



School for Professional Studies  
Florida Campuses

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## **EDUCATION INTERNSHIP HANDBOOK**

**Published**

**March 31, 2011**



School for Professional Studies  
Florida Campuses

### **Sistema Universitario Ana G. Méndez (SUAGM)**

Universidad del Este (UNE)

Universidad Metropolitana (UMET)

Universidad del Turabo (UT)

### **Florida Campuses**

Metro Orlando

Miramar, South Florida

Tampa Bay

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February 2011

This handbook has been adapted with written permission from the *University of Central Florida's Student Teaching Handbook: A Guide for Internship and Clinical Practice* prepared by Sarah-Vaughn Dottin who is a coordinator affiliated with the College of Education, Office of Clinical Experiences, and with its Director, Bryan Zugelder, Ed. D., along with his distinguished staff. The *Sistema Universitario Ana G. Méndez (SUAGM)* is honored and excited about having the opportunity of developing its own adapted version of the Education Internship Handbook that will be used at all its Florida learning sites. It is with sincere appreciation and utmost gratitude that we at *SUAGM* want to again acknowledge the excellent and professional opportunity that was offered to us by the University of Central Florida. It is through this opportunity that we have been able to adapt their internship handbook, forms, and documents as we strive to provide our students with the best educational internship experience possible as required by the Florida Department of Education.

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## Letter from the Chancellor

Dear Colleagues:

The **Sistema Universitario Ana G. Méndez (SUAGM)** takes great pride in advancing its students to academic excellence and constantly working to improve their educational journey. When you initiated that journey in our institution, you were offered the freedom to pursue your passion and discover endless personal and professional opportunities. You were offered many venues to think and visualize ways to connect educational theory to classroom practice and your goal of becoming a dual language professional. We have strived to establish a supportive and collaborative partnership with you as you moved to the next level of achieving your dream. Now that you have arrived at the stage where you will have the opportunity to apply the knowledge gained in your educational courses and clinical school site experiences, we want to continue being your partner to ensure your success!

As such, with the development of this ***Education Internship Handbook***, we are enhancing and standardizing the internship experience for all students and staff. The handbook also serves as an informative document for district and school level staff and administrators.

As part of the **SUAGM** team, I want to congratulate ALL of you and thank you for your professional collaboration, and especially for showing such great commitment to the internship process. This experience will foster the growth of our pre-professional interns, and certainly take them from the theories and skills learned in the college classroom to their application in a real-world setting. Our goal is to impact the lives of students and second language learners in a positive way that will ensure excellence and success through their entire academic journey.

Our internship program enhances the delivery of education while promoting the personal and professional development of all involved. It also affords our students the opportunity to engage in meaningful classroom activities-while at the same time-it prepares them for future challenging roles across any number of state-approved and nationally accredited education programs in the USA and in Spanish-speaking countries.

This internship handbook is designed to help education internship candidates understand the requirements of the internship experience. It will also ensure our compliance with the Florida Department of Education and other national accreditation requirements, timelines, as well as procedures associated with meeting accountability mandates. Therefore, it is imperative that students, site School Site Supervising Teachers, Internship Coordinators, and Facilitators become thoroughly familiar with its contents and use it as a reference tool to implement requirements as set forth in this document.

We look forward to a close collaboration between Interns, School Site Supervising Teachers, Internship Coordinators, Administrators, and Faculty. With ***Teamwork, Accountability, and Excellence*** we will achieve an outstanding and enriching internship program for our dual language professionals! They in turn will apply their knowledge, experiences, and cultural competencies towards serving students and becoming a “significant other” in their lives. As the ancient African proverb states, “It takes a whole village to raise a child.” The internship students at ***Sistema Universitario Ana G. Méndez*** stand ready to meet the challenge!

Sincerely,

Dr. Luis Burgos  
Chancellor of SUAGM, Florida Campus

## INTRODUCTION

### **Historical Overview: *Sistema Universitario Ana G. Méndez***

The ***Sistema Universitario Ana G. Méndez (SUAGM)*** is a private, not for profit, higher education system founded under the laws of the Commonwealth of Puerto Rico. We are very proud of our four-year educational system which comprises three-member institutions: Universidad del Turabo (UT), Universidad Metropolitana (UMET), and Universidad del Este (UNE). These institutions make ***SUAGM*** the second largest private university system located in the beautiful island of Puerto Rico. Our educational system has provided more than sixty years of high quality instruction to students. It is our mission to continue with our commitment towards excellence in order to provide equity and accessible alternatives for the Hispanic adult learner, and also to continue with our tradition of service, collaboration, and meeting community needs.

It is in this same spirit that we established the SUAGM in Florida starting in 2003 with the opening of UT Metro Orlando, and some years later adding the South Florida, and Tampa Bay campuses. **The undergraduate and graduate education programs at SUAGM are designed to be in compliance with Florida Statutes and State Board of Education Rule 6A-5.06, and we acknowledge that all degree requirements are subject to change based on state mandates.**

Our expanded ***Vision 2015*** has designated us as a “high-quality, people-oriented, internationally-centered learning community with advanced technology.” Our Florida campuses are the “bridge” that link us to the Hispanic adult learner, whether they are born, in the United States or

other countries such as, Latin America. The *Sistema Universitario Ana G. Méndez* will always be there to meet their needs!

### **Dual Language Nature of Degree Programs**

Degree programs at the Metro Orlando, South Florida, and Tampa Bay campuses follow a dual language approach (English/Spanish) with a 50/50 instructional format. **This means that all instruction is done in both English and Spanish.** Students who graduate from Metro Orlando, South Florida, or the Tampa Bay campus are expected to be *Dual Language Professionals* who are ready to demonstrate their professional competencies confidently in both their field of study and in two languages - English and in Spanish. These professional competencies are divided into four-skill areas:

#### **Conceptual Skills:**

1. Generate Ideas
2. Create Projects
3. Analyze/Interpret Data
4. Critical Thinking
5. Synthesize

#### **Language Skills:**

1. Spelling and Grammar
2. Translating
3. Summarizing Information
4. Using Varied Vocabulary

5. Using Technical Jargon
6. Reading and Understanding

**Communication Skills:**

1. Making Coherent Presentations (reports, proposals)
2. Supporting Opinions
3. Expressing Ideas (hypothetical and situational)

**Interpersonal Skills:**

1. Teamwork (cooperative/collaborative)
2. Interpersonal Interaction

The curriculum must show the integration all of these skills. This will enable our second language students to increase their English language proficiency as they become more linguistically, academically, and culturally competent.

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## THE INTERNSHIP EXPERIENCE

### GENERAL INFORMATION

Students who major in education must experience a transformative process of developing knowledge, skills, and personal attributes that prepare them for the real-world classroom experience. The *Sistema Universitario Ana G. Méndez* prepares students to become teaching professionals through the essential core coursework and relevant classroom learning experiences.

Throughout the internship process, students gain practical skills and collaborative working techniques associated with pedagogical theory learned within the classroom. Through participation in direct teaching opportunities, curricula development, and/or the observation of mentoring teachers, our students learn to manage a classroom as well as work with a diverse population of children and youth. The Student Intern is expected to use the resources and official documents in the appendices of this handbook to structure the school internship experience. The **Education Links in Appendix K** will also support the Student Intern in becoming a successful practitioner of educational theory.

Our students participate in two levels of educational, professional, and practical experiences as follows:

- Level I: School Clinical Experience
- Level II: School Internship Experience

The *Level I: School Clinical Experience* component is integrated in all core and specialization bachelor's degree education courses. This experience in the public school system allows students to observe classroom practices in addition to general school operation practices. The

student will have accumulated **between 184 to 192 hours** of clinical classroom experiences and general school operation experiences before qualifying for the required senior *Level II: School Internship Experience* component, depending on the total core and specialization courses in the education program in which they are enrolled.

***Level I: School Clinical Experience:*** It is designed to be an exploratory phase. Students are required to engage in **8 hours** of classroom observations and general school operation activities. The Student Intern must document the analysis of observations and school activities as specified in the instructional module. Student Interns are required to complete the **Clinical School Experience Observation Tool Parts I and II (Appendix B)**. The completed report must be signed by school staff, as appropriate to the classroom observation and school activities in every core and specialization courses in their degree program. The Student Intern must provide the report to the Internship Course Facilitator as part of the evaluation process. During the Level I: School Clinical Experience activities and requirements, our students are able to gain a great deal of information about the teaching profession and how it is ultimately suited to their life goals as a *Dual Language Education Professional*.

***Level II: School Internship Experience:*** This component is designed to provide bachelor's degree and master's degrees students high quality clinical hands-on experiences in classroom management, curriculum development, and direct teaching experiences. The School Site Supervising Teacher assigns the Student Intern the responsibility to impart lessons and/or participate in managing the classroom, and/or developing lesson plans or curricula. The mentoring School Site Supervising Teachers also observe the performance of their respective Student Intern(s), provide professional constructive feedback, and formally evaluate the

performance of the Student Intern by using the **Classroom Observation Feedback Form** (**Appendix C**). The *Level II: School Internship Experience* provides Student Interns the opportunity to apply theory to classroom practice.

### **LEVEL I: SCHOOL CLINICAL EXPERIENCE**

The Faculty Director will provide the facilitator of the education bachelor's degree course the required paper work and procedures which the student will need in order to visit the school to complete the *Level I: School Clinical Experience* requirements. Students must receive the information **at least two weeks prior to the first day of class** at the university.

Students **must** meet the following criteria at the time of enrollment for core and specialization education courses:

- 1) Obtained finger printing clearance in writing.
- 2) Completed successfully all general education courses.
- 3) Completed all language courses (English/Spanish).

Students are required to complete the **Clinical School Experience Observation Tool Parts I and II** (**Appendix B**) to document the classroom observation and general school operation activities in which the Student Intern participated. The student is required to be at the school for a minimum of **eight (8) hours** during one day. A minimum of **four (4) hours** must be dedicated to classroom observation experiences. The remaining **four (4) hours** must be dedicated to participation in school activities and meetings such as RTI meetings, LEP Committee meetings, IEP meetings, parent meetings, and/or faculty meetings.

In addition to the *Clinical School Experience Observation Tool Parts I and II (Appendix B)*, students must write a structured, targeted report describing the classroom observation and school operational activities in which the Student Intern participated during the school visitation. The report must address the name of the school, district, school demographics, student population, grade level visited, lesson goal, ethnic background of students, academic levels, and languages spoken by the student. The report must also address the main core educational topics discussed in the education course and it must be aligned to the Florida Accomplished Practices addressed in the course. Students must follow APA (version 6) style. **Both documents** must be provided to the Education Course Facilitator for approval and grading.

## **LEVEL II: SCHOOL INTERNSHIP EXPERIENCE**

*Level II: School Internship Experience* eligibility requirements are the same for the Bachelor of Arts in Education (B.A. Ed.) as well as the Master of Education (M.Ed.) students. Students who meet the criteria that appears below, at the time of application, will be eligible for admission to

### ***Level II: School Internship Experience:***

- 1) Students who are admitted to the *Sistema Universitario Ana G. Méndez* and enrolled in a Bachelor or Master's Education Program.
- 2) Students who comply with all required internship criteria and have filed for the Level II: School Internship Experience within the stipulated deadline for application.
- 3) Students who receive a satisfactory rating in the **Pre-Internship Interview**.
- 4) Students who receive a “Certification of Eligibility” and Internship Approval Letter from the Faculty Director.

5) Only students who meet the following criteria will qualify to receive a certification of internship experience eligibility and approval letter from the Faculty Director:

- Students who have successfully completed all Level I: School Clinical Experience requirements.
- Students who have achieved a 2.50 GPA or better in all bachelor's degree prerequisite method/specialization courses.
- Students who have achieved a 3.0 GPA or better in all master's degree prerequisite method/specialization courses.
- Students who have fulfilled the requirement of taking the Florida Teacher Certification Examination (General Knowledge Test), at least four Part of Terms (PTs) prior to applying for the internship eligibility.
- Students who have achieved a passing score on the Florida Teacher Certification Examination (General Knowledge Test). Students must provide written evidence of passing scores to the Internship Facilitator at the learning site.
  - ✓ Before taking the General Knowledge Test, students need to make sure that they have taken the corresponding course for their degree program that addresses the following areas: classroom management, methodology and strategies, evaluation and measurement of student learning, methodology for teaching ESOL students, and general concepts dealing with linguistics in ESOL. The courses that address these areas will help the student in achieving a higher score on the test.

- ✓ Students must keep in mind that in order to receive a teaching certificate in the state of Florida, they must pass all required exams, not just the General Knowledge Test.
- 6) Students who have demonstrated entry-level theoretical knowledge, basic skills, and competence in:
  - Lesson plans/curriculum development & classroom management
    - Assessment; familiarity with measures of academic achievement, cognitive processing, and curriculum-based assessments (CBA)
  - Understanding school organizational structure; familiarity with roles of key school personnel
  - Identifying student problems and the needs of Exceptional Student Education
  - Identifying challenges and needs of second language learners as required by Florida law
  - Understanding professional standards and ethical principles of the pedagogical profession and the impact of the ESOL standards in the linguistic and academic success of second language learners
  - Knowledge of cultural, ethical, and socioeconomic factors that affect students' learning
- 7) Students have passed a personal background check as required by Florida law and **any other requirements set forth by the school district** where they have been assigned to complete the Level II: School Internship Experience. The student must be aware that a criminal history will negatively impact their chances of obtaining a

clearance and therefore he/she won't be allowed to participate in an educational internship in Florida.

## **EXPECTED OUTCOME OF LEVEL II: SCHOOL INTERNSHIP EXPERIENCE**

Level II: School Internship Experience education students assume a “full-time” teacher schedule, as follows:

- ✓ Pre-K to Primary Education, Elementary Education K-6, Secondary Education, and Special Education
  - 37.5 hours per week for 12 weeks for a total of 450 hours
- ✓ Guidance and Counseling
  - 25 hours per week for 12 weeks for a total of 300 hours
- ✓ Educational Leadership
  - A minimum of 104 hours of field experiences using the Florida Principal Leadership Standards prior to the Principal Internship is required
    - An eight (8) hour Clinical School Experience is integrated in ALL courses in the degree program
  - The Principal Internship require 10 hours per week for 12 weeks for a total of 120 hours

**Note:** For specific requirements on the Educational Leadership K-12 Internship process, request the handbook for the program from the Faculty Director.

