruments typically used in this setting and become familiar with their use.
  - Establish lesson plan format to be used. Be sure to incorporate into every lesson the essential elements of a lesson plan.
  - Continue to implement the classroom management plan established in the class.

**Third through Fifth Weeks**

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

- \_\_\_\_\_ Gradually assume more teaching responsibilities in your class until you have **full responsibility for all teaching situations**. This should occur during the 5th week of intern teaching.

**Fifth through Twelfth Week**

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

- \_\_\_\_\_ Continue full-time teaching responsibilities.

**Thirteenth Week**

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

- \_\_\_\_\_ Gradually decreases teaching responsibilities.
- \_\_\_\_\_ Explore the opportunity for a member of the school's administration to observe your teaching.
- \_\_\_\_\_ Make sure all the requirements of your internship have been completed successfully.

**Last Week**

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

- \_\_\_\_\_ Observe in other classrooms within the assigned school. If observing outside of assigned school clear visits with university supervisor and field experience coordinator.
- \_\_\_\_\_ Ask for letters of recommendation from your cooperating teacher and your university supervisor.

**EEX 6863 SITE INFORMATION FORM  
(DUE WEEK 3 OF GRADUATE INTERNSHIP)**

|                               |                      |
|-------------------------------|----------------------|
| Student:                      | Date:                |
| University Supervisor:        | Cooperating Teacher: |
| School Principal:             | CT email:            |
| School Name:<br>School Phone: | School Address:      |

**Teaching Schedule**  
**(indicate subject area taught for each time block for each day)**

|                                            | Monday | Tuesday | Wednesday | Thursday | Friday |
|--------------------------------------------|--------|---------|-----------|----------|--------|
| Time Block: _____ to _____<br>Subject area |        |         |           |          |        |
| Time Block: _____ to _____                 |        |         |           |          |        |
| Time Block: _____ to _____                 |        |         |           |          |        |
| Time Block: _____ to _____                 |        |         |           |          |        |
| Time Block: _____ to _____                 |        |         |           |          |        |
| CT's Planning Time: _____ to _____         |        |         |           |          |        |

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

1. Meet with your cooperating teacher the first day/week of placement. Complete the form indicating the days and times you will be at the school using the schedule above. **Graduate ESE Interns** are expected to be at the school full-time, 5 days 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. Copies of this form can be emailed to your US and to Dr. Heiser. Make sure you place a copy in your Notebook.

**Lesson Plan**  
**(May be adjusted by the US)**

Teacher:  
 Grades:  
 Students:

School:  
 Instructional ranges:

Date:                      Time Allowance:                      Start:                      Stop:

Annual Goal/ Subject Area:

Short Term Objective:

Present Level of Performance:

Sunshine Standard/Benchmark:

Instructional Objective with Evaluation Criteria/Method:

Instructional Procedures: (including review, presentation, guided and independent practice)

Materials/Equipment:  
     Teacher  
     Student

Special Considerations:  
     Early Finishers  
     Anticipated Problems  
     Special Accommodations

Student Results and Instructional Decisions:

Self Assessment of lesson:

**EEX 6863 NARRATIVE OBSERVATION FEEDBACK**  
**(used by US and CT to document each observation)**

**Observation # 1 2 3 4 5**  
**(circle one)**

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

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

Indicate if ☐ Midterm or ☐ Final

Observer: \_\_\_\_\_

School: \_\_\_\_\_

Activity Observed: \_\_\_\_\_

From: \_\_\_\_\_ to \_\_\_\_\_

Number Students: \_\_\_\_\_

| Effective Behaviors | Less Effective Behaviors → Suggested Alternatives | Specific Behaviors to be Demonstrated at the Next Observation                                                          |
|---------------------|---------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
|                     |                                                   | <p>Student initials: _____</p> <p>Cooperating teacher initials: _____</p> <p>University supervisor initials: _____</p> |



FAU Student: \_\_\_\_\_ Date: \_\_\_\_\_

EEX 6863 NARRATIVE OBSERVATION FEEDBACK

Observation # 1 2 3 4 5

| Effective Behaviors | Less Effective Behaviors → Suggested Alternatives | Specific Behaviors to be Demonstrated at the Next Observation                                                                      |
|---------------------|---------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
|                     |                                                   | <div>Student initials: _____</div> <div>Cooperating teacher initials: _____</div> <div>University supervisor initials: _____</div> |

**ESE GRADUATE INTERNSHIP  
NARRATIVE OBSERVATION FEEDBACK SUMMARY  
AND  
MID-TERM AND FINAL EVALUATION FORM**

The ***Narrative Observation Feedback 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 FPMS, 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 Summary form 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 6863 NARRATIVE OBSERVATION (FEEDBACK) 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:             |
|               | Semester/Year: Spring/ Fall/ |
| Evaluator(s): | 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 |
|----|-------------------------------------------------------------------------------------------------|---------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|---------------|
|    | <i>dates</i>                                                                                    |         |                 |                 |                 |                 |                 |                 |               |
| 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 |                 |                 |                 |                 |                 |                 |               |
| ** | OVERALL RATING                                                                                  |         |                 |                 |                 |                 |                 |                 |               |

**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.

**OBSERVATIONS**

|    | BEHAVIORS<br><i>dates</i>                                                                           | FEAP    | 1 <sup>ST</sup> | 2 <sup>ND</sup> | MIDTERM<br>SUMMARY | 3 <sup>RD</sup> | 4 <sup>TH</sup> | 5 <sup>TH</sup> | FINAL<br>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.

