

**Sistema Universitario Ana G. Méndez**

**UNIVERSIDAD DEL TURABO**

College of Education

**Florida Campuses**

**Student Teaching Handbook**  
*A Guide for Internship*



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## **Introduction**

The internship is the last clinical experience that students in the College of Education at Universidad del Turabo complete before graduating. It is a five (5) credit course in which the student teacher assumes the responsibility of teaching one or more assignments at the elementary or secondary level. During the internship, the student teacher observes, reflects, reacts, eventually teaches, and evaluates several teaching and learning situations that are common in a classroom.

The internship program of Universidad del Turabo at Florida Campuses is based on the curricular philosophies of the State of Florida Department of Education, which directs the efforts towards educational excellence with humanistic foundations. The major focus is directed toward the development of thinking skills and the development of the student, taking into consideration that the student is a human being with cognitive and affective capacities that are in constant development. In addition, it is founded on the educational practices of the constructivist pedagogy in which the teacher assumes the role of mediator and facilitator of learning, while the student becomes an active participant. In addition, the pedagogy of constructivism is founded on the educational practice in which the teacher assumes the role of mediator and of facilitator of learning, while the student becomes an active subject capable of self-evaluating his/her own learning progress and reflecting upon his/her own experiences.

This perspective requires the analysis and reflection based on the Professional Teachers Standards published by the State of Florida Department of Education and the learning theories that facilitate the process of preparing the student teacher in a way that s/he will begin the teaching profession with adequate mastery of the processes required by a teacher in the classroom.

The undergraduate program in the College of Education in Puerto Rico offers four (4) bachelor's and fifteen (15) areas of specialization. In the Bachelor of Arts in Elementary Education, the student can opt for a specialization in Pre-K education, primary education, or 4<sup>th</sup>-6<sup>th</sup> grade elementary education. In the Bachelor of Arts of Special Education, concentrations in minor disabilities and speech and language problems are offered. The Bachelor of Arts in Secondary Education includes specializations in Biology, General Science, Mathematics, Chemistry, Social Sciences, Spanish, History, English, and Vocational Education. The Physical Education program offers two specializations: Physical Education at the elementary level, and Teaching Physical Education at the secondary level.

Universidad del Turabo at Florida Campuses offers a Bachelor of Arts in Elementary Education, the Bachelor of Arts in Secondary Education that includes a specialization in Mathematics, and two Master's degrees: Guidance and Counseling, and Teaching English as A Second Language.

The purpose of this handbook is to serve as a guide for all the student teachers, teachers who serve as mentors during the internships, and university supervising professors and mentoring directors.

## **Framework of the College of Education**

In 2004, the College of Education developed and approved a framework that serves as a guide for all the programs that prepare the education professionals. The philosophy, vision, mission, beliefs, and principles established in the framework are applicable to the programs of Bachelor of Education, Bachelor of Physical Education, Master of Education program and Master of Physical Education as well as the Doctorate of Education program.

The constructivist paradigm supports the academic engagement of preparing educational leaders who reflect and collaborators who help transform education. Learning to teach requires the integration of theories and investigations related to development, the methodology of teaching, and the clinical applications of theory and investigation. In order to help the student in the significant construction of knowledge, the educator should incorporate hands-on strategies of learning in the planning and delivery of instruction. The students should be exposed to experiences that allow them to assume responsibility for their own learning and to make their own instructional decisions.

The constructivist focus requires that educators promote learning environments that provide opportunities for action and integration. It requires, moreover, the use of strategies that facilitate problem solving, analysis, and reflection.

## **Vision and Mission**

### **Vision**

The College of Education at Universidad del Turabo aspires to be recognized as the leader in the preparation of education professionals. For this purpose, we provide high-quality educational experiences, innovative programs and processes, and openness to change, which is required by education in a diverse global society that constantly changes and is focused on technology.

### **Mission**

The College of Education is obligated to the development of education professionals that contribute to the transformation of educational organizations. Our mission is to provide educational experiences that allow these future professionals to develop as reflective leaders, collaborative and highly effective in their everyday personal and professional lives. We see instruction as an art and a science, learning as a reciprocal process and service as a responsibility. Inasmuch, we provide a learning environment that stimulates individual creativity, respect for the dignity of all human beings,, and the construction and application of knowledge.