During the internship experience, Student Interns will practice their skills in order to develop and demonstrate the knowledge and attributes of the teaching profession as measured by the Florida Educator Accomplished Practices (FEAPs). Students will have a rigorous and relevant

opportunity to enhance their skills in developing long range, intermediate, and daily planning for students' performance based on planned instruction.

At this level, the Ana G. Méndez Internship Course Facilitator will collaborate with the Internship School Site Supervising Teacher in providing on-going observation of the Student Intern's performance while engaged in working with children or youth. The University Internship Course Facilitator and the Internship School Site Supervising Teacher will provide the Student Intern with timely feedback in addition to the Initial, Mid-Point, and Final evaluations which will be discussed with the Student Intern to assure him/her a successful internship experience. The final summative evaluation is completed by the Internship Committee Team, which is composed of the Student Intern, the School Site Supervising Teacher, the Internship Course Facilitator, the Internship Coordinator, and the Faculty Director, as applicable.

## **INTERNSHIP SITES**

Our students have access to internship school sites throughout Central Florida, Tampa Bay, and South Florida. All assigned sites are school-based and run the gamut of available educational programs inclusive of elementary and secondary school settings; pre-school centers, alternative education, bilingual programs, and programs for students with special needs. Ana G. Mendez University System has internship agreements with public school districts, as applicable to specific requirements.

## **COACHING AND MENTORING**

The process of nurturing students' transition from learner to professional educators can be rewarding for the students as well as for those who mentor them. The Student Intern is a future

teacher who has received higher education training in research-based pedagogy. A nurturing, respectful liaison and experienced mentor provides the intern with life lasting learning experiences. These experiences enrich their talents and skills as their teaching abilities develop. Achieving the all-important synergy between students' learning styles and the mentoring process requires the commitment and dedication of a cohesive team.

At *Sistema Universitario Ana G. Méndez* the ***Internship Collaborative Team*** is comprised of the Faculty Director, the Internship Course Facilitator, the Internship Coordinator, and the School Site Supervising Teacher. Nevertheless, the School Site Supervising Teacher is the primary mentor for the Student Intern.

The Internship Coordinator serves as a liaison between the Faculty Director, the School Site Supervising Teacher, Internship Course Facilitator, Student Intern, and Administrators. The main role of the Faculty Director is to manage and coordinate the logistics between *Sistema Universitario Ana G. Méndez*, and the approved educator internship site where Student Interns are placed. The director also provides assistance and guidance to help students navigate the internship process from application to placement at a school site.

At the request of the Faculty Director, the Internship Coordinator participates in joint conferences and/or meetings to assist the Student Intern and the School Site Supervising Teacher problem solve any unforeseen barriers that may impede the successful progress of the student. The Internship Coordinator must be readily available to meet the needs of the Student Interns and the hosting school during internship hours.

The School Site Supervising Teacher is the team member who has the most frequent contact with the Student Intern, and thus provides the most opportunity for mentoring, direct observation and professional feedback. In accordance with the standards of the *Florida Educator Accomplished Practices* (FEAPs), which can be found in **Appendix H**, the School Site Supervising Teacher provides consistent supervision and observation of the Student Intern while teaching small and/or whole group lessons. The School Site Supervising Teacher provides multiple strategic observations as well as ongoing verbal and written constructive feedback. Students are able to repeat or increase demonstrated skills and talents and/or make adjustments in areas where a need for improvement is noted.

As a positive role model and mentor, the School Site Supervising Teacher considers monitoring the intern in areas that could be of concern due to his/her inexperience. The teacher/mentor works with the intern to ensure a successful internship experience.

## **ANXIETY**

Like any new experience, student teaching may be as much a cause for anxiety as it is exciting. As a mentor and role model, the School Site Supervising Teacher will be in the best position to help the Student Intern regulate emotions and feelings. It will be particularly helpful to provide the Student Intern with as much detailed information as possible about expectations, descriptions, and explanations regarding the student teaching process. Never assume that the Student Intern already knows any of this information. The School Site Supervising Teacher needs to discuss observations about the Student Intern's teaching honestly, constructively, and using a "strength-based" approach while incorporating "I messages." The strength-based approach highlights the student's demonstrated strengths in

tandem with recommendations about what needs to be improved and how. “I messages” imply avoiding accusatory statements (e.g., “Had you told me that you were not sure, I would have been able to help you.”), and rephrasing the idea from a constructive perspective of the self (e.g., “I find that I am better able to help you when you let me know about any uncertainties or limitations.”).

### **WHOLE CLASS AWARENESS**

The Student Intern may not be fully skilled at maintaining a full awareness of the dynamics of a classroom. Interns may become so caught up in teaching lessons that they may overlook the nuances of managing the group (e.g. not realizing that only a few students are engaged in answering questions; failing to read their students’ corporal messages; or teaching facing only one side of the class). The School Site Supervising Teacher as a role model and mentor is in a position to help the Student Intern identify these pitfalls and help the intern engage all students in the process of imparting their lessons.

### **CLASSROOM MANAGEMENT**

Managing challenging behaviors in the classroom may be a particularly difficult task for a novice educator. It is important to discuss possible scenarios and provide specific classroom management guidelines that the Student Intern and the School Site Supervising Teacher can jointly implement. Since the School Site Supervising Teacher will ultimately be responsible for all communications with the parents of students in the classroom, it is necessary that the School Site Supervising Teacher remain actively involved in managing the classroom with the Student Intern as a team. This arrangement provides prime opportunities to model skills that the Student Intern can emulate.

## **COMMUNICATION**

Open communication is a key instrument that will help you assist the Student Intern in managing insecurities about their teaching skills as well as appease their fears about fitting in. The School Site Supervising Teacher needs to encourage Student Interns to ask specific questions conveying the message that no question is too simple. The School Site Supervising Teacher must also provide the Student Intern with daily feedback and make every effort to include her/him in the planning of lessons, in conversations in the teachers' lounge, and in discussing professional organizations and responsibilities, as well as opportunities for continued professional development. Ultimately, it is always helpful to make the Student Intern feel like a part of the school.

## **PROVIDING INSTRUCTIONS**

The School Site Supervising Teacher can be instrumental in helping students gain new skills on how to best give instructions. The Student Intern may need you to provide detailed, step-by-step instructions on how to best perform a task. The Student Intern may need to learn when to give instructions (e.g., before or after materials are passed out, before the bell rings, etc.); what level of detail to use when providing students with instructions, and how to assess the understanding of the instruction provided.

## **TIME MANAGEMENT**

The Student Intern needs to develop a sense of how much time it takes to carry out a single lesson or procedure. Specific guidelines and suggestions about the length of the lesson and how to gauge time limits will help interns use the beginning and end of class time more effectively.

## **TRANSITIONING**

Tips on how to transition smoothly between activities will be helpful so that classroom management guidelines are easy to follow. Student Interns need to be able to recognize and become knowledgeable on how to manage challenging behavior(s) before they become overwhelming. The School Site Supervising Teacher integrates all of the above areas and ensures that the student understands the impact on effective teaching and learning.

## **DRESS ETIQUETTE**

The Student Intern is advised that throughout the tenure in the internship the intern must be responsible for representing the university with the highest level of pride. The intern is encouraged to maintain the highest level of professional ethics and demeanor. The Student Intern is thus also encouraged to observe a professional dress code that reflects an efficient, orderly, and professional environment. The key point to sustaining an appropriate casual business attire program is to use common sense and good judgment. If in doubt about the appropriateness of an outfit, then, it is probably inappropriate. The following guideline is intended to define appropriate “**business attire**.”

Business attire is to be worn Monday through Friday. Appropriate professional business attire includes the following:

### **Men:**

- 1) Shirt and tie
- 2) Dress slacks
- 3) Dress shirt with buttons and collars
- 4) Dress shoes
- 5) Blazer

**Women:**

- 1) Dresses
- 2) Skirts
- 3) Dress slacks
- 4) Blouses
- 5) Dress shoes
- 6) Sweaters

**ATTENDANCE REQUIREMENTS**

It is imperative that the Student Intern be in attendance on a daily basis. The Student Intern is expected to follow the school's requirements for the time the intern needs to report for duty and the time they may leave each day. **Tardiness is not acceptable!** It is strongly suggested that the Student Intern arrive earlier and stay later than required in order to optimally communicate with their School Site Supervising Teacher and be fully organized and prepared for classroom instruction.

In the event of an absence, the Student Intern **MUST** call the School Site School Site Supervising Teacher and the University Internship Coordinator the night before the absence or before the school day begins, to inform them of the need to be absent. Make-up days shall be added at the end of the internship. The Student Intern may also be directed to extend the internship in the event that one or more competencies need further development.

It is further expected that the Student Intern take part in all the roles a teacher is expected to assume in his/her classroom. For example, the Student Intern should attend staff meetings,

parent-teacher conferences, RTI meetings, LEP Committee meetings, IEP meetings, open house, and so on. Only the following absences **do not** need to be made up:

- Seminars facilitated by the university faculty (which are pre-arranged by the Office of Clinical Experiences)
- College of Education Career Fairs (check Web site calendar for specific dates)
- Any days that are missed due to natural disasters or unforeseen school closures (hurricanes, tornadoes, etc.), unless a makeup day is scheduled by the school district and occurs during the intern's scheduled placement time.

**IMPORTANT NOTICE:** Attendance patterns are considered in the overall evaluation of the internship, in spite of make-up days. The Internship Course Facilitator and/or School Site Supervising Teacher may use attendance patterns to determine whether or not an intern has been successful or may need to repeat the internship process.

### **CLINICAL SUPERVISION: A FORMATIVE PROCESS**

Clinical supervision is both a concept and a process designed to improve teaching performance. The desired outcome from this process is to develop professionally responsible teachers who are committed to self-improvement through help from others, reflection on practice, and self-correction.

Effective clinical supervision should provide an opportunity for the pre-service teacher to: examine, discuss, and articulate their educational philosophies; receive objective feedback on their teaching; examine the relationship between their anticipated and actual performance in the classroom; examine the relationship between their philosophies and other assumptions, theories,

and research about effective teaching; and develop, implement, and receive support for appropriate changes in both their espoused and practiced educational beliefs.

Robert Goldhammer's Model for Clinical Supervision includes five stages:

- 1) Pre-observation conference
- 2) Observation
- 3) Data analysis
- 4) Post-observation conference
- 5) Post-conference analysis

- ✓ **Stages one, two, and four directly involve the observed teacher.**
- ✓ **The observer is involved in stages three and five.**

### **Pre-observation Conference**

The purpose of this conference is to obtain information regarding the supervising teacher's intentions (objectives of the lesson, planned procedures, criteria for evaluation, etc.) and what the intern is expected to do. This allows them to establish a "contract" or agreement between them in order to carry out the pre-observation.

Examples of pre-observation questions for the intern:

- 1) How may I be of help to you?
- 2) What do you specifically want me to focus on?
- 3) What do you specifically wish for me to know?
- 4) Is there a particular student(s) that you want me to observe closely and why?
- 5) What are your main goals and expectations for the lesson?

- 6) How long would you like me to observe?
- 7) When could we get together to discuss the observation?

## **The Observation**

The purpose of the observation is to view the lesson as planned in the pre-observation conference, and to collect data that may be used to improve or enrich knowledge, skills, and dispositions of the Student Intern.

## **Data Analysis**

The purpose of this step is to allow the observer time to review, sort, and assemble the data collected into a presentable form. This also allows the observer time to plan the post-observation conference.

## **The Post-observation Conference**

This conference occurs after the observation for the purpose of analyzing and discussing the lesson, addressing concerns, and developing an action plan for intern performance to be enhanced, maintained, or improved. This conference **must be held** no later than 24 hours after the observation.

### Examples of post-observation questions for the observer:

- 1) On a scale from 1 to 5 (low to high) how would you grade the outcome of your lesson (teaching) experience? Why?
- 2) Could you recall what the students were doing that made you feel that way?
- 3) What do you recall about methods or strategies that you used?
- 4) How does this compare with the expectations that you had before the lesson?

- 5) What do you think are the factors that contributed to the outcome that you experienced ?
- 6) Would you like for me to share what I observed?

### **Post-conference Analysis**

This analysis allows the observer to process the entire cycle, evaluate whether or not the intern and the observer came to an agreement regarding the appropriate way(s) to provide needed assistance to the intern. It also allows the observer to evaluate his/her own performance during the conference.

## **ROLES AND RESPONSIBILITIES OF THE INTERNSHIP COLLABORATIVE TEAM**

### **FACULTY DIRECTOR**

- Responsible for the overall supervision of the Internship Program and process
- Establishes partnerships with public school districts and agreements, as applicable
- Participates in internship orientations by school districts for university contacts
- Coordinates Internship Orientations for students on a timely manner
- Facilitates Internship Orientation Sessions
- Ensures that the Internship Team Committee is in compliance with policy and procedures as required by Florida state laws
- Evaluates internship application packets submitted by students and provides final eligibility approval if students have met ALL courses and requirements prior to the internship experience
- Notifies students who are not eligible for the internship experience in writing

- Ensures that internship candidates register for the Florida Teacher Competency Test (FTCT) **at least four months** prior to the internship experience
  - Assures that students provide evidence to the Internship Coordinator of passing the general knowledge test
- Conducts continuous progress monitoring of the internship experience with the Internship Course Facilitator and Internship Coordinator
- Participates in district and school meetings, as appropriate
- Collaboratively works with the Internship Coordinator to reassign interns to a different school, as applicable.

## **INTERNSHIP COORDINATOR**

- Serves as the liaison among all the Internship Team Committee members
- Prepares internship packets for orientation sessions based on degree program requirements, state requirements, and school district requirements
- Assists the Faculty Director during the Internship Orientation Session
- Evaluates BANNER Reports to verify requirements for course completion prior to the internship experience
- Supports students with the registration process for the Florida Teacher Competency Test (FTCT)
- Conducts progress monitoring with the candidates based on the status of the FTCT passing scores requirement
- Provides guidance and support to students who do not receive a passing score on the FTCT general knowledge test

- Notifies students if they have not met course requirements for internship eligibility
- Ensures that candidates complete internship documents accurately
- Provides completed internship packets to the Faculty Director for review and final approval
- Maintains Internship Records for all student candidates for compliance purposes
- Mails final approved packets to contacts at school districts to secure school assignments, as applicable to the school district
- Notifies school contacts as to the student that has been assigned to complete the internship experience at their site
- Ensures that the School Site Supervising Teacher receives a copy of the Internship Handbook
- Provides recommendations to the Faculty Director for the enhancement of the Internship Program to ensure excellence.