**OBSERVATIONS**

|    | BEHAVIORS<br><i>dates</i>                                                                                      | FEAP    | 1 <sup>ST</sup> | 2 <sup>ND</sup> | MIDTERM<br>SUMMARY | 3 <sup>RD</sup> | 4 <sup>TH</sup> | 5 <sup>TH</sup> | FINAL<br>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.

**OBSERVATIONS**

|    | BEHAVIORS<br><i>dates</i>                         | FEAP    | 1 <sup>ST</sup> | 2 <sup>ND</sup> | MIDTERM<br>SUMMARY | 3 <sup>RD</sup> | 4 <sup>TH</sup> | 5 <sup>TH</sup> | FINAL<br>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<br><i>dates</i>                                                                 | FEAP    | 1 <sup>ST</sup> | 2 <sup>ND</sup> | MIDTERM<br>SUMMARY | 3 <sup>RD</sup> | 4 <sup>TH</sup> | 5 <sup>TH</sup> | FINAL<br>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<br><i>dates</i>                                                     | FEAP    | 1 <sup>ST</sup> | 2 <sup>ND</sup> | MIDTERM<br>SUMMARY | 3 <sup>RD</sup> | 4 <sup>TH</sup> | 5 <sup>TH</sup> | FINAL<br>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:**

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

4 of 7

**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<br><i>dates</i>                                                                         | FEAP    | 1 <sup>ST</sup> | 2 <sup>ND</sup> | MIDTERM<br>SUMMARY | 3 <sup>RD</sup> | 4 <sup>TH</sup> | 5 <sup>TH</sup> | FINAL<br>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:

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

**OBSERVATIONS**

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

Coaching Comments:

**10) Typical Performance****OBSERVATIONS**

|    | BEHAVIORS<br><i>dates</i>                                                                                                         | FEAP    | 1 <sup>ST</sup> | 2 <sup>ND</sup> | MIDTERM<br>SUMMARY | 3 <sup>RD</sup> | 4 <sup>TH</sup> | 5 <sup>TH</sup> | FINAL<br>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:

**NOS Rubric Reporting Form and LiveText Summary Reporting Form - Critical Assignment 1****Student** \_\_\_\_\_**Classroom Teacher** \_\_\_\_\_**5 of 7****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 \_\_\_\_\_  
Cooperating Teacher \_\_\_\_\_

Date \_\_\_\_\_  
Date \_\_\_\_\_



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

Date \_\_\_\_\_

7 of 7

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

Student \_\_\_\_\_

Date \_\_\_\_\_

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

Date \_\_\_\_\_

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

Date \_\_\_\_\_

**Student Reflection on Lesson Presentation**  
(used by the student after each FORMAL observation)

|                  |                |
|------------------|----------------|
| <b>Student:</b>  | <b>Date:</b>   |
| <b>Observer:</b> | <b>Lesson:</b> |

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

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

1. \_\_\_\_\_ **General Teaching Skills:** include a variety of skills that are demonstrated across 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 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.
6. \_\_\_\_\_ **Independent Practice:** is the engagement of student in independent use of skills acquired during the presentation and refined during guided practice.
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.
8. \_\_\_\_\_ **Management of Student Behavior:** refers to teacher behaviors that manage student's behavior.

Comments:

**Mid-Term Plan for Remediation**  
**(used if student earns 1's or 2's on NOS and/or less than 2 on PAR)**

|               |                                                                            |
|---------------|----------------------------------------------------------------------------|
| Student:      | Date completed:<br><br>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:

**You are required 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: \_\_\_\_\_

**EEX 6863 PROFESSIONAL ATTRIBUTE RUBRIC (PAR)**  
(Completed by the US and CT together at Mid-term and Final)

|               |                                                                                               |
|---------------|-----------------------------------------------------------------------------------------------|
| Student:      | Dates completed:                                                                              |
| Check One:    | Semester/Year: Spring/ Fall/                                                                  |
| Evaluator(s): | Check one: <input type="checkbox"/> Midterm Summary or <input type="checkbox"/> Final Summary |
|               | School:                                                                                       |

**DIRECTIONS:** The purpose of this evaluation instrument is to provide the Department of Exceptional Student 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<br>(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:

|                     |        |                                                                                 |                                                                                |                                                                                          |
|---------------------|--------|---------------------------------------------------------------------------------|--------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| 10. Self-Initiative | (a)1.c | <input type="checkbox"/> Creative & resourceful; independently implements plans | <input type="checkbox"/> Good ideas; works effectively with little supervision | <input type="checkbox"/> Passively depends on others for directions, ideas, and guidance |
|---------------------|--------|---------------------------------------------------------------------------------|--------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|