The firm obligation and great sense of responsibility in our role as educators is manifested in the values that are reinforced by the College of Education, which are:

- Excellence and innovation in teaching and learning
- Integration of theory and practice
- Professional and personal integrity and responsibility

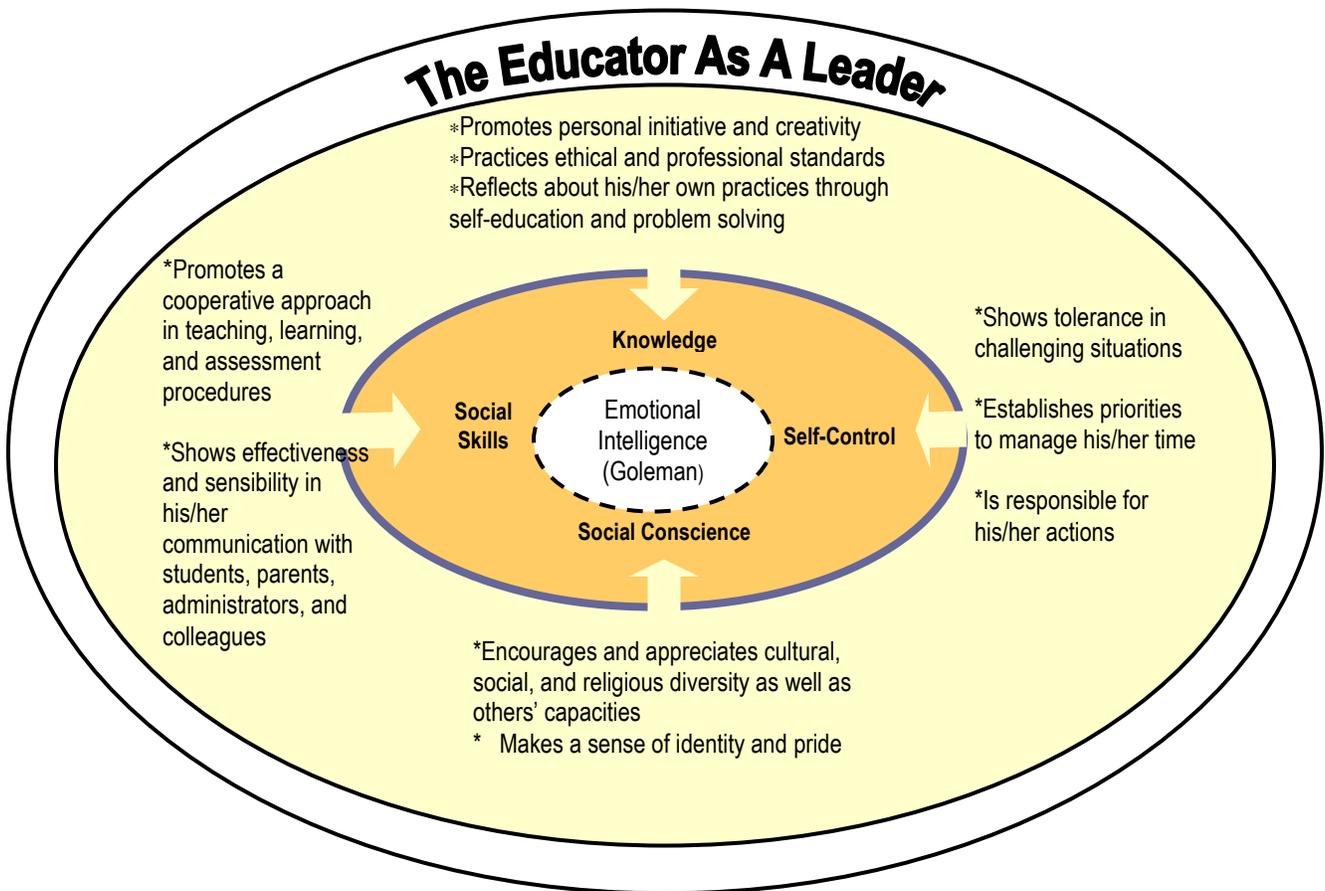
- Creative capacity and development of significant projects that serve as an example in our field
- Active construction and application of knowledge
- Stimulation of intellectual development, academic excellence and personal dignity
- Teamwork and collaboration with schools, districts, institutions of higher education, and organizations in and out of Florida
- Quality of service for our students
- An obligation to service through support, collaboration, and friendship

### **Our motto**

The motto of the College of Education is “**Leadership, Collaboration and Reflection to Transform Education.**” The definitions of the three concepts included in the motto integrate the knowledge, skills, and dispositions that we believe are essential to the development of educators who can perform a crucial role in the transformation of education.