### **SCHOOL SITE SUPERVISING TEACHER**

As an essential member of the collaborative team, the School Site Supervising Teacher deeply influences the Student Intern's learning experience in the field. Therefore, it is important that School Site Supervising Teachers meet **ALL** of the following qualifications:

- 1) Provide evidence of the "**Clinical Educator**" training as described in **Florida State Statute, Section 240.529**, through either, a district sponsored in-service or a university-sponsored course work
- 2) Demonstrate effective research-based teaching strategies for all students

- 3) Demonstrate differentiated instructional strategies to accommodate academic, learning styles, linguistic, and cultural needs of students
- 4) Must have completed 3 years of successful teaching experience
- 5) Demonstrate familiarity with state and district requirements for exemplary School Site Supervising Teacher practices.

The School Site Supervising Teacher plays a central role in imparting knowledge and assessing the student's mastery of pedagogical skills, and the process by which the Student Intern integrates the competencies detailed in the Florida Educator Accomplished Practices (FEAPs).

In the process of mentoring the Student Intern, the School Site Supervising Teacher engages the student in the following activities:

- 1) Provides the Student Intern with an initial orientation to:
  - Review the ***Education Internship Handbook***
  - Present a brief overview of the organizational structure of the school and school district where the student is assigned for the internship experience. It is the responsibility of the Student Intern to visit the school district's website to acquaint themselves with the vision, mission, and teacher expectations for student success.
- 2) Assigns classroom management and teaching responsibilities to the Student Intern.
  - This must take place at least once per week, beginning no later than the third week of the internship.
- 3) Gradually assigns pedagogical tasks that increasingly reflect the responsibility of a full-time teacher, and become more complex throughout the progression of the internship experience process for the Student Intern.

- 4) Clarifies teaching assignments and instructional planning procedures.
  - 5) Models best practices and helps the Student Intern develop skills through joint planning.
  - 6) Supervises and guides the intern to develop lesson plans and teaching practices.
  - 7) Models effective teaching strategies and debriefs with the Student Intern to assess the ability to apply lessons from the observations.
  - 8) Collaborates with the university Internship Coordinator to discuss areas of needed improvement, as necessary.
  - 9) Creates a safe and nurturing learning environment for the Student Intern.
10. Creates open lines of communication, praises, and encourages the Student Intern to build collaboration with other members of the collaborative team.
11. Shares professional experiences and learning materials to increase professional relevancy.
12. Provides strength-based feedback regularly and capitalizes on the special interests, talents, and the intern's background to enhance the internship experience.

## **THE STUDENT INTERN**

All students are responsible for understanding and adhering to all internship requirements and standards of performance inclusive of roles and responsibilities. The Student Intern is ultimately responsible for meeting or exceeding the performance standards, as well as for consistently demonstrating professional responsibility. The student should refer to the following list of expectations as a guide for successful tenure in the internship experience.

The Student Intern acknowledges responsibility in the following areas:

- 1) Arriving at the school site always prepared and on time

- 2) Being open and receptive to the constructive feedback from the School Site Supervising Teacher, Facilitator, and/or Internship Coordinator
- 3) Demonstrating growth by incorporating feedback in subsequent planning and teaching
- 4) Demonstrating competency in all standards as measured by a passing score (e.g. “Satisfactory”) on the appropriate performance profile
- 5) Collaborating with the School Site Supervising Teacher by completing all assigned tasks, routinely managing the classroom, and/or handling any serious discipline problems
- 6) Attending all possible professional meetings, in-service programs, parent-teacher conferences, and/or any other school-sponsored evening activities/functions
- 7) Observing the highest standards of professional behavior; inclusive of using work appropriate language and adhering to the school’s dress-code
- 8) Demonstrating knowledge and application of current research-based practices in their educational field
- 9) Adhering to the code of professional ethics and model standards on a daily basis
- 10) Becoming familiar and always complying with the Code of Ethics and Principles of Professional Conduct for the Education Profession in Florida (Appendix G).
- 11) Seeking prompt solutions to any barriers interfering with the successful completion of her/his internship
- 12) Using the recommended links provided in the internship handbook to afford students the highest level of learning experience during the internship process
- 13) Maintaining the Internship Collaborative Team members informed of any immediate changes that could hinder or delay the successful completion of her/his internship
- 14) Completing **all** paperwork, and/or required procedures (e.g. obtaining clearance)

necessary for her/his successful enrollment, and completion of her/his internship

- 15) Other duties as assigned by the School Site Supervising Teacher.

### **INTERNSHIP COURSE FACILITATOR**

The Internship Course Facilitator is responsible for managing all the logistics associated with successfully fostering collaboration amongst all members of the internship collaborative team.

The Internship Course Facilitator is responsible for the effective execution of functions as described in this section. The Internship Course Facilitator provides orientation, assistance, consultation, and professional development opportunities to the Student Intern.

The Internship Course Facilitator must review the Education Internship Handbook with the students to ensure understanding and expectations for the internship process. The facilitator must also make a minimum of **three (3) evaluation school visits** and work cooperatively with the School Site Supervising Teacher and the Student Intern during the internship period. The Internship Course Facilitator will use the **Classroom Observation Feedback Form (Appendix C)** to document and discuss observations with the Student Intern.

The Internship Course Facilitator is responsible for assigning a grade upon the student's successful completion of the internship according to the guidelines set for the course within the content of the instructional module. During the **first week** of the internship experience, the Internship Course Facilitator will establish communication with the School Site Supervising Teacher and other school personnel, as necessary to ensure the success of the Student Intern.

The Internship Course Facilitator and the School Site Supervising Teacher will communicate on an ongoing basis regarding the intern's progress to address any concerns during the internship

period. Concerns must be addressed as soon as possible. The Internship Course Facilitator is responsible for gathering all information relevant to the intern's enrollment, inclusive of the ***Internship Agreement Contract, Site Request Application, Student's Clearances, etc.***, and submitting them to the Internship Coordinator.

The **Internship Course Facilitator** plays a critical role as the primary liaison between school contacts, Faculty Director, School Site Supervising Teacher, School Principal, School Administrator, Internship Coordinator, and Student Interns. As such, the Internship Course Facilitator engages in the following activities:

- Provides information to the School Site Supervising Teacher, School Principal, School Administrator(s), and the Student Intern on the ***Sistema Universitario Ana G. Méndez***'s educational model, and its education policies and procedures
- Conducts an orientation with the School Site Supervising Teacher and the Student Intern before the teaching begins
- Collaborates with the School Site Supervising Teacher in arranging regular conferences to assess the Student Intern's progress
- Collaborates with the School Site Supervising Teacher and the Student Intern to jointly complete the ***Initial, Mid-point, and Final Performance Assessment*** forms
- Collaborates with the School Site Supervising Teacher to jointly observe a minimum of three (3) teaching practices facilitated by the Student Intern
- Collaborates with the School Site Supervising Teacher to jointly provide the Student Intern with verbal feedback at the Initial, Mid-Point and at the Final evaluation period.
- Mentors the Student Intern and provides feedback, as needed, including analysis of

written units and/or lesson plans

- Receives the Initial, Mid-Point and the Final Performance Assessment forms from the School Site Supervising Teacher, and ensures that they contain all required signatures (e.g. the Student Intern, the School Site Supervising Teacher, and the Internship Course Facilitator) and delivers them to the Faculty Director
- Confers regularly with the Student Intern throughout the internship period
- Makes recommendations regarding the withdrawal, reassignment or the extension of an Internship Experience, as applicable.

## INTERNSHIP EVALUATION PROCESS

### **Level II: School Internship Experience Evaluation Process**

The evaluation of the participation in an internship is assessed through a 360 degree process. It includes the intern's self-evaluation, the intern's evaluation of the internship site, and the Collaborative Team's evaluation of the intern's performance. All documents must be provided to the Internship Course Facilitator. Each of these evaluation components is described below:

#### **1) Student Intern Self-Evaluation Form**

The Student Intern completes a self-evaluation by completing the **Overall Portfolio Self-Assessment Form**, as required in each instructional module for an Education course. The student must also complete the **Student Intern Self-Evaluation Form, (Appendix E)** and submits both forms to the Internship Course Facilitator at the end of course.

#### **2) Internship Evaluation Rubric Form**

The School Site Supervising Teacher must complete the **Internship Evaluation Rubric Form, (Appendix D)**, during the Initial, Mid-Point and Final evaluation process. The School Site Supervising Teacher discusses both evaluations with the Student Intern and provides positive feedback, as appropriate. Both completed evaluations must be provided to the Internship Course Facilitator.

#### **3) Student Intern Site Evaluation Form**

The Student Intern evaluates the internship site by completing the **Student Intern Site Evaluation Form,** provided in each education instructional module.

#### **4) Student Intern Performance Evaluation**

The Internship Team Committee members provide ongoing feedback and evaluation to the Student Intern throughout the entire internship process. The team also provides two formal evaluations. The first is a midpoint evaluation where the School Site Supervising Teacher and the Internship Course Facilitator jointly complete the **Internship Evaluation Rubric Form (Appendix D)** to reflect the student's performance from the start of the internship up to the mid-point evaluation period.

The final evaluation includes a mirrored process where the School Site Supervising Teacher and the Internship Course Facilitator complete the final **Internship Evaluation Rubric** covering the intern's performance throughout the 12 weeks of internship experience.

#### **5) Student ESOL Performance Profile Form**

The **Student ESOL Performance Profile (Appendix F)** documents the integration of the ESOL Performance Standards into the field experience/internship component of the teacher preparation program for majors in Early Childhood Education, Elementary Education, Exceptional Education, and English Language Arts Education (6-12) as stated on Florida Statutes and Rules. Students in these program areas must satisfactorily complete multiple weeks of planning, implementing, and assessing instruction for one or more ESOL students, supervised by ESOL qualified personnel.

#### **6) Classroom Observation Feedback Form**

The Internship Course Facilitator completes this document during the three (3) school follow-up visits to the Student Intern (**Appendix C**).

## 7) Grading

The bachelor's level Student Interns will receive a grade of "satisfactory" or "unsatisfactory". Master's level Student Interns will receive a letter grade (e.g. "A" or "B", etc.). The grade will reflect the Student Intern's teaching performance. A passing grade indicates that the student has reached target levels of performance at the "pre-professional" level.

In order to receive a "satisfactory" rating on the Internship Evaluation Rubric (Appendix D), the student must earn a 2 or higher on all competencies identified in the Florida Educator Accomplished Practices (FEAPs), (Appendix H).

## **Florida ESOL Performance Standards (Appendix I)**

Student Interns majoring in Early Childhood, Elementary Education, English/Language Arts Education, or Exceptional Education should plan to seek Florida ESOL certification. Students participating in any of these programs must maintain a continuous record of demonstrated competencies in ESOL. These students must keep an "**ESOL Notebook**" with the following required features:

- 1) The student must organize the ESOL notebook according to the ESOL Performance Standards addressed in Education courses aligned to internship requirements.
- 2) The student must organize the pieces of assignments completed in courses to demonstrate competency in the ESOL Performance Standards reflected in the courses.

- 3) The student needs to cross-reference the ESOL Performance Standards by writing across the top of the assignment the ESOL Performance Standard(s) being demonstrated in the assignment in a way that is congruent with the content of the module.
- 4) The student must include a minimum of two (2) assignments reflecting on each ESOL specific domains and standards the student seeks to document in the ESOL notebook.
- 5) The student must maintain an ESOL tracking sheet where she/he tracks the ESOL standards that have been increasingly addressed throughout coursework, including the internship experience.
- 6) The ESOL tracking sheet must be kept as the front page of the ESOL notebook. The student must present the ESOL tracking sheet along with the ESOL notebook to the School Site Supervising Teacher and Internship Course Facilitator at the mid-point evaluation conference, as well as at the time of the final internship evaluation.
- 7) For specific ESOL certification requirements and certification options offered by the State of Florida, go to the Florida Student Achievement Language Acquisition (SALA) Web site at: <http://www.fl doe.org/aala/>

## **Internship Handbook Appendices**

- A) Internship Frequently Asked Questions
- B) Clinical School Experience Observation Tool Parts I and II
- C) Classroom Observation Feedback Form
- D) Internship Evaluation Rubric Form
- E) Student Intern Self-Evaluation Form
- F) Student ESOL Performance Profile
- G) Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida
- H) Florida Educator Accomplished Practices (FEAPs)
- I) ESOL Performance Standards
- J) Florida Reading Competencies
- K) Recommended Education Links

## **APPENDIX A: INTERNSHIP FREQUENTLY ASKED QUESTIONS**

## **INTERNSHIP FREQUENTLY ASKED QUESTIONS**

### **GENERAL INFORMATION**

**Q: How do I become eligible for an internship program?**

**A:** Students must be admitted into a major in education program at the Ana G. Mendez University System at the time of application. The student must possess an overall 2.5 GPA as well as a 2.5 GPA in professional preparation and specialization and meet all required procedures established in this handbook.

**Q: How can I receive clarification about internship requirements if I have doubts?**

**A:** Your first point of contact for clarification should be your course module. Once you've read the module thoroughly, if you still need clarification, try consulting this handbook. Should you consult these resources and still need further clarification, your first point of personal contact should be your course facilitator. If after seeking her/his advice you still have questions, you may direct them to the **Internship Coordinator**. Her/his contact information appears in the "contact information" areas of this handbook.

### **APPLICATION PROCESS**

**Q: What is the deadline for the internship application?**

**A:** The internship application deadline varies according to the various school districts. You are advised to identify your school district where you are interested in completing an internship and consult with the University's Internship Coordinator to access this information. You are further

advised to begin exploring internship opportunities at least four PTs in advance of your intended matriculation time in order to create yourself a cushion in which to resolve any unanticipated barriers.

**Q: How will I know that my application has been processed?**

**A:** The Internship Coordinator will notify you about the completed status of your application via e-mail. However, do remember that this is a *self-directed process* and that it is **your** responsibility to take all the necessary steps to ensure your successful enrollment, compliance with all internship requirements, and participation in the appropriate internship.

**Q: What happens if I miss the application deadline?**

**A:** Because we work with district deadlines, **late applications will not be accepted.** **No exceptions!**

**APPENDIX B: CLINICAL SCHOOL EXPERIENCE OBSERVATION TOOL**

## CLINICAL SCHOOL EXPERIENCE OBSERVATION TOOL

### Part I: Matrix: Florida Educator Accomplished Practices (FEAPs)

Student Intern:

School:

Date:

Grade:

Classroom Teacher:

**Instructions:** The student must place a checkmark (✓) under the heading for **Observed** or **Not-Observed** for each Educator Accomplished Practice Competency (**9 pages**).