Comments:

**Professional Ethics & Demeanor**

11. Maintains high ethical and professional standards (e.g., does not share confidential information).

|       |                              |                             |                                          |
|-------|------------------------------|-----------------------------|------------------------------------------|
| (b) 2 | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Unable to judge |
|-------|------------------------------|-----------------------------|------------------------------------------|

Comments:

12. Is aware of district policies and normative practices, and responds to these guidelines in appropriate ways.

|       |                              |                             |                                          |
|-------|------------------------------|-----------------------------|------------------------------------------|
| (b) 2 | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Unable to judge |
|-------|------------------------------|-----------------------------|------------------------------------------|

Comments:

13. Maintains a professional appearance.

|       |                              |                             |                                          |
|-------|------------------------------|-----------------------------|------------------------------------------|
| (b) 2 | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Unable to judge |
|-------|------------------------------|-----------------------------|------------------------------------------|

Comments:

14. Maintains professional interactions.

|       |                              |                             |                                          |
|-------|------------------------------|-----------------------------|------------------------------------------|
| (b) 2 | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Unable to judge |
|-------|------------------------------|-----------------------------|------------------------------------------|

Comments:

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

Comments:

**Other personal and professional attributes that need further development.**

Comments:

**14a. Potential as a teacher**

- ☐ Recommend student successfully complete teacher education program.
- ☐ Recommend review in program; questionable suitability to teaching profession. (Please elaborate)

Comments:

|                         |            |
|-------------------------|------------|
| 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 Exceptional Student 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<br>PAR INDICATOR                                                                              | FEAP                                                                   | OVERALL RATING<br>(CIRCLE TYPE OF EVALUATION)                                          |                       |
|-----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|----------------------------------------------------------------------------------------|-----------------------|
|                                                                                                                 |                                                                        | MIDTERM RATING<br>Date:                                                                | FINAL RATING<br>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<br>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 6863 Assessment of the Cooperating Teacher**

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

The Department of Exceptional Student 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:

**COMPLETE AND RETURN THIS FORM TO DR. HEISER AT THE END OF THE INTERNSHIP**



**EEX 6863 Assessment of the University Supervisor**

|                                                                                                                                                    |                                                                                                                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>University Supervisor:</b>                                                                                                                      | Dates completed:<br>Semester/Year:    Spring/            Fall/                                                                                                                                                           |
| <i>Check One:</i><br><input type="checkbox"/> EEX4843: Undergraduate Practicum<br><input type="checkbox"/> EEX4946: Undergraduate Student Teaching | <input type="checkbox"/> EEX4840: Professional Development Practicum<br><input type="checkbox"/> EEX5841: Graduate Practicum<br><input type="checkbox"/> EEX6863: Graduate Internship<br><input type="checkbox"/> Other: |
| School:<br>Cooperating Teacher:                                                                                                                    | Student Evaluating CT:                                                                                                                                                                                                   |

The Department of Exceptional Student 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

**COMPLETE AND RETURN THIS FORM TO DR. HEISER AT THE END OF THE INTERNSHIP**

## CLINICAL EDUCATOR REGISTRATION – INTERN/STUDENT TEACHER

A Certificate of Participation will be issued to each clinical educator for his/her participation after hosting a full time student teacher/intern. 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**.

To insure that you receive a Certificate of Participation from Florida Atlantic University please complete this registration form and return it to Florida Atlantic University's Clinical Experiences Office in the College of Education.

Semester: \_\_\_\_\_ Fall \_\_\_\_\_ Spring Year: \_\_\_\_\_

### **Clinical Educator Information:**

Name \_\_\_\_\_ Social Security # (Required by State) \_\_\_\_\_

Phone # \_\_\_\_\_ Professional Email Address \_\_\_\_\_

Mailing Address \_\_\_\_\_

District \_\_\_\_\_ School Name \_\_\_\_\_

School Address \_\_\_\_\_

### **Developing Teacher Information:**

Name \_\_\_\_\_ Z# \_\_\_\_\_

Major: \_\_\_\_\_ Elementary \_\_\_\_\_ Secondary \_\_\_\_\_ ESE Practicum \_\_\_\_\_ ESE Internship

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

Please FAX or SCAN this registration form 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

Source: FAU-OASS-Clinical Educator website available, <http://www.coe.fau.edu/OASS/ce-page.htm>

*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>*

**GRADUATE INTERN SUBMISSION OF FINAL DOCUMENTS (in order)**

|                                                                    |       |
|--------------------------------------------------------------------|-------|
| 1. Narrative Observation Feedback Summary/Midterm-Final Evaluation | 34-38 |
| 2. NOS FEAP & CA1 Reporting Form                                   | 39-41 |
| 3. Midterm Plan for Remediation                                    | 43-44 |
| 4. Professional Attribute Rubric (PAR)                             | 45-46 |
| 5. PAR-FEAP & CA2 Reporting Form                                   | 47    |
| 6. Assessment of Cooperating Teacher                               | 48    |
| 7. Assessment of University Supervisor                             | 49    |