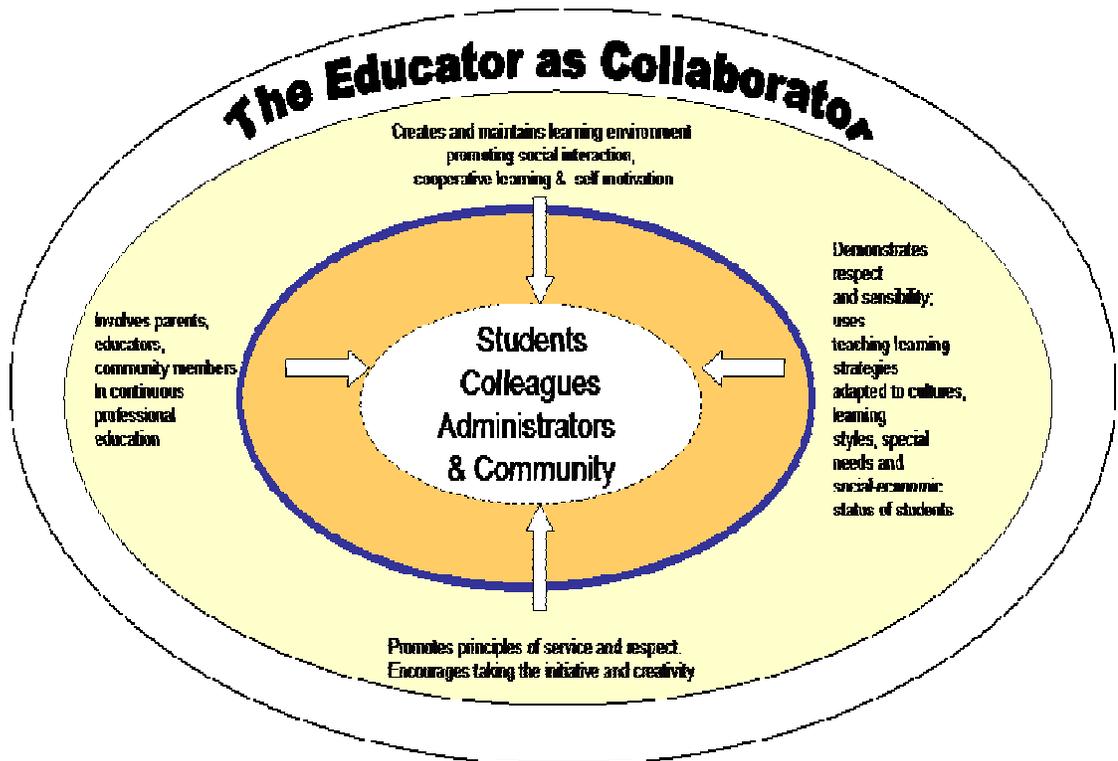
## Leadership

We define leadership as professionalism, enthusiasm, passion, and obligation to transform teaching and learning; the ability to unite school and community to achieve the ultimate form of learning and improve the quality of life in our society.