Professional FEAP Competencies	Classroom Observation of Competencies (Total of 4 Hours)		<b>Observation Notes:</b> Describe the relevance of the competency evidenced (observed) to the main core educational topics discussed in your current education course.
	Observed (✓)	Not Observed (✓)	
<b>#1 Quality of Instruction</b>  The effective educator consistently:			
a) models and promotes the importance of education and academic achievement to all students;			
b) plans and designs lessons to achieve student mastery;			
c) selects appropriate strategies to be used as formative assessments to monitor learning;			
d) uses diagnostic student data to design instruction			
e) develops learning experiences that require students to demonstrate a variety of relevant skills and competencies;			



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Student Intern's Name:

Date:

<b>Professional FEAP Competencies</b>	<b>Classroom Observation of Competencies (Total of 4 Hours)</b>		<b>Observation Notes:</b> Describe the relevance of the competency evidenced (observed) to the main core educational topics discussed in your current education course.
	<b>Observed (✓)</b>	<b>Not Observed (✗)</b>	
f) appropriately sequences lessons and concepts to ensure coherence and required prior knowledge;			
g) uses higher-order questioning techniques;			
h) uses varied instructional strategies and resources, including appropriate technology, to teach for student understanding;			
i) delivers engaging, challenging, and relevant lessons;			
j) differentiates instruction based on an assessment of student learning needs and a recognition of individual differences in students;			
k) respects and embraces students' cultural and family background;			
l) demonstrates behaviors that are consistent with fairness and equity;			

Student Intern's Name:

Date:

<b>Professional FEAP Competencies</b>	<b>Classroom Observation of Competencies (Total of 4 Hours)</b>		<b>Observation Notes:</b> Describe the relevance of the competency evidenced (observed) to the main core educational topics discussed in your current education course.
	Observed (✓)	Not Observed (✗)	
m) utilizes student feedback to monitor instructional needs;			
n) demonstrates behaviors that are consistent with fairness and equity;			
o) utilizes student feedback to monitor instructional needs.			
<b>#2 Knowledge of Subject Matter</b> The effective educator consistently:			
a) demonstrates deep and comprehensive knowledge of the subject taught;			
b) identifies and modifies instruction to respond to gaps in students' subject matter knowledge;			
c) provides instruction to address preconceptions or misconceptions;			

Student Intern's Name:

Date:

<b>Professional FEAP Competencies</b>	<b>Classroom Observation of Competencies (Total of 4 Hours)</b>		<b>Observation Notes:</b> Describe the relevance of the competency evidenced (observed) to the main core educational topics discussed in your current education course.
	<b>Observed (✓)</b>	<b>Not Observed (✗)</b>	
d) designs and modifies instruction to deepen students' understanding of content area and advance student learning;			
e) selects and sequences engaging, relevant, standards-based content, and then designs and teaches lessons that are relevant to students' learning needs;			
f) relates and integrates the subject matter with other disciplines during instruction.			
<b>#3 Continuous Improvement</b>  <b>The effective educator consistently:</b>			
a) engages in targeted professional growth opportunities and reflective practices;			

Student Intern's Name:

Date:

<b>Professional FEAP Competencies</b>	<b>Classroom Observation of Competencies (Total of 4 Hours)</b>		<b>Observation Notes:</b> Describe the relevance of the competency evidenced (observed) to the main core educational topics discussed in your current education course..
	<b>Observed (✓)</b>	<b>Not Observed (✗)</b>	
b) uses a variety of data, independently and in collaboration with colleagues, to evaluate learning outcomes and to adjust planning and practice;			
c) designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;			
d) examines and uses data-informed research to improve instruction and student achievement;			
e) implements knowledge and skills learned in professional development in the teaching and learning process.			



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Student Intern's Name:

Date:

<b>Professional FEAP Competencies</b>	<b>Classroom Observation of Competencies (Total of 4 Hours)</b>		<b>Observation Notes:</b> Describe the relevance of the competency evidenced (observed) to the main core educational topics discussed in your current education course.
	<u>Observed</u> (✓)	<u>Not Observed</u> (✗)	
<b>#4 Learning Environment</b>			
The effective educator consistently:			
a) integrates learning activities that incorporate current information and communication technologies;			
b) adapts learning environment to accommodate the differing needs and diversity of students;			
c) utilizes current and emerging assistive technologies that enable students to achieve their educational goals;			
d) creates and maintains an atmosphere of respect for all areas of diversity.			



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Student Intern's Name:

Date:

<b>Professional FEAP Competencies</b>	<b>Classroom Observation of Competencies (Total of 4 Hours)</b>		<b>Observation Notes:</b> Describe the relevance of the competency evidenced (observed) to the main core educational topics discussed in your current education course.
	<b>Observed (✓)</b>	<b>Not Observed (✗)</b>	
<b>#5 Assessment</b>  The effective educator consistently:			
a) analyzes and uses data from multiple assessments and measures to diagnose students' learning needs, inform instruction based on those needs, and drive the learning process;			
b) designs and aligns formative and summative assessments that match learning objectives and lead to mastery;			
c) uses a variety of assessment tools to monitor student progress, achievement and learning gains;			
d) modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;			



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Student Intern's Name:

Date:

<b>Professional FEAP Competencies</b>	<b>Classroom Observation of Competencies (Total of 4 Hours)</b>		<b>Observation Notes:</b> Describe the relevance of the competency evidenced (observed) to the main core educational topics discussed in your current education course.
	<b>Observed (✓)</b>	<b>Not Observed (✗)</b>	
e) shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s);			
f) employs technology to organize and integrate assessment information.			
<b>#6 Communication</b>  The effective educator consistently:			
a) conveys high expectations;			
b) supports, encourages, and provides immediate and specific feedback to students to promote student achievement;			
c) models and teaches clear, acceptable oral and written communication skills;			



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Student Intern Name:

Date:

<b>Professional FEAP Competencies</b>	<b>Classroom Observation of Competencies (Total of 4 Hours)</b>		<b>Observation Notes:</b> Describe the relevance of the competency evidenced (observed) to the main core educational topics discussed in your current education course.
	<b>Observed (✓)</b>	<b>Not Observed (✗)</b>	
d) fosters two-way communication with students and parent/caregiver(s); and			
e) collaborates with the home, school, and larger communities to support student learning and continuous improvement.			
<b><u>Professional Responsibility and Ethical Conduct</u></b> 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, by fulfilling the expected obligations to students, the public and the education profession.			

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## **CLINICAL SCHOOL EXPERIENCE OBSERVATION TOOL**

### **Part II: School: General Operation Activities (1 page)**

**Student Intern:**

**School:**

**Date:**

<b>Place a checkmark (✓) under the appropriate activity or type of meeting you participated in during your School Clinical Experience at the assigned school. You must comply with a minimum of <u>four hours</u> for this requirement.</b>								
IEP Meeting	LEP Committee Meeting	RTI Meeting	Faculty Meeting	Parent/Teacher Conference	Grade Level Meeting	Department Meeting	Other:	Total Hours

**COMMENTS:** Specify the activity for which you are entering comments. You will refer to this document to complete the final report for the Education course.

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Internship Course Facilitator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Intern's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**CODES:** IEP=Individual Education Program, LEP=Limited English Proficient Program, RTI=Response to Intervention



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## CLINICAL SCHOOL EXPERIENCE OBSERVATION TOOL

### SUMMARY REPORT (PART I AND PART II)

**School Site Supervising Teacher:** \_\_\_\_\_

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

Total Hours at the School Site: \_\_\_\_\_ Must be at least 8 hours of School Clinical Observation

Experience, otherwise the Student Intern must make up the needed hours to meet this minimum requirement.

Comments:

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**Internship Course Facilitator:** \_\_\_\_\_

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

Comments:

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**Student Intern:** \_\_\_\_\_

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

Comments: \_\_\_\_\_

**APPENDIX C: CLASSROOM OBSERVATION FEEDBACK FORM**



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## CLASSROOM OBSERVATION FEEDBACK FORM

Student Intern:	Signature:	Date:
School Site Supervising Teacher:	Signature:	Date:
Internship Course Facilitator:	Signature:	Date:
Observation Notes (narrative description of lesson) <hr/> <hr/> <hr/> <hr/>		

### **ESOL COMPETENCIES**

(Check ALL that are observed)

- Planning Practices
- Instructional Methods/Strategies
- Instructional Materials
- Assessment by L2 Level
- Accommodations by L2 Level
- Learning Styles/Differentiation
- Cultural Sensitivity
- Addresses L2 proficiency Levels

### Exemplary Practices

### Reflective Comments

### **ACCOMPLISHED PRACTICES**

(Check ALL that are observed)

- Instructional Design, Lessons, and planning
- Learning Environment
- Instructional Delivery and Facilitation
- Assessment
- Continuous Professional Improvement
- Professional Responsibility and Ethical Conduct

Observer's Name: \_\_\_\_\_

Observer's Signature: \_\_\_\_\_

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

Comments:

**APPENDIX D: INTERNSHIP EVALUATION RUBRIC FORM**



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### INTERNSHIP EVALUATION RUBRIC FORM

Directions: Interns are evaluated at the pre-professional level using the Florida Educator Accomplished Practices (FEAPs), using the holistic rubric in this section. On each page, there are spaces to document the dates in which performance indicators have been observed and discussed with the Student Intern. The dates at the top correspond with dates at the bottom of each page and specific feedback is written at the bottom of each page to guide the conversations with the intern. The Evaluation Process has an Initial, Mid-Point, and Final Evaluation Summary Sheet.

By the midpoint, the School Site Supervising Teacher will have discussed feedback from the **Initial Evaluation Summary Sheet**. Using the feedback discussed, the School Site Supervising Teacher will determine a score for each FEAP and will record on the **Midpoint Evaluation Summary Sheet**. The School Site Supervising Teacher will do the same for the **Final Evaluation Summary Sheet**. An intern must receive at least a score of 2 for each FEAP by the final evaluation order to successfully pass the internship semester. The Student Intern, the Internship Coordinator, and the School Site Supervising Teacher sign both the Midpoint Evaluation and the Final Evaluation Summary sheets. The University Internship Coordinator will collect all paperwork.

**Level II: School Internship Experience requires evaluation in each of the FEAPs throughout the course of the internship.**  
*Please complete the information in the box below.*

Student Intern's Name:	Year	
School:	Grade Level	
Subject(s) Taught		
The signatures below verify that the following rubric has been implemented by the observer(s) and that a rubric score for each FEAP has been reported on the Midpoint and Final Evaluation Summary Sheets (found on the last page of this rubric).		
School Site Supervising Teacher – Print Name	School Site Supervising Teacher Signature	Date
Student Intern – Print Name	Student Intern Signature	Date
Internship Course Facilitator – Print Name	Internship Course Facilitator Signature	Date

**Distribution of Signature Page:** One copy kept by the School Site Supervising Teacher, Student Intern, and the University Internship Coordinator.



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#### **FLORIDA EDUCATOR ACCOMPLISHED PRACTICE # 1-Instructional Design, Lessons, and Planning**

Student Intern's Name: \_\_\_\_\_

**Guiding Questions:** Are plans for instruction based on state and content standards? How do the candidate's instructional plans provide evidence of instruction that meets student needs? How does the candidate adjust plans based upon student needs and response?

**Scoring Directions:** Evaluate level of performance based on the following scoring rubric:

- (0) Unacceptable: Little or no evidence of demonstrating each or some of the indicators
- (1) Developing: Inconsistently demonstrates each or some of the indicators
- (2) Proficient: Consistently demonstrates all indicators
- (3) Exemplary: Consistently demonstrates all indicators (ONLY IF SHADED INDICATOR IS MET)

**Note:** Place scoring level (0-3) in each column next to the performance indicator.

Performance Indicators	Initial Observation Date:	Midpoint Observation Date:	Final Observation Date:
Aligns instruction with state-adopted standards at the appropriate level of rigor.			
Sequences lessons and concepts to ensure coherence and required prior knowledge.			
Designs instruction to help students achieve mastery.			
Selects appropriate formative assessments to monitor learning.			
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			
Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.			
<b>Total Rating per Observation date:</b>			
Learns to adapt plans while a lesson is in progress to take advantage of unexpected opportunities and address unexpected challenges.			

Possible Evidence/Artifacts: Lesson plans link instruction to assessment, plans link-learning goals to curriculum and Next Generation Sunshine State Standards (NGSSS), written and verbal evidence of accommodations, plans reflect impact of pre-assessment data, continuous planning based on student performance.

Date of Observation	Comments (Include specific comments to support the score)
<b>Initial:</b>	
<b>Midpoint:</b>	
<b>Final:</b>	



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### FLORIDA EDUCATOR ACCOMPLISHED PRACTICE # 2 – The Learning Environment

Student Intern's Name: \_\_\_\_\_

Guiding Questions: What evidence in practice demonstrates the candidate's understanding of effective classroom management, cooperation, and strategies that promote positive relationships and cooperation in the classroom? Does the candidate uses different approaches to learning and performance to address learning styles, ELL needs, and individual talents of students? How does instruction incorporate students' experiences and culture?

**Scoring Directions: Evaluate level of performance based on the following scoring rubric:**

- (0) Unacceptable: Little or no evidence of demonstrating each or some of the indicators
- (1) Developing: Inconsistently demonstrates each or some of the indicators
- (2) Proficient: Consistently demonstrates all indicators
- (3) Exemplary: Consistently demonstrates all indicators (ONLY IF SHADED INDICATOR IS MET)**

**Note:** Place scoring level (0-3) in each column next to the performance indicator.

Performance Indicators	Initial Observation Date:	Midpoint Observation Date:	Final Observation Date:
Organizes, allocates, and manages the resources of time space, and attention.			
Manages individual and class behaviors through a well-planned management system.			
Conveys high expectations to all students.			
Respects students' cultural, linguistic and family backgrounds.			
Models clear, acceptable oral and written communication skills.			
Maintains a climate of openness, inquiry, fairness, and support.			
Integrates current information and communication technologies.			
Adapts the learning environment to accommodate the differing needs and diversity of students, and			
Utilizes current and emergent assistive technologies that enable students to participate in high-quality communication interactions, and achieve their educational goals.			
<b>Total Rating per Observation Date:</b>			
<b>Works to maintain instructional momentum during transition of activities</b>			

Possible Evidence/Artifacts: Explains classroom organization, displays/explains procedures and routines in each lesson, clarifies work expectations, teaches and reinforces working cooperatively, instruction demonstrates effective organization and use of time. Seeks feedback from School Site Supervising Teacher pertaining to required accommodations, lesson plans describe accommodations in detail, instruction (verbal) demonstrates multiple learning strategies, expectations of student work include student experiences.