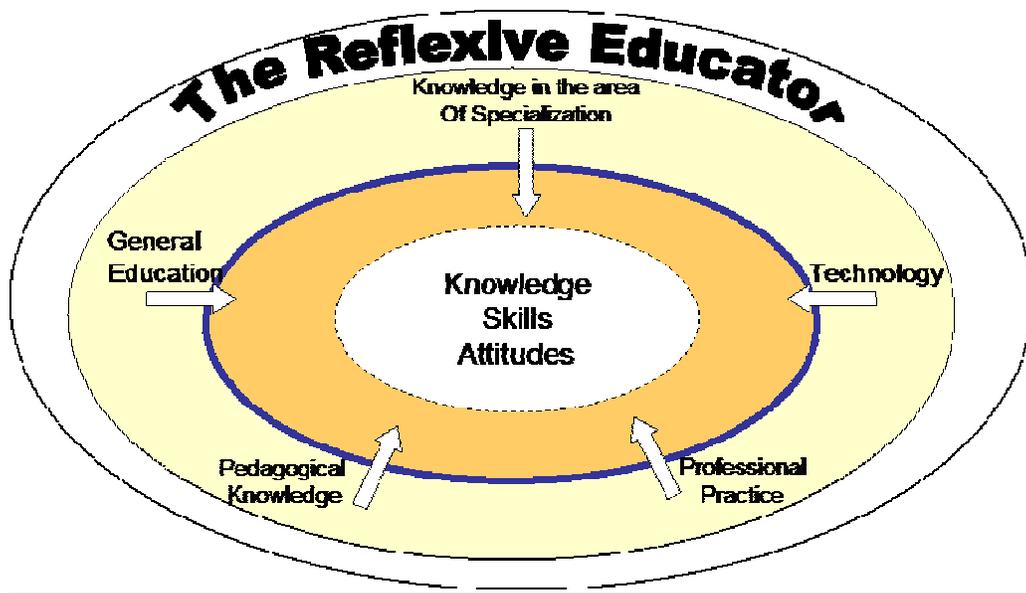
## Collaboration

We define collaboration as the capacity to work as a team to identify goals, develop ways to reach them, and solve problems that may come up in the process. A collaborative educator supports a work culture based on respect towards diversity and dignity of all human beings; values the principles of equity and tolerance; and sees service as a form of collaboration.



## Reflection

We define reflection as the process of analyzing, evaluating and integrating educational knowledge, skills, dispositions, and practices. Reflection provides the opportunity for professional growth. A reflective educator should possess competencies and knowledge in skills of communication, critical thinking, media and instructional technology, development and learning, classroom management, mediation, and assessment of learning and mastery of the subject to be taught. The educator should also possess dispositions, aptitudes, and professional values expected of an education professional.



## **Learning Goals of the College of Education**

The College of Education has defined the learning goals that the teaching candidates must reach in terms of knowledge, skills, and dispositions that every education professional must possess. The candidates should also provide evidence of execution of and obligation to the guiding principles of our framework: leadership, collaboration, and reflection. The various programs of study can add knowledge, skills, and dispositions particular to their discipline that the teaching candidates of those programs must acquire.

### **Knowledge**

The teaching candidate must:

1. Possess knowledge of the principles, concepts, and structures of the subject to be taught.
2. Recognize that students develop and learn in different ways and provide documentation of instructional experiences that attest to diversity.
3. Know and use strategies of formal and informal assessment to evaluate the development and progress of students.
4. Reflect about the acquired knowledge.

### **Skills**

The teaching candidate:

1. Uses effective verbal and non-verbal communication.
2. Plans instruction based on subject knowledge, level and abilities of students, and the curricular goals.

3. Knows and uses a variety of strategies and instructional materials.
4. Maintains a learning environment that promotes the intellectual, social, and personal development of students.
5. Reflects about his/her pedagogical practice and its impact on student learning.

### **Dispositions**

The teaching candidate:

1. Possesses the dispositions of leadership and collaboration that are expected from an education professional.

### **Leadership**

The teaching candidate:

1. Reflects and self-evaluates in relation to his/her personal and professional accomplishment.
2. Wears proper attire and shows appropriate demeanor.
3. Is flexible and accepts suggestions and recommendations.
4. Demonstrates ethical and professional conduct.
5. Accepts responsibility for his/her decisions and actions, and their corresponding consequences.
6. Demonstrates interest in his/her professional growth and development, and in going further than the minimum requirements of the profession.
7. Prioritizes and manages time effectively.

8. Demonstrates tolerance and self-control in challenging situations.

### **Collaboration**

The teaching candidate:

1. Demonstrates respect for students, colleagues, and profession.
2. Demonstrates capacity and enthusiasm to work collaboratively.
3. Maintains effective communication with parents, teachers, administrators, and colleagues.
4. Participates voluntarily in activities sponsored by the school, district, and/or university.