Date of Observation	Comments (Include specific comments to support the score)
Initial:	
Midpoint:	
Final:	



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### **FLORIDA EDUCATOR ACCOMPLISHED PRACTICE # 3 – Instructional Delivery and Facilitation**

Student Intern's Name: \_\_\_\_\_

**Guiding Questions:** What evidence is provided that demonstrates understanding of principles and techniques, advantages and limitations associated with various instructional strategies? How does candidate provide evidence of subject matter knowledge? How does the candidate demonstrate learners' needs?

**Scoring Directions:** Evaluate level of performance based on the following scoring rubric:

- (0) Unacceptable: Little or no evidence of demonstrating each or some of the indicators
- (1) Developing: Inconsistently demonstrates each or some of the indicators
- (2) Proficient: Consistently demonstrates all indicators
- (3) Exemplary: Consistently demonstrates all indicators (ONLY IF SHADED INDICATOR IS MET)**

**Note:** Place scoring level (0-3) in each column next to the performance indicator.

Performance Indicators	Initial Observation Date:	Midpoint Observation Date:	Final Observation Date:
Deliver engaging and challenging lessons.			
Deepen and enrich students' understanding through content area literacy strategies, verbalizations of thought, and application of the subject matter.			
Identify gaps in students' subject matter along with other disciplines and life experiences.			
Modify instruction to respond to preconceptions or misconceptions.			
Relate and integrate the subject matter with other disciplines and life experiences.			
Employ higher-order questioning techniques.			
Apply varied instructional strategies and resources, including appropriate technology and to provide comprehensible instruction for students at all levels of language proficiency.			
Differentiate instruction based on student needs assessment to determine learning needs and recognition of individual differences in students.			
Support, encourage, and provide immediate and specific feedback to students in order to promote and increase student achievement.			
Utilize student feedback to monitor instructional needs and to adjust instruction.			
<b>Total Rating per Observation Date:</b>			
<b>Works to maintain instructional momentum during transition of activities</b>			

Possible Evidence/Artifacts: Lesson plans include explanation of instructional strategies, learning goals are aligned with curriculum and needs of learners, instruction includes strategies that require higher order thinking, instruction includes informal assessment of learners' problem solving skills. References various sources in lesson plans or projects, plans include material that enriches lessons, adapts subject matter to learner needs.

Date of Observation	Comments (Include specific comments to support the score)
Initial:	
Midpoint:	
Final:	



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### FLORIDA EDUCATOR ACCOMPLISHED PRACTICE # 4 – Assessment

Student Intern's Name: \_\_\_\_\_

Guiding Questions: How do the assessment practices of the candidate help students demonstrate their knowledge and make learning progress? What is the evidence of student learning?

**Scoring Directions:** Evaluate level of performance based on the following scoring rubric:

- (0) Unacceptable: Little or no evidence of demonstrating each or some of the indicators
- (1) Developing: Inconsistently demonstrates each or some of the indicators
- (2) Proficient: Consistently demonstrates all indicators

**(3) Exemplary: Consistently demonstrates all indicators (ONLY IF SHADED INDICATOR IS MET)**

**Note:** Place scoring level (0-3) in each column next to the performance indicator.

Performance Indicators	Initial Observation Date:	Midpoint Observation Date:	Final Observation Date:
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.			
Designs and aligns formative and summative assessments that match learning objectives and lead to mastery.			
Uses a variety of assessment tools to monitor student progress, achievement, and learning gains.			
Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge.			
Shares the importance and outcome of student assessment data with the student and the student's parent/caregiver(s).			
Applies technology to organize and integrate assessment information.			
<b>Total Rating per observation date:</b>			
Employs performance-based assessment and technology strategies to determine performance of students on specified outcomes and to modified subsequent instruction to comply with the Florida Next Generation Sunshine State Standards in addition to the Florida law for ESOL Performance Standards to improve the education of culturally and linguistically diverse students.			

Possible Evidence/Artifacts: P-12 samples of student work, student journal entries (What I learned...) used for assessment and planning: teacher-made tests, P-12 student rubrics for self-evaluation, pre/post assessments, rubrics for specific assignments, use of computer for feedback or record keeping.

Date of Observation	Comments (Include specific comments to support the score)
Initial:	
Midpoint:	
Final:	



## FLORIDA EDUCATOR ACCOMPLISHED PRACTICE # 5 – Continuous Professional Improvement

Student Intern's Name: \_\_\_\_\_

**Guiding Questions:** What evidence is provided that demonstrates the candidate's reliance on (mentor) teachers, peers, and other resources to continually improve practice? How does the professional development plan reflect an action plan for growth? What evidence is provided that the intern demonstrates reflective practice in the improvement process?

**Scoring Directions:** Evaluate level of performance based on the following scoring rubric:

- (0) Unacceptable: Little or no evidence of demonstrating each or some of the indicators
- (1) Developing: Inconsistently demonstrates each or some of the indicators
- (2) Proficient: Consistently demonstrates all indicators

**(3) Exemplary: Consistently demonstrates all indicators (ONLY IF SHADED INDICATOR IS MET)**

**Note:** Place scoring level (0-3) in each column next to the performance indicator.

Performance Indicators	Initial Observation Date:	Midpoint Observation Date:	Final Observation Date:
Designs purposeful professional goals to strengthen the effectiveness of instruction based on academic, linguistic and cultural student needs.			
Examines and uses scientifically research-based practices to improve instruction and students achievement.			
Collaborates with the home, school and larger communities to foster communication, and to support student learning and continuous improvement.			
Engages in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues; and			
Incorporates knowledge and skills learned in professional development as an integrate part of the teaching and learning process.			
<b>Total Rating per observation date:</b>			
<b>Shows evidence of reflection and improvement in teaching and learning activities in addition to an increased capacity to facilitate learning for ALL students in the classroom.</b>			

Possible Evidence/Artifacts: Lessons include material/information from multiples sources, shares lessons, and seeks feedback from mentor teachers and colleagues, written reflective analysis of practice, adapts lessons based on feedback from student performance and mentor feedback.

Date of Observation	Comments (Include specific comments to support the score)
Initial:	
Midpoint:	
Final:	



## FLORIDA EDUCATOR ACCOMPLISHED PRACTICE # 6 – Professional Responsibility and Ethical Conduct

Student Intern's Name: \_\_\_\_\_

Guiding Questions: How does the candidate demonstrate professional and ethical behavior in the learning environment? How does the candidate encourage and help students understand the importance of tolerance and restraint?

**Scoring Directions:** Evaluate level of performance based on the following scoring rubric:

- (0) Unacceptable: Little or no evidence of demonstrating each or some of the indicators
- (1) Developing: Inconsistently demonstrates each or some of the indicators
- (2) Proficient: Consistently demonstrates all indicators
- (3) Exemplary: Consistently demonstrates all indicators (ONLY IF SHADED INDICATOR IS MET)**

*Note: Place scoring level (0-3) in each column next to the performance indicator.*

Performance Indicators	Initial Observation Date:	Midpoint Observation Date:	Final Observation Date:
The Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida pursuant to the State Board of Education Rules 6B-1.001 and 6B-1.006, F.A.C., and fulfills the expected obligations to students, the public, and the education profession.			
<b>Total Rating per observation date:</b>			
<b>Does not intentionally distort or misrepresent facts concerning any education matter in direct or indirect public expression. The Student Intern models professionalism and complies with confidentiality Florida laws.</b>			

Possible Evidence/Artifacts: Professional demeanor in the classroom, professional interaction with students and colleagues, adheres to Professional Code of Ethics and professional expectations as outlined by the school district.

Date of Observation	Comments (Include specific comments to support the score)
Initial:	
Midpoint:	
Final:	



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### **Internship Evaluation Rubric Summary**

#### **INITIAL OBSERVATION**

Student Intern's Name: _____	Major: _____
School Assignment: _____	Grade Level: _____
Subject Taught: _____	
School Site Supervising Teacher: _____	Internship Course Facilitator: _____
Internship Semester and year: Fall _____	Spring _____
Internship Type: <input type="checkbox"/> BA Pre-K to 3 Education <input type="checkbox"/> BA Elementary Education <input type="checkbox"/> BA Special Education <input type="checkbox"/> MA Ed Leadership <input type="checkbox"/> MA Guidance and Counseling	

**S = Satisfactory**

**U = Unsatisfactory**

The Florida Educator Accomplished Practices (FEAPs) listed below are addressed throughout the intern's program and measured during the internship semester. Please record from the Internship Evaluation Rubric for each FEAP and an "S" or "U." At the final evaluation, the intern must earn at least a 2 for each FEAP to earn an "S." A score less than 2 will result in an "U" at the final evaluation. Graduate/On-the-Job interns receive a letter grade, i.e., A, B, C, D, or F.		Rubric Score	S/U
Instructional Design, Lessons, and Planning			
The Learning Environment			
Instructional Delivery and Facilitation			
Assessment			
Continuous Professional Improvement			
Professional Responsibility and Ethical Conduct			
Comments:			
School Site Supervising Teacher	Date	Internship Course Facilitator	Date
Student Intern	Date	<input type="checkbox"/> Student has completed ESOL requirements on the ESOL Performance Profile (*If Applicable)	

**Distribution of Signature Page:** One copy kept by the School Site Supervising Teacher, Student Intern, and the University Internship Coordinator.



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### **Internship Evaluation Rubric Summary**

#### **MIDPOINT OBSERVATION**

Student Intern's Name:	Major:
School Assignment:	Grade Level:
Subject Taught:	
School Site Supervising Teacher:	Internship Course Facilitator:
Internship Semester and year: Fall _____	Spring _____
Internship Type:	
<input type="checkbox"/> BA Pre-K to 3 Education <input type="checkbox"/> BA Elementary Education <input type="checkbox"/> BA Special Education <input type="checkbox"/> MA Ed Leadership <input type="checkbox"/> MA Guidance and Counseling	

**S = Satisfactory**

**U = Unsatisfactory**

The Florida Educator Accomplished Practices (FEAPs) listed below are addressed throughout the intern's program and measured during the internship semester. Please record from the Internship Evaluation Rubric for each FEAP and an "S" or "U." At the final evaluation, the intern must earn at least a 2 for each FEAP to earn an "S." A score less than 2 will result in an "U" at the final evaluation. Graduate/On-the-Job interns receive a letter grade, i.e., A, B, C, D, or F.	Rubric Score	S/U
Instructional Design, Lessons, and Planning		
The Learning Environment		
Instructional Delivery and Facilitation		
Assessment		
Continuous Professional Improvement		
Professional Responsibility and Ethical Conduct		
Comments:		
School Site Supervising Teacher	Date	Internship Course Facilitator
Student Intern	Date	<input type="checkbox"/> Student has completed ESOL requirements on the ESOL Performance Profile (*If applicable).

**Distribution of Signature Page:** One copy kept by the School Site Supervising Teacher, Student Intern, and the University Internship Coordinator.



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### **Internship Evaluation Rubric Summary**

#### **FINAL OBSERVATION**

Student Intern's Name:	Major:
School Assignment:	Grade Level:
Subject Taught:	
School Site Supervising Teacher:	Internship Course Facilitator:
Internship Semester and year: Fall _____ Spring _____	
Internship Type: <input type="checkbox"/> BA Pre-K to 3 Education <input type="checkbox"/> BA Elementary Education <input type="checkbox"/> BA Special Education <input type="checkbox"/> MA Ed Leadership <input type="checkbox"/> MA Guidance and Counseling	

**S = Satisfactory**

**U = Unsatisfactory**

The Florida Educator Accomplished Practices (FEAPs) listed below are addressed throughout the intern's program and measured during the internship semester. Please record from the Internship Evaluation Rubric for each FEAP and an "S" or "U." At the final evaluation, the intern must earn at least a 2 for each FEAP to earn an "S." A score less than 2 will result in an "U" at the final evaluation. Graduate/On-the-Job interns receive a letter grade, i.e., A, B, C, D, or F.	Rubric Score	S/U
Instructional Design, Lessons, and Planning		
The Learning Environment		
Instructional Delivery and Facilitation		
Assessment		
Continuous Professional Improvement		
Professional Responsibility and Ethical Conduct		
Comments:		
School Site Supervising Teacher	Date	Internship Course Facilitator Date
Student Intern	Date	_____ Student has completed ESOL requirements on the ESOL Performance Profile (*If Applicable)

**Distribution of Signature Page:** One copy kept by the School Site Supervising Teacher, Student Intern, and the University Internship Coordinator.