## Legal Base

The module is based on the dispositions of Chapter 6 A5 and the Rules that govern the Approval of Programs of Teacher Education and Chapter 6 B1 and the rules that govern The Code of Ethics of the Education Profession in the State of Florida. Interns are placed in schools and assume the work schedule of a full-time teacher, all day, five days a week, for ten weeks. Interns practice to develop knowledge, skills, and dispositions of the teaching profession as measured by the Florida Educator Accomplished Practices (see Appendix G). Particular emphasis is placed on planning in which interns practice long-range, intermediate, and daily planning for student performance based on planned instruction; and using time management and classroom management skills that are essential to student achievement.

The faculty of the College of Education supervise (all) internships and collaborate with supervising teachers to guide the intern in developing teaching skills, and evaluate teaching practices according to indicators of the Florida Educator Accomplished Practices that relate to pre-service practice.

Internship is full-time, all day, five days a week, during a ten-week period. This experience is normally completed during the student's last semester of studies. The student is placed in an approved school and classroom under the supervision of a supervising teacher and university coordinator. Students are expected to develop and execute instructional plans, and to demonstrate the competencies required for temporary certification. Student teaching is considered a full-time experience for five days during a 10-week period, and students are permitted to enroll in other classes **only with the consent of the Executive Director.**

Internship is a full-time, all-day student teaching experience during a ten-week period in which interns gradually assume full-time teaching responsibilities and complete their professional preparation. The goals are for student teachers to:

- practice the skills they have learned in their college coursework in an actual teaching situation;
- demonstrate the ability to do long- and short-range planning, to instruct and manage classes for full days of teaching for an extended period, and to evaluate pupil progress;
- assume all dimensions of the teacher's role.

## **Goals of the Internship**

The goals of the Internship are:

- To provide a learning environment in which interns can practice effective teaching strategies;
- To provide coaching and mentoring to interns to the extent that they can demonstrate competency in the Florida Educator Accomplished Practices for Teacher Educators.

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## **Eligibility for Internship**

As a student in good standing in the College of Education, and having met entrance requirements into the College, in order to be eligible for internship, students must have:

- A minimum general GPA of 2.50
- A minimum GPA of 2.50 in the area of specialization
- Approval of a minimum of 110 credits
- Approval of 25 credits in the area of specialization
- Pedagogical Integration Seminar concurrent with internship
- Approval of courses with at least a C average, in accordance with the academic norm
- Completion of EDUC 202, 363, 322 and 123

## **Utilization of Teaching Experience**

The State of Florida will accept two years of teaching experience to satisfy the internship requirements only if the person holds a bachelor's degree or higher in the field and is covered by a temporary teaching certificate granted by the State of Florida while teaching. If the individual does not have at least a bachelor's degree and a temporary teaching certificate granted by the State of Florida while teaching, Florida will not accept that experience.

If you meet these requirements, you may complete a petition form for waiver of Internship and submit it to the Internship Coordinator for evaluation. Waiver requests must be supported by the academic program coordinator. (The student must make arrangements at the Office of Certifications in the Florida Department of Education and, in the event of acceptance, bring in the certification to the College of Education at Universidad del Turabo). If the waiver of Internship is accepted, and in order to substitute the five (5) credits of the internship, the student should take the same number of credits in his/her major.

## **Practice/Internship Centers**

### Selecting the practice/internship center

The Internship will be allowed only in Orange, Osceola, Seminole, and Polk Counties. The internship in other counties different from Orange, Osceola, Seminole, and Polk will be evaluated on case-by-case basis by the Internship Coordinator and the supervising professor.

The internship procedures vary in each county. In Orange County Public Schools, the internship coordinator at the district level will select the public school accredited in accordance with the law to designate as internship centers (See Appendix A). In Osceola, Seminole, and Polk County Public Schools, interns may contact the public school of their preference to let the principal know that they are interested in doing their internship at his/her school (see Appendix B). The Intern should complete the contract agreement form to proceed with this matter (see Appendix M).

### The criteria to select the internship centers are as follows:

- Hold accreditation and license
- Have an assigned director or principal
- Have supervising teachers who hold a certificate for Clinical Educator training with the number of hours required by the school district where the internship will take place.
- Show evidence of a constructivist focus and the development of innovative curricular projects.
- Use and maintain the necessary facilities in relation to the situation and specific circumstances of the school.

### Selection of supervising teachers for the internship

Supervising teachers will be selected if they possess:

1. A continuing or professional service contract, a minimum of three (3) years of successful teaching experience at the level or area of specialization in which they will serve as mentor teacher, proven academic competency and professionalism and a certificate proving the completion of the Clinical Educator Training as approved by the school district in which the internship will take place.
2. In Elementary Education, Secondary Education in Mathematics and English Education supervising teachers must be ESOL endorsed/certified.

The selection process will be done by the district's internship coordinator, or the internship center's director. The Internship Coordinator monitors compliance, in collaboration with school district personnel. The Student Teacher Acceptance Form, signed by the principal, the supervising teacher, the county representative, and the director, also outlines these criteria.

### Procedure for placement of the student teacher

The Internship Coordinator will evaluate the candidate's application to ensure that all the criteria are met.

- The students will be notified by mail as to what determination has been made. (See Appendix C)
- The students who do not meet the criteria will be given the reasons why their application was denied.
- The coordinator will make an appointment with the students who meet the criteria and will be enrolled in the corresponding internship course.

- The coordinator will hold a meeting with the accepted teacher students and the supervising teachers to discuss the rules stipulated by the Internship Handbook. In addition, every student will receive a letter containing the name of the internship center assigned, the level in which he will complete the internship, and the name of the university's supervisor.

Individual situations where the student-teacher candidate is already working as a teacher or paraprofessional will be evaluated on a case-by-case basis by the Internship Coordinator at the district level.

## **Rules**

### Application

The student that is on his/her last year of study should apply for the internship if s/he meets the following criteria:

- Minimum general GPA of 2.50
- Minimum GPA of 2.50 in the area of specialization
- Approval of a minimum of 110 credits
- Approval of 25 credits in the area of specialization
- Pedagogical Integration Seminar concurrent with internship
- Approval of courses with at least a C average, in accordance with the academic norms
- Completion of EDUC 202, 363, 322 and 123

Once the student meets the above criteria, s/he must follow this procedure:

- Turn in the application to the Internship Coordinator at the Florida Campuses by the indicated dates:

*For the fall semester, turn in the application by February 15.*

*For the spring semester, turn in the application by September 15.*

- All special students or transfers must have the approval of the Internship Coordinator and the Executive Director, and have gone through the process that certifies his/her completion of all requirements.
- If s/he decides not to complete the internship, once authorized and enrolled, s/he must notify in writing at least a week before the academic semester resumes.
- Any exceptions to these rules should be discussed with the Internship Coordinator and the Executive Director.

#### Calendar and schedule

The student teachers must attend their internship Monday through Friday for five days during a consecutive 10-week period. An exception to this schedule is when the student teacher meets for four hours with his/her supervising professor. These meetings will be carried out five times during the course on Fridays. Consequently, the student teachers at Universidad del Turabo: Florida Campuses will have to enroll for their internship during two full PT's. The student teachers shall complete a minimum of 225 internship hours in the classroom over a ten-week period.

For the purpose of internship, student teachers will observe the holidays scheduled by the school system to which they are assigned regardless of the holidays observed by all Florida Campuses.

#### Attendance

- The student teachers have the obligation of being punctual and having consistent attendance. The Intern will complete the Attendance Sheet. (See Appendix E)

- During the first day, the student teacher will complete the Internship first-day report and return it to the University during the first week of placement. (See Appendix D)
- Absences will not be accepted unless the student is sick or a death in the family of a close relative occurs, or s/he is serving as a juror (Jury Duty). If the student misses days because of these circumstances, the internship hours must be made up. The supervising teacher and supervising professor will determine how the student teacher will make up the missed time.
- If the student teacher must be absent, he must call the school's office as soon as the office is open and also contact the supervising teacher. Afterwards, s/he must also notify his/her supervising professor.
- In the situation of excessive absences, the student teacher could be removed from the internship center. Five (5) absences will be considered excessive.

#### School-sponsored activities

- The student teachers should be at the school during the time designated by the supervising teacher and the school director/principal without exceeding the schedule established by the university.
- The student teachers will meet with their supervising professor on Fridays five times during the course from 8:30 a.m. -12:30 p.m.
- It is expected that the student teacher will not participate in activities that will interrupt the schedule of his/her internship.