**APPENDIX E:**  
**STUDENT INTERN SELF-EVALUATION**



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### STUDENT INTERN SELF-EVALUATION (8 pages)

Student Intern's Name: \_\_\_\_\_

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

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

**Maximum Value: 250 Points**

Grade: \_\_\_\_\_

Score: \_\_\_\_\_

According to the following criteria, **circle** the number that best evaluates **your own** performance in the internship experience:

**1= Poor    2= Satisfactory    3= Good    4= Very Good    5=Excellent**

**NA= No opportunity to execute or not applicable**

#### Part I. Overall Experience- As a Student Intern I was able to:

1	Demonstrate personal commitment in developing professional competencies.	1	2	3	4	5	NA
2	Increase time and energy towards my commitment in becoming a teacher.	1	2	3	4	5	NA
3	Accept and use criticism to enhance self-development and teaching skills.	1	2	3	4	5	NA
4	Engage in open, comfortable and clear communication with peers and supervisors.	1	2	3	4	5	NA
5	Recognize my deficiencies and actively work to overcome them with the help of peers and supervisors.	1	2	3	4	5	NA
6	Complete school records punctually and conscientiously.	1	2	3	4	5	NA
<b>Subtotal</b>							



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## STUDENT INTERN SELF-EVALUATION

*Student Intern's Name:* \_\_\_\_\_ *Date:* \_\_\_\_\_

*School Site:* \_\_\_\_\_ **Maximum Value: 250 Points**

*Grade:* \_\_\_\_\_ *Score:* \_\_\_\_\_

According to the following criteria, **circle** the number that best evaluates **your own** performance in the internship experience:

**1= Poor    2= Satisfactory    3= Good    4= Very Good    5=Excellent**

**NA= No opportunity to execute or not applicable**

**Part II. Instructional Design and Lesson Planning:** I had the opportunity to apply the concept of human development and learning theory to:

1	Align instructions to standards and appropriate level of rigor.	1	2	3	4	5	NA
2	Sequence lessons to achieve cohesion.	1	2	3	4	5	NA
3	Design instruction to help children/youth achieve mastery.	1	2	3	4	5	NA
4	Select appropriate formative assessments to monitor learning.	1	2	3	4	5	NA
5	Use 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	1	2	3	4	5	NA
6	Develop learning experiences that require students to demonstrate a variety of applicable skills and competencies.	1	2	3	4	5	NA
<b>Subtotal</b>							



## STUDENT INTERN SELF- EVALUATION

*Student Intern's Name:* \_\_\_\_\_ *Date:* \_\_\_\_\_

*School Site:* \_\_\_\_\_ **Maximum Value: 250 Points**

*Grade:* \_\_\_\_\_ *Score:* \_\_\_\_\_

According to the following criteria, **circle** the number that best evaluates your own performance in the internship experience:

**1= Poor    2= Satisfactory    3= Good    4= Very Good    5=Excellent**

**NA= No opportunity to execute or not applicable**

**Part III. The Learning Environment:** Consistently maintained a student-centered learning environment

that was safe, organized, equitable, flexible, inclusive, and collaborative as I:

1	Organized, allocated, and managed the resources of time, space, and attention.	1	2	3	4	5	NA
2	Managed individual and class behaviors through a well-planned management system.	1	2	3	4	5	NA
3	Conveyed high expectations to all students.	1	2	3	4	5	NA
4	Respected students' cultural, linguistic, and family background.	1	2	3	4	5	NA
5	Modeled clear and acceptable oral and written communication skills.	1	2	3	4	5	NA
6	Maintained a climate of openness, inquiry, fairness, and support.	1	2	3	4	5	NA
7	Integrated current information and communication technologies.	1	2	3	4	5	NA
8	Adapted the learning environment to accommodate the differing needs and diversity of students, and	1	2	3	4	5	NA
9	Utilized current and emergent assistive technologies that enable children/youth to participate in high-quality communication interactions, and achieve their educational goals.	1	2	3	4	5	NA
<b>Subtotal</b>							



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## STUDENT INTERN SELF- EVALUATION

Student Intern's Name: \_\_\_\_\_

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

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

**Maximum Value: 250 Points**

Grade: \_\_\_\_\_

Score: \_\_\_\_\_

According to the following criteria, **circle** the number that best evaluates your own performance in the internship experience.

**1= Poor    2= Satisfactory    3= Good    4= Very Good    5=Excellent    NA= No opportunity to execute or not applicable**

**Part IV. Instructional Delivery and Facilitation:** I consistently aligned state standards with comprehensive

knowledge of the subject taught to:

1	Deliver engaging and challenging lessons.	1	2	3	4	5	NA
2	Deepen and enrich students' understanding through content area literacy strategies, verbalizations of thought, and application of the subject matter.	1	2	3	4	5	NA
3	Identify gaps in students' subject matter along with other disciplines and life experiences.	1	2	3	4	5	NA
4	Modify instruction to respond to preconceptions or misconceptions.	1	2	3	4	5	NA
5	Relate and integrate the subject matter with other disciplines and life experiences.	1	2	3	4	5	NA
6	Employ higher-order questioning techniques.	1	2	3	4	5	NA
7	Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding.	1	2	3	4	5	NA
8	Differentiate instruction based on a student needs assessment to determine learning needs and recognition of individual differences in students.	1	2	3	4	5	NA
9	Support, encourage, and provide immediate and specific feedback to students in order to promote and increase student achievement.	1	2	3	4	5	NA
10	Utilize student feedback to monitor instructional needs and to adjust instruction.	1	2	3	4	5	NA
<b>Subtotal</b>							



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## STUDENT INTERN SELF- EVALUATION

Student Intern's Name: \_\_\_\_\_

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

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

**Maximum Value: 250 Points**

Grade: \_\_\_\_\_

Score: \_\_\_\_\_

According to the following criteria, **circle** the number that best evaluates your own performance in the internship experience.

**1= Poor    2= Satisfactory    3= Good    4= Very Good    5=Excellent**

**NA= No opportunity to execute or not applicable**

**Part V. Assessment:** I consistently:

1	Analyzed and applied data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process.	1	2	3	4	5	NA
2	Designed and aligned formative and summative assessments that match learning objectives and led to mastery.	1	2	3	4	5	NA
3	Used a variety of assessment tools to monitor the progress, achievement, and learning gains of the children/youth.	1	2	3	4	5	NA
4	Modified assessments and testing conditions to accommodate learning styles and varying levels of knowledge.	1	2	3	4	5	NA
5	Shared the importance and outcome of student assessment data with the children/youth and the children/youth's parent/caregiver(s).	1	2	3	4	5	NA
6	Applied technology to organize and integrate assessment information.	1	2	3	4	5	NA
<b>Subtotal</b>							



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## STUDENT INTERN SELF- EVALUATION

*Student Intern's Name:* \_\_\_\_\_

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

*School Site:* \_\_\_\_\_

*Maximum Value: 250 Points*

*Grade:* \_\_\_\_\_

*Score:* \_\_\_\_\_

According to the following criteria, **circle** the number that best evaluates your own performance in the internship experience:

**1= Poor    2= Satisfactory    3= Good    4= Very Good    5=Excellent**

**NA= No opportunity to execute or not applicable**

**Part VI. Continuous Professional Improvement:** I effectively and consistently:

1	Designed purposeful professional goals to strengthen the effectiveness of my instruction based on children/youth' needs.	1	2	3	4	5	NA
2	Examined and used date-informed research to improve instruction and children/youth's achievement.	1	2	3	4	5	NA
3	Collaborated with the home, school and larger communities to foster communication and to support student learning and continuous improvement.	1	2	3	4	5	NA
4	Engaged in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues; and	1	2	3	4	5	NA
5	Incorporated knowledge and skills learned in professional development as an integrate part of the teaching and learning process.	1	2	3	4	5	NA
<b>Subtotal</b>							



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## STUDENT INTERN SELF- EVALUATION

*Student Intern's Name:* \_\_\_\_\_

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

*School Site:* \_\_\_\_\_

**Maximum Value: 250 Points**

*Grade:* \_\_\_\_\_

*Score:* \_\_\_\_\_

According to the following criteria, **circle** the number that best evaluates your own performance in the internship experience.

**1= Poor    2= Satisfactory    3= Good    4= Very Good    5=Excellent    NA= No opportunity to execute or not applicable**

### Part VII. Professional Responsibility and Ethical Conduct: I understand that educators are held to a high

moral standard in a community and that I am or have become familiar with and have adhered to "The Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida" pursuant to the State Board of Education Rules 6B-1.001 and 6B-1.006, F.A.C., and have fulfilled the expected obligations to children/youth, the public, and the education profession. As such I have:

1	Maintained a professional appearance when teaching.	1	2	3	4	5	NA
2	Attended the internship regularly unless there circumstances of justified absences.	1	2	3	4	5	NA
3	Arrived promptly to class as well as to supervisory sessions.	1	2	3	4	5	NA
4	Contacted my School Site Supervising Teacher when delayed or absent.	1	2	3	4	5	NA
5	Respected children/youth and coworkers regardless of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition, sexual orientation or social and family background.	1	2	3	4	5	NA
6	Sharpened my professional approach and communication skills.	1	2	3	4	5	NA
7	Demonstrated respect for the children/youth, colleagues, School Site Supervising Teacher, and others.	1	2	3	4	5	NA
8	Taken reasonable precautions to separate my personal views from those of my institution or supervisor.	1	2	3	4	5	NA
<b>Subtotal</b>							



## STUDENT INTERN SELF- EVALUATION

*Student Intern's Name:* \_\_\_\_\_

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

*School Site:* \_\_\_\_\_

**Maximum Value: 250 Points**

*Grade:* \_\_\_\_\_

**Total Score :** (Add the score from pages 71 to 77)

**Part VIII. Describe your School Internship Experience and how relevant it has been to  
your future plans as a professional in the field of Education:**

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*Student Intern's Signature:* \_\_\_\_\_

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

**APPENDIX F: STUDENT ESOL PERFORMANCE PROFILE**



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### **STUDENT ESOL PERFORMANCE PROFILE(3 pages)**

Student's Name: \_\_\_\_\_ Program Area: \_\_\_\_\_

Internship Course Facilitator: \_\_\_\_\_ Date: \_\_\_\_\_

The Student ESOL Performance Profile documents the integration of the ESOL performance standards into the field experience/internship component of the teacher preparation program for majors in Early Childhood Education, Elementary Education, Exceptional Education, and English Language Arts Education (6-12) as stated in Florida Statutes and Rules. Students in these program areas must satisfactorily complete multiple weeks of planning, implementing, and assessing instruction for one or more ESOL students, supervised by ESOL qualified personnel.

**This document will follow the Student Intern throughout his/her teacher preparation program. Its security and maintenance are the student's responsibility.**

ESOL qualified personnel may include any of the following *Sistema Universitario Ana G. Méndez* (SUAGM) Faculty:

1. An ESOL teacher.
2. An ESOL-endorsed School Site Supervising Teacher.

3. A School Site Supervising Teacher who is pursuing the ESOL Endorsement. The teacher should collaborate with an ESOL trained teacher in the supervision/observation of the student.
4. The SUAGM Campus Coordinator who has completed the required ESOL training.
5. The SUAGM Faculty with the required faculty ESOL training.
6. ESOL qualified personnel observing the student's performance in each Florida Educator Accomplished Practice should initial, date, and indicate performance level (E=Excellent; S= Satisfactory) in the box corresponding to the appropriate field/internship placement.
7. On the signature pages at the back of this document, ESOL qualified personnel must also complete the required verification information for the appropriate field/internship placement during which they observed the student.
8. Observations must be made at different stages (initial, midpoint, and final) in the student's teacher preparation program.
  - a. **However, ALL of the boxes under the Internship II column (regardless of whether or not observations and evaluations were made at earlier stages during Level I: School Clinical Experience) should be checked off by the end of Level II: Internship Experience.**
9. The student may demonstrate the same Florida Educator Accomplished Practice with ESOL performance standards in different field/internship placements with different activities.
10. The final signature comes from the SUAGM Campus Coordinator, who verifies in the

final section of the signature pages that the ESOL Performance Profile requirements and the TESOL Notebook have been completed.

11. The SUAGM Campus Coordinator is responsible for submitting -at the end of Internship II, the completed ESOL Performance Profile to the Faculty Director at the Campus. This document is submitted along with the final *Student Teacher Competency Profile Summary*.

**APPENDIX G: CODE OF ETHICS – EDUCATION PROFESSION**

## **EDUCATION PROFESSION CODE OF ETHICS**

### **6B-1.006 Principles of Professional Conduct for the Education Profession in Florida**

#### **6B-1.001 Code of Ethics of the Education Profession in Florida.**

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

Specific Authority 229.053(1), 231.546(2)(b) FS. Law Implemented 231.546(2)(b) FS. History - New 3-24-65, Amended 8-9-69, Re-promulgated 12-5-74, Amended 8-12-81, 7-6-82, Formerly 6B-1.01.

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**6B-1.006 Principles of Professional Conduct for the Education Profession in Florida.**

1. The following disciplinary rule shall constitute the Principles of Professional Conduct for the Education Profession in Florida.
2. Violation of any of these principles shall subject the individual to revocation or suspension of the individual educator's certificate, or the other penalties as provided by law.
3. Obligation to the student requires that the individual:
  - a. Shall make reasonable effort to protect the student from conditions harmful to learning and/or to the student's mental and/or physical health and/or safety.
  - b. Shall not unreasonably restrain a student from independent action in pursuit of learning.
  - c. Shall not unreasonably deny a student access to diverse points of view.
  - d. Shall not intentionally suppress or distort subject matter relevant to a student's academic program.
  - e. Shall not intentionally expose a student to unnecessary embarrassment or disparagement.
  - f. Shall not intentionally violate or deny a student's legal rights.
  - g. Shall not harass or discriminate against any student on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition, sexual orientation, or social and family background and shall make reasonable effort to assure that each student is protected from harassment or discrimination.
  - h. Shall not exploit a relationship with a student for personal gain or advantage.

- i. Shall keep in confidence personally identifiable information obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.
4. Obligation to the public requires that the individual:
  - a. Shall take reasonable precautions to distinguish between personal views and those of any educational institution or organization with which the individual is affiliated.
  - b. Shall not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression.
  - c. Shall not use institutional privileges for personal gain or advantage.
  - d. Shall accept no gratuity, gift, or favor that might influence professional judgment.
  - e. Shall offer no gratuity, gift, or favor to obtain special advantages.
5. Obligation to the profession of education requires that the individual:
  - a. Shall maintain honesty in all professional dealings.
  - b. Shall not on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition if otherwise qualified, or social and family background deny to a colleague professional benefits or advantages or participation in any professional organization.
  - c. Shall not interfere with a colleague's exercise of political or civil rights and responsibilities.
  - d. Shall not engage in harassment or discriminatory conduct which unreasonably interferes with an individual's performance of professional or work responsibilities or with the orderly processes of education or which creates a

hostile, intimidating, abusive, offensive, or oppressive environment; and, further, shall make reasonable effort to assure that each individual is protected from such harassment or discrimination.

- e. Shall not make malicious or intentionally false statements about a colleague.
- f. Shall not use coercive means or promise special treatment to influence professional judgments of colleagues.
- g. Shall not misrepresent one's own professional qualifications.
- h. Shall not submit fraudulent information on any document in connection with professional activities.
- i. Shall not make any fraudulent statement or fail to disclose a material fact in one's own or another's application for a professional position.
- j. Shall not withhold information regarding a position from an applicant or misrepresent an assignment or conditions of employment.
- k. Shall provide upon the request of the certificated individual a written statement of specific reason for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.
- l. Shall not assist entry into or continuance in the profession of any person known to be unqualified in accordance with these Principles of Professional Conduct for the Education Profession in Florida and other applicable Florida Statutes and State Board of Education Rules.
- m. Shall self-report within forty-eight (48) hours to appropriate authorities (as determined by district) any arrests/charges involving the abuse of a child or the sale and/or possession of a controlled substance. Such notice shall not be

considered an admission of guilt nor shall such notice be admissible for any purpose in any proceeding, civil or criminal, administrative or judicial, investigatory or adjudicatory. In addition, shall self-report any conviction, finding of guilt, withholding of adjudication, commitment to a pretrial diversion program, or entering of a plea of guilty or "Nolo Contendre" for any criminal offense other than a minor traffic violation within forty-eight (48) hours after the final judgment. When handling sealed and expunged records disclosed under this rule, school districts shall comply with the confidentiality provisions of Sections 943.0585(4)(c) and 943.059(4)(c), Florida Statutes.

- n. Shall report to appropriate authorities any known allegation of a violation of the Florida School Code or State Board of Education Rules as defined in Section 1012.795(1), Florida Statutes.
- o. Shall seek no reprisal against any individual who has reported any allegation of a violation of the Florida School Code or State Board of Education Rules as defined in Section 1012.795(1), Florida Statutes.
- p. Shall comply with the conditions of an order of the Education Practices Commission.
- q. Shall, as the supervising administrator, cooperate with the Education Practices Commission in monitoring the probation of a subordinate.

Specific Authority 229.053(1), 231.546(2)(b) FS. Law Implemented 231.546(2), 231.28 FS. History - New 7-6-82, Amended 12-20-83, Formerly 6B-1.06, Amended 8-10-92, 12-29-98. Retrieved from [http://www.fl doe.org/edstandards/code\\_of\\_ethics.asp](http://www.fl doe.org/edstandards/code_of_ethics.asp) on 01/26/2011.

**APPENDIX H: FLORIDA EDUCATOR ACCOMPLISHED PRACTICES**

## **FLORIDA EDUCATOR ACCOMPLISHED PRACTICES**

### **COMPETENCIES:**

Quality of Instruction

Knowledge of Subject Matter

Continuous Improvement

Learning Environment

Assessment

Communication

Professional Responsibility and Ethical Conduct

## **#1 Quality of Instruction**

The effective educator consistently: models and promotes the importance of education and academic achievement to all students; aligns instruction with state-adopted standards at the appropriate level of rigor; plans and designs lessons to achieve student mastery; selects appropriate strategies to be used as formative assessments to monitor learning; uses diagnostic student data to design instruction; develops learning experiences that require students to demonstrate a variety of relevant skills and competencies; appropriately sequences lessons and concepts to ensure coherence and required prior knowledge; uses higher-order questioning techniques; uses varied instructional strategies and resources, including appropriate technology, to teach for student understanding; delivers engaging, challenging, and relevant lessons; differentiates instruction based on an assessment of student learning needs and a recognition of individual differences in students; respects and embraces students' cultural and family background; demonstrates behaviors that are consistent with fairness and equity; utilizes student feedback to monitor instructional needs.

## **#2 Knowledge of Subject Matter**

The effective educator consistently: demonstrates deep and comprehensive knowledge of the subject taught; identifies and modifies instruction to respond to gaps in students' subject matter knowledge; provides instruction to address preconceptions or misconceptions; designs and modifies instruction to deepen students' understanding of content area and advance student learning; selects and sequences engaging, relevant, standards-based content, and then designs and teaches lessons that are relevant to students' learning needs; relates and integrates the subject matter with other disciplines during instruction.

The effective educator consistently: engages in targeted professional growth opportunities and reflective practices; uses a variety of data, independently and in collaboration with colleagues, to evaluate learning outcomes and to adjust planning and practice; designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs; examines and uses data-informed research to improve instruction and student achievement; implements knowledge and skills learned in professional development in the teaching and learning process.

#### **#4 Learning Environment**

The effective educator consistently: creates safe, organized, flexible, inclusive, collaborative, student-centered learning environments; organizes, allocates, and manages the resources of time, space, and attention to engage students in learning actively and equitably; engages students in learning through a climate of openness, inquiry, and support; integrates learning activities that incorporate current information and communication technologies; adapts learning environment to accommodate the differing needs and diversity of students; utilizes current and emerging assistive technologies that enable students to achieve their educational goals; creates and maintains an atmosphere of respect for all areas of diversity.

#### **#5 Assessment**

The effective educator consistently: analyzes and uses data from multiple assessments and measures to diagnose students' learning needs, inform instruction based on those needs, and drive the learning process; designs and aligns formative and summative assessments that match learning objectives and lead to mastery; uses a variety of assessment tools to monitor student progress, achievement and learning gains; modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge; shares the importance and

outcomes of student assessment data with the student and the student's parent/caregiver(s); employs technology to organize and integrate assessment information.

### **#6 Communication**

The effective educator consistently: conveys high expectations; supports, encourages, and provides immediate and specific feedback to students to promote student achievement; models and teaches clear, acceptable oral and written communication skills; utilizes current and emerging assistive technologies to ensure all students can participate in high-quality communication interactions; fosters two-way communication with students and parent/caregiver(s); and collaborates with the home, school, and larger communities to support student learning and continuous improvement.

### **#7 Professional Responsibility and Ethical Conduct**

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, by fulfilling the expected obligations to students, the public and the education profession.

*Rulemaking Authority 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. Law Implemented 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. History-New 7-2-98; Amended 12-17-10.*

## **APPENDIX I: ESOL PERFORMANCE STANDARDS**

## **FLORIDA TEACHER ESOL PERFORMANCE STANDARDS 2010**

### **Domain 1: Culture (Cross-Cultural Communications)**

#### **Standard 1: Culture as a Factor in English Language Learner (ELL) Learning**

Teachers will know and apply understanding of theories related to the effect of culture in language learning and school achievement for ELLs from diverse backgrounds.

Teachers will identify and understand the nature and role of culture, cultural groups, and individual cultural identities.

#### **Performance Indicators**

1.1. a. Understand and apply knowledge about cultural values and beliefs in the context of teaching and learning of ELLs, from diverse backgrounds and at varying English proficiency levels.

1.1.b. Understand and apply knowledge of concepts of cultural competence, particularly knowledge about how cultural identities affect learning and academic progress for students from diverse backgrounds and at varying English proficiency levels.

1.1.c. Use a range of resources in learning about the cultural experiences of ELLs and their families to guide curriculum development and instruction.

1.1. d. Understand and apply knowledge about the effects of racism, stereotyping, and discrimination in teaching and learning of ELLs from diverse backgrounds and at varying English proficiency levels.

1.1.e. Understand and apply knowledge about home/school connections to build partnerships with ELLs' families (e.g., Parent Leadership Councils (PLC)).

1.1.f. Understand and apply knowledge about concepts related to the interrelationship between language and culture for students from diverse backgrounds and at varying English proficiency levels.

## **Domain 2: Language and Literacy (Applied Linguistics)**

### **Standard 1: Language as a System**

Teachers will demonstrate understanding of language as a system, including phonology, morphology, syntax, semantics and pragmatics; support ELLs' acquisition of English in order to learn and to read, write, and communicate orally in English.

#### **Performance Indicators**

2.1.a. Demonstrate knowledge of the components of language and understanding of language as an integrative and communicative system.

2.1.b. Apply knowledge of phonology (the sound system), morphology (the structure of words), syntax (phrase and sentence structure), semantics (word/sentence meaning), and pragmatics (the effect of context on language) to support ELLs' development of listening, speaking, reading, and writing (including spelling) skills in English.

2.1.c. Demonstrate knowledge of rhetorical and discourse structures as applied to second language and literacy learning.

2.1.d. Demonstrate proficiency in English and model for ELLs the use of appropriate forms of English for different purposes.

**Standard 2: Language Acquisition and Development:** Teachers will understand and apply theories and research on second language acquisition and development to support ELLs' learning.

2.1.e. Identify similarities and differences between English and other languages reflected in the ELL student population.

**Performance Indicators**

2.2.a. Demonstrate understanding of current and past theories and research in second language acquisition and bilingualism as applied to ELLs from diverse backgrounds and at varying English proficiency levels.

2.2.b. Recognize the importance of ELLs' home languages and language varieties, and build on these skills as a foundation for learning English.

2.2.c. Understand and apply knowledge of sociocultural, sociopolitical, and psychological variables to facilitate ELLs' learning of English.

2.2.d. Understand and apply knowledge of the role of individual learner variables in the process of learning English as a second language.

**Standard 3: Second Language Literacy Development:** Teachers will demonstrate an understanding of the components of literacy, and will understand and apply theories of second language literacy development to support ELLs' learning.

### **Performance Indicators**

- 2.3.a. Understand and apply current theories of second language reading and writing development for ELLs from diverse backgrounds and at varying English proficiency levels.
- 2.3.b. Demonstrate understanding of similarities and differences between L1 (home language) and L2 (second language) literacy development.
- 2.3.c. Demonstrate understanding of how L1 literacy influences L2 literacy development and apply this to support ELLs' learning.
- 2.3.d. Understand and apply knowledge of sociocultural, sociopolitical, and psychological variables to facilitate ELLs' L2 literacy development in English.
- 2.3.e. Understand and apply knowledge of how principles of phonology, morphology, syntax, semantics, and discourse affect L2 reading and writing development.

## **Domain 3: Methods of Teaching English to Speakers of Other Languages (ESOL)**

**Standard 1: ESL/ESOL Research and History:** Teachers will demonstrate knowledge of history, public policy, research and current practices in the field of ESL/ESOL teaching and apply this knowledge to improve teaching and learning for ELLs.

### **Performance Indicators**

- 3.1.a. Demonstrate knowledge of L2 teaching methods in their historical context.
- 3.1.b. Demonstrate awareness of current research relevant to best practices in second language and literacy instruction.
- 3.1.c. Demonstrate knowledge of the evolution of laws and policy in the ESL profession, including program models for ELL instruction.

**Standard 2: Standards-Based ESL and Content Instruction:** Teachers will know, manage, and implement a variety of teaching strategies and techniques for developing and integrating ELLs' English listening, speaking, reading, and writing skills. The teacher will support ELLs' access to the core curriculum by teaching language through academic content.

### **Performance Indicators**

- 3.2. a. Organize learning around standards-based content and language learning objectives for students from diverse backgrounds and at varying English proficiency levels.
- 3.2.b. Develop ELLs' L2 listening skills for a variety of academic and social purposes.
- 3.2.c. Develop ELLs' L2 speaking skills for a variety of academic and social purposes.
- 3.2.d. Provide standards-based instruction that builds upon ELLs' oral English to support learning to read and write in English.
- 3.2.e. Provide standards-based reading instruction appropriate for ELLs from diverse backgrounds and at varying English proficiency levels.
- 3.2.f. Provide standards-based writing instruction appropriate for ELLs from diverse backgrounds and at varying English proficiency levels.
- 3.2. g. Develop ELLs' writing through a range of activities, from sentence formation to expository writing.
- 3.2. h. Collaborate with stakeholders to advocate for ELLs' equitable access to academic instruction (through traditional resources and instructional technology).

3.2.i. Use appropriate listening, speaking, reading, and writing activities in teaching ELLs from diverse backgrounds and at varying English proficiency levels.

3.2.j. Incorporate activities, tasks, and assignments that develop authentic uses of the second language and literacy to assist ELLs in learning academic vocabulary and content-area material.

3.2.k. Provide instruction that integrates listening, speaking, reading, and writing for ELLs of diverse backgrounds and varying English proficiency levels.

### **Standard 3: Effective Use of Resources and Technologies**

Teachers will be familiar with and be able to select, adapt and use a wide range of standards-based materials, resources, and technologies.

#### **Performance Indicators**

3.3.a. Use culturally responsive/sensitive, age-appropriate and linguistically accessible materials for ELLs of diverse backgrounds and varying English proficiency levels.

3.3.b. Use a variety of materials and other resources, including L1 resources, for ELLs to develop language and content-area skills.

3.3.c. Use technological resources (e.g., Web, software, computers, and related media) to enhance language and content-area instruction for ELLs of diverse backgrounds and varying English proficiency levels.

## **Domain 4: ESOL Curriculum and Materials Development**

**Standard 1: Planning for Standards-Based Instruction of ELLs:** Teachers will know, understand, and apply concepts, research, best practices, and evidenced-based strategies to plan classroom instruction in a supportive learning environment for ELLs. The teacher will plan for multilevel classrooms with learners from diverse backgrounds using a standards-based ESOL curriculum.

### **Performance Indicators**

- 4.1.a. Plan for integrated standards-based ESOL and language sensitive content instruction.
- 4.1.b. Create supportive, accepting, student-centered classroom environments.
- 4.1.c. Plan differentiated learning experiences based on assessment of students' English and L1 proficiency and integrating ELLs' cultural background knowledge, learning styles, and prior formal educational experiences.
- 4.1.d. Plan learning tasks for particular needs of students with limited formal schooling (LFS).
- 4.1.e. Plan for instruction that embeds assessment, includes scaffolding, and provides re-teaching when necessary for individuals and small groups to successfully meet English language and literacy learning objectives.

**Standard 2: Instructional Resources and Technology:** Teachers will know, select, and adapt a wide range of standards-based materials, resources, and technologies.

## **Performance Indicators**

4.2.a. Select and adapt culturally responsive/sensitive, age-appropriate, and linguistically accessible materials.

4.2.b. Select and adapt a variety of materials and other resources including L1 resources, appropriate to ELLs' developing English language and literacy.

4.2.c. Select technological resources (e.g., Web, software, computers, and related media) to enhance instruction for ELLs of diverse backgrounds and at varying English proficiency levels.

## **Domain 5: Assessment (ESOL Testing and Evaluation)**

**Standard 1: Assessment Issues for ELLs:** Teachers will understand and apply knowledge of assessment issues as they affect the learning of ELLs from diverse backgrounds and at varying English proficiency levels. Examples include cultural and linguistic bias; testing in two languages; sociopolitical and psychological factors; special education testing and assessing giftedness; the importance of standards; the difference between formative and summative assessment; and the difference between language proficiency and other types of assessment (e.g., standardized achievement tests). Teachers will also understand issues around accountability. This includes the implications of standardized assessment as opposed to performance-based assessments, and issues of accommodations in formal testing situations.

## **Performance Indicators**

- 5.1.a. Demonstrate an understanding of the purposes of assessment as they relate to ELLs of diverse backgrounds and at varying English proficiency levels.
- 5.1.b. Identify a variety of assessment procedures appropriate for ELLs of diverse backgrounds and at varying English proficiency levels.
- 5.1.c. Demonstrate an understanding of appropriate and valid language and literacy assessments for ELLs of diverse backgrounds and at varying English proficiency levels.
- 5.1.d. Demonstrate understanding of the advantages and limitations of assessments, including the array of accommodations allowed for ELLs of diverse backgrounds and at varying English proficiency levels.
- 5.1.e. Distinguish among ELLs' language differences, giftedness, and special education needs.

**Standard 2: Language Proficiency Assessment:** Teachers will appropriately use and interpret a variety of language proficiency assessment instruments to meet district, state, and federal guidelines, and to inform their instruction. Teachers will understand their uses for identification, placement, and demonstration of language growth of ELLs from diverse backgrounds and at varying English proficiency levels. Teachers will articulate the appropriateness of ELL assessments to stakeholders.