#### Absence of the supervising teacher

- The Universidad del Turabo does not allow the student teacher the option to work as a substitute teacher while completing the internship. When the supervising teacher is absent, the director will assign the student-teacher tasks appropriate for the internship, such as the following:

- Observing classes
- Preparing teaching materials
- Coordinating activities with the school's media center

In the case that the supervising teacher can not fulfill his/her supervisory duties for more than a week, the student teacher will be reassigned to another supervising teacher. The principal mentor, the supervising professor, and the district's internship coordinator will determine if the reassignment will be in the same or in an alternate school.

#### Orientation and technical assistance

- The orientation and technical assistance of the student teachers will be coordinated by a team of facilitators comprised of the principal mentor, the supervising teacher, and the university's supervising professor. Upon arrival at the internship center, the student teacher will receive a brief orientation before being introduced to his/her supervising teacher.

#### Reassignment of the Internship Center

- The reassignment of the Internship Center can be initiated by the supervising teacher, the university's supervising professor, the supervising teacher, or the student teacher.
- The student teacher can have his/her request for reassignment denied if the request is the result of an unethical conduct, criminal activity or extreme incompetence during the development of the internship.
- The decision for reassignment will be made by the team of facilitators of supervision: supervising teacher, supervising professor, and principal mentor.
- The final decision for reassignment will be made by the district's internship coordinator.

### Repeating the Internship

The application for repeating the internship should be done at or before two years from the termination of the internship or receiving a grade less than C.

- The student will have two (2) opportunities to repeat the internship.
- The application to repeat the internship is initiated with a letter to the Internship Coordinator with a copy to the Director of Faculty and Curriculum. The semester in which the student solicits the second opportunity must be specified, and the letter must be turned in two months before the beginning of the semester in which the internship is set to take place.

### Intervention guide for problem solving

- The problem is identified by the supervising teacher or the supervising professor.
- The supervising teacher and the supervising professor meet to identify the problem.
- The supervising teacher and the supervising professor meet with the student teacher to clarify the problem and generate suggestions for its solution. Minutes from the meeting will be taken and a narrative will be reported to the Internship Coordinator.
- If the problem persists, a second meeting will take place where one of the following options will be taken:
  1. Reassigning the supervising teacher
  2. Reassigning the internship center
  3. Withdrawal and application for the internship to be completed in the following semester
  4. Reasonable accommodation

## **Academic Requirements**

Preparing new teachers, the Universidad del Turabo at Florida Campuses has as its goal that the student teacher become a dynamic and informed professional. The faculty and team are obligated to the preparation of future teacher, who are creative, innovative, inquisitive, and educational leaders in the work environment. The professionals involved in this task, believe in a reflective internship and in a student teacher who is inquisitive where s/he will create knowledge, develop skills, dispositions, and values which will be strengthened and improved upon through the experiences of the internship.

### **Academic Requirements**

The student teacher must complete the following requirements during the internship:

- Keep a reflective diary.
- Prepare daily lesson plans.
- Teach and evaluate students from K – 12; plan, implement, and be observed during the internship.
- Complete an educational portfolio.

### Reflective Diary

The diary is a continuous narrative where the student teacher will write everything that documents the growth of his/her knowledge in the following areas:

- Personal and professional needs in which additional training is needed, e.g., the use of retro-feedback or questioning, summarizing or transitioning as instructional strategies.
- The relationship among students, supervising teacher, staff at the internship center, and the community, responding and valuing others.

- Development of teaching strategies and classroom management skills.
- Flexibility in managing situations and events that surface daily in the classroom; for example, strategies to manage late students or those who need positive reinforcement to improve or manage their behavior.
- Identifying student interest as well as the types of questions and topics that are of interest to them and are most closely related to their ideas.
- Understanding of the teacher's role in the school and community.
- Recognizing and applying the educational principles related to students' needs or the retro-feedback techniques.
- Identifying the instructional strategies that need to be adapted based on students' needs; for example, planning with the special education teacher to help those students who have special needs.