## **Performance Indicators**

- 5.2.a. Understand and implement district, state, and federal requirements for identification, reclassification, and exit of ELLs from language support programs, including requirements of the LULAC Consent Decree.

5.2.b. Identify and use a variety of assessment procedures for ELLs of diverse backgrounds and varying English proficiency levels.

5.2.c. Use multiple sources of information to assess ELLs' language and literacy skills and communicative competence.

### **Standard 3: Classroom-Based Assessment for ELLs**

Teachers will identify, develop, and use a variety of standards- and performance-based, formative and summative assessment tools and techniques to inform instruction and assess student learning. Teachers will understand their uses for identification, placement, and demonstration of language growth of ELLs from diverse backgrounds and at varying English proficiency levels. Teachers will articulate the appropriateness of ELL assessments to stakeholders.

#### **Performance Indicators**

5.3.a. Use performance-based assessment tools and tasks that measure ELLs' progress in English language and literacy development.

5.3.b. Understand and use criterion-referenced assessments appropriately with ELLs from diverse backgrounds and at varying English proficiency levels.

5.3.c. Use various tools and techniques to assess content-area learning (e.g., math, science, social studies) for ELLs at varying levels of English language and literacy development.

5.3. d. Prepare ELLs to use self- and peer-assessment techniques, when appropriate.

5.3. e. Assist ELLs in developing necessary test-taking skills.

5.3. f. Assess ELLs' language and literacy development in classroom settings using a variety of authentic assessments, e.g., portfolios, checklists, and rubrics

## **APPENDIX J: READING COMPETENCIES**

## **FLORIDA READING COMPETENCIES**

Text rule: Understanding reading as a process of student engagement in both fluent decoding of words and construction of meaning.

### **Competency 1: Foundations in Language & Cognition**

Has substantive knowledge of language structure and function and cognition for each of the five major components of the reading process.

The total inventory of Specific Indicators (A-F) satisfy Competency 1.

#### **Specific Indicator A: Phonemic Awareness**

**1.A.1** • Identify and apply basic concepts of phonology as they relate to language development and reading performance (e.g., phonological processing, inventory of phonemes, phonemic awareness skills, phonemic analysis).

**1.A.2** • Distinguish both phonological and phonemic differences in language and their applications in written and oral discourse patterns (e.g., language & dialect differences).

#### **Specific Indicator B: Phonics**

**1.B.1** • Identify structural patterns of words as they relate to reading development and reading performance (e.g., inventory of orthographic representations, syllable conventions; spellings of prefixes, root words, affixes).

**1.B.2** • Apply structural analysis to words (e.g., orthographic analysis, spelling morphologies, advanced phonics skills).

### **Specific Indicator C: Fluency**

**1.C.1** • Identify the principles of reading fluency as they relate to reading development.

**1.C.2** • Understands the role of reading fluency in development of the reading process.

### **Specific Indicator D: Vocabulary**

**1.D.1** • Identify and apply principles of English morphology as they relate to language acquisition (e.g., identify meanings of morphemes, inflectional and derivational morphemes, morphemic analysis).

**1.D.2** • Identify principles of semantics as they relate to vocabulary development (e.g., antonyms, synonyms, figurative language, etc.).

### **Specific Indicator E: Comprehension**

**1.E.1** • Identify principles of syntactic function as they relate to language acquisition and reading development (e.g., phrase structure, types of sentences, sentence manipulations).

**1.E.2** • Understands the impact of variations in written language of different text structures on the construction of meaning.

**1.E.3** • Identify cognitive task levels and the role of cognitive development in the construction of meaning of a variety of texts (e.g., knowledge, comprehension, application, analysis, synthesis, evaluation).

**1.E.4** • Understands the trans active nature of the reading process in constructing meaning from a wide variety of texts and for a variety of purposes (e.g., text connections: within texts, across texts, from text to self, from text to world).

### **Specific Indicator F: Integration of the major reading components**

**1.F.1** • Identify language characteristics related to informal language and cognitive academic language.

**1.F.2** • Identify phonemic, semantic, and syntactic variability between English and other languages.

**1.F.3** • Understands the interdependence between each of the major reading components and their effect upon fluency in the reading process (e.g., reading rate: phonological processing and construction of meaning).

**1.F.4** • Understands the interdependence between each of the major reading components and their affect upon comprehension (e.g., construction of meaning: vocabulary, fluency).

**1.F.5** • Understands the impact of dialogue, writing to learn, and print environment upon reading development.

### **Competency 2: Foundations of Research-Based Practices**

Understands the principles of scientifically-based reading research as the foundation of comprehensive instruction that synchronizes and scaffolds each of the major components of the reading process toward student mastery.

The total inventory of Specific Indicators (A-F) satisfy Competency 2.

### **Specific Indicator A: Phonemic Awareness**

**2.A** • Identify explicit, systematic instructional plans for scaffolding development of phonemic analysis of the sounds of words (e.g., phonemic blending, segmentation, etc.).

### **Specific Indicator: B: Phonics**

**2.B** • Identify explicit, systematic instructional plans for scaffolding development from emergent through advanced phonics with words from both informal and academic language (e.g., orthographic skills, phonetic and structural analysis: rules, patterns, and generalizations).

### **Specific Indicator C: Fluency**

**2.C** • Identify explicit, systematic instructional plans for scaffolding fluency development and reading endurance (e.g., rereading, self-timing, independent reading material, reader's theater, etc.).

### **Specific Indicator D: Vocabulary**

**2.D** • Identify explicit, systematic instructional plans for scaffolding vocabulary and concept development (e.g., common morphological roots, morphemic analysis, system of word relationships, semantic mapping, semantic analysis, analogies, etc.).

### **Specific Indicator E: Comprehension**

**2.E** • Identify explicit, systematic instructional plans for scaffolding development of comprehension skills and cognition (e.g., key questioning strategies such as reciprocal teaching, analysis of relevance of details, prediction; “think-aloud” strategies, sentence manipulation, paraphrasing, etc.).

### **Specific Indicator F: Integration of the major reading components**

- 2.F.1** • Identify comprehensive instructional plans that synchronize the major reading components (e.g., a lesson plan: structural analysis, morphemic analysis, reciprocal teaching, rereading, etc.).
- 2.F.2** • Identify explicit, systematic instructional plan for scaffolding content area vocabulary development and reading skills (e.g., morphemic analysis, semantic analysis, reciprocal teaching, writing to learn, etc.).
- 2.F.3** • Identify resources and research-based practices that create both language-rich and print-rich environments (e.g., large and diverse classroom libraries; questioning the author; interactive response to authentic reading and writing tasks, etc.).
- 2.F.4** • Identify research-based guidelines and selection tools for choosing literature and expository text appropriate to students' interests and independent reading proficiency.

### **Competency 3: Foundations of Assessment**

Understands the role of assessments in guiding reading instruction and instructional decision-making for the reading progress of struggling readers.

#### **Specific Indicators**

- 3.1** • Describe or recognize appropriate test formats and types of test items for assessing the major elements of reading growth: phonemic awareness, phonics, fluency, vocabulary, and reading comprehension.
- 3.2** • Understands the role of assessment in planning instruction to meet student learning needs
- 3.3** • Interpret students' formal and informal test results.

**3.4** • Identify measurement concepts and characteristics and uses of norm-referenced and criterion-referenced tests.

**3.5** • Understand the meaning of test reliability and validity, and describe major types of derived scores from standardized tests.

**3.6** • Demonstrate knowledge of the characteristics, administration, and interpretation of both quantitative and qualitative instructional assessments (to include each of the following: screening, diagnosis, progress monitoring, and outcome measures).

**3.7** • Analyze data to identify trends that indicate adequate progress in student reading development.

**3.8** • Understand how to use data to differentiate instruction (grouping strategies, intensity of instruction: ii vs. iii).

**3.9** • Understand how to interpret data with application of instruction that matches students with appropriate level of intensity of intervention (in whole class, small group, one-to-one), with appropriate curricular materials, and with appropriate strategies.

**3.10** • Identify appropriate criteria for selecting materials to include in portfolios for monitoring student progress over time.

**3.11** • Identify interpretive issues that may arise when English language tests are used to assess reading growth in Limited English Proficient (LEP) students.

**3.12** • Identify reading assessment techniques appropriate for diagnosing and monitoring reading progress of LEP students and students with disabilities in the area of reading.

Has a broad knowledge of students from differing profiles, including students with disabilities and students from diverse populations.

### **Specific Indicators**

**4.1** • Identify the characteristics of both language and cognitive development and their impact on reading proficiency.

**4.2** • Compare language, cognitive, and reading acquisition of different age groups (primary, intermediate, secondary levels) and abilities.

**4.3** • Identify language acquisition characteristics of learners from mainstream, students with exceptional needs, and diverse populations.

**4.4** • Identify stages of reading development for diverse learners, including mainstream students, LEP students, and students with disabilities in reading.

**4.5** • Identify common difficulties in development of each of the major reading components.

**4.6** • Understands specific appropriate reading instructional accommodations for students with exceptional needs and LEP students.

**4.7** • Identify principles of differentiating instruction for all students in mainstream classes, including students with disabilities in reading, and LEP students.

**4.8** • Identify strategies effective and more skilled readers use for word recognition and comprehension in contrast to those strategies used by beginning and/or struggling readers.

**4.9** • Select appropriate materials that address cultural and linguistic differences.

**4.10** • Identify structures and procedures for monitoring student reading progress.

## **Competency 5: Application of Differentiated Instruction**

Has knowledge of effective, research-based instructional methodology to prevent reading difficulties and promote acceleration of reading progress for struggling students, including students with disabilities and from diverse populations.

### **Specific Indicators**

- 5.1 •** Apply knowledge of scientifically based reading research in each of the major reading components as it applies to reading instruction (phonemic awareness, phonics, vocabulary, fluency, comprehension).
- 5.2 •** Apply research-based practices and materials for preventing and accelerating both language and literacy development.
- 5.3 •** Identify techniques for scaffolding instruction for children having difficulty in each of the five major components of reading growth.
- 5.4 •** Apply research-based instructional practices for developing students' phonemic awareness.
- 5.5 •** Apply research-based instructional practices for developing students' phonics skills and word recognition.
- 5.6 •** Apply research-based instructional practices for developing students' reading fluency, automaticity, and reading endurance.
- 5.7 •** Apply research-based instructional practices for developing both general and specialized content area vocabulary.

**5.8** • Apply research-based instructional practices for developing students' critical thinking skills.

**5.9** • Apply research-based instructional practices for facilitating reading comprehension.

**5.10** • Apply knowledge of language to instruction in working with LEP students that are at different levels of oral proficiency.

**5.11** • Identify instructional strategies to facilitate students' metacognitive skills in reading.

**5.12** • Identify reliable and valid assessment procedures to validate instructional applications.

**5.13** • Identify and set goals for instruction and student learning based on assessment results to monitor student progress.

### **Competency 6: Demonstration of Accomplishment**

Applies knowledge of reading development to reading instruction with sufficient evidence of increased student reading proficiency for struggling students, including students with disabilities and students from diverse populations.

#### **Specific Indicators**

**6.1** • Applies knowledge of language development, literacy development, and assessment to instructional practices.

**6.2** • Demonstrate knowledge of research-based instructional practices for developing students' phonemic awareness.

**6.3** • Demonstrate knowledge of research-based instructional practices for developing phonics skills and word recognition.

**6.4** • Demonstrate knowledge of research-based instructional practices for developing reading fluency, automaticity, and reading endurance.

**6.5** • Demonstrate knowledge of research-based practices for developing both general and specialized content area vocabulary.

**6.6** • Demonstrate knowledge of research-based instructional practices for facilitating reading comprehension

**6.7** • Demonstrate knowledge of instruction to facilitate students' metacognitive efficiency in reading.

**6.8** • Demonstrate knowledge of research-based instructional practices for developing critical thinking and content area reading skills

**6.9** • Demonstrate knowledge of goal setting and monitoring of student progress with appropriate instructional application that promotes increases in student learning trends in reading over time.

**6.10** • Demonstrate knowledge of differentiating instruction for all students in mainstream classes, including students with disabilities in reading, and LEP students.

**6.11** • Demonstrate instructional skill in working with LEP students that are at different levels of oral proficiency.

**6.12** • Demonstrate knowledge of creating both language-rich and print-rich environments.

## **APPENDIX K: RECOMMENDED EDUCATION LINKS**



School for Professional Studies  
Florida Campuses

### PROFESSIONAL EDUCATION LINKS

- a. Colorin Colorado [www.colorincolorado.org/educators](http://www.colorincolorado.org/educators)
- b. SALA [wwwfldoeorg/aala/](http://wwwfldoeorg/aala/)
- c. FL Department of Education [wwwfldoeorg/](http://wwwfldoeorg/)
- d. FL RTI [wwwflorida-rti.org/](http://wwwflorida-rtiorg/)
- e. Exceptional Student Education [wwwfldoe.org/ese/](http://wwwfldoeorg/ese/)
- f. WIDA Consortium [www.wida.us/](http://wwwwidaus/)
- g. TESOL [www.tesol.org/](http://wwwtesolorg/)
- h. NABE [www.nabe.org/](http://wwwnabeorg/)
- i. CAL [www.cal.org/](http://wwwcalorg/)
- j. CACREP [www.cacrep.org/](http://wwwcacreporg/)
- k. NCELA [www.ncela.gwu.edu/](http://wwwncela.gwu.edu/)
- l. OELA [www2.edgov/oela](http://www2.edgov/oela)
- m. ED National Teacher Recruitment [www.teach.gov](http://wwwteach.gov)
- n. IES <http://ies.ed.gov/>
- o. Orange County [www.ocps.net](http://wwwocps.net)
- p. Seminole County [www.scps.k12.fl.us/](http://wwwscps.k12.fl.us/)
- q. Osceola County [www.osceola.k12.fl.us/](http://wwwosceola.k12.fl.us/)
- r. Polk County [www.polk-fl.net/](http://www.polk-fl.net/)

**METRO ORLANDO CAMPUS**

5601 South Semoran Blvd.  
Suite 55, Orlando, FL  
32822 • 407.207.3363

**SOUTH FLORIDA CAMPUS**

3520 Enterprise Way, Miramar  
Park of Commerce, Miramar, FL  
33025 • 954.885.5595

**TAMPA BAY CAMPUS**

3655 W. Waters Ave.  
Tampa, FL 33614 •  
813.932.7500

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