The university's supervisor will review the notes taken in the student teacher's reflective diary every time s/he visits the internship center and will evaluate it at the end of the semester..

### Planning

Units, lessons, activities, experiences, techniques, plans, and strategies are terms that are used daily in the classroom to identify certain aspects of the teacher's planning process. Teachers plan to introduce, reinforce, classify, assist, organize, and communicate with their students.

- During the internship every student teacher will be responsible for planning for a short and long term. Plans evidence the daily work that is taking place with students.
- In the internship, lesson plans are written ahead of time and they should be corrected and signed by the supervising teacher before they are put into action.
- The lesson can not take place if the lesson plan has not been effectively corrected. If, when the lesson plan is corrected, it had too many errors, the plan must be revised.

- The date should be written in pencil until the day in which the plan is to be developed, in case there is a situation that prevents the plan from being implemented. Lesson plans must follow a sequential order.
- The plans will be turned in in the manner that the supervising teacher decided.
- If the student teacher has to be absent from school, and it is one of the days when lesson plans are turned in, whether for corrections or revised, it is the student's responsibility to send them to the mentor teacher.

Lesson plans will be placed and organized in a lesson plans' notebook, which will be divided by subject taught by the student teacher, with plans already corrected and signed by the supervising teacher. The plans corrected by the supervising teacher should not be discarded and will be placed and properly identified in the lesson plans' notebook as drafts.

A teacher who plans for instruction daily achieves all that s/he wishes to achieve with students, is organized, and is confident in him/herself.

Important steps to take when planning:

- Plan independently
- Plan sequentially
- The plan's objectives must be related and must be measurable through application or evaluation.
- The activities developed should be related to the formulated objectives.
- The student teacher should use different and varied instructional methods to meet the students' needs.
- The student should be challenged during class and encouraged to think using the highest levels of thought, based on his/her potential.
- An effective plan provides for individual student differences based on the grouping criteria already established because of their needs.

- The daily plan should be specific. It should include all the activities that will take place during the class, and should be followed as written.
- The framework that will be used for the plan that will include Name, Date, Subject, Topic, Objectives, Bell Work/Exploration, Conceptualization, Closing, Assessment, Materials, Benchmarks, ESOL strategies, where the teacher is a mediator that will facilitate the process of reconstructing the students' experiences, the assimilation of new knowledge, and the transference of what was learned to new academic situations.

### Classroom Instruction

Once the student teacher has completed a reasonable number of observations, has worked and interacted with students and small groups, he will assume more responsibility in the lesson preparation and the daily lesson planning, instruction, and classroom management.

The internship experience will take place in stages, phases, or cycles. Each one of these will have duration of two, three, or four weeks.

The tasks the teacher will complete each cycle are as follows:

- First Cycle (approximately 2 weeks) – A cordial and professional environment between the student teacher and the supervising teacher will be established; there will be orientation about procedures and the school and classroom functioning; the student will be oriented in relation to the use and management of curricular guides, texts, and resources available at the internship center and the community. The work team (supervising teacher, supervising professor, school director, and internship coordinator) will have the following functions:
  - Orientation about the format that will be used in the lesson plans
  - Explanation about the skills and concepts that will be developed through the daily lessons.
  - Observation of classes

- Provision for the student teacher to become familiar with the following tasks:
  - ❖ Copy notes on the board.
  - ❖ Prepare pictures, poster boards, assignments, games, etc.
  - ❖ Help grade class work and homework completed by students.
  - ❖ Participate actively in the arrangement and preparation of the classroom.
  - ❖ Review the students' official records.
  - ❖ Help with administrative and test-correcting tasks.
  - ❖ Distribute materials and assignments.
  - ❖ Call attendance
  - ❖ Read stories
  - ❖ Help students individually to complete assignments.
  - ❖ Organize a work area (desk, bulletin boards).
  - ❖ Become familiar with the school's emergency procedures in case of fire, gas leaks, or inclement weather.
  - ❖ Become familiar with the school facilities such as the media center, auditorium, lunch room, clinic, photocopier, computer lab, etc.

The supervising teacher along with the supervising professor will determine the appropriate date to introduce the student teacher to actively teaching in front of the students.

- Second Cycle (weeks 3 and 4) – The supervising teacher will give the student teacher the opportunity to actively participate in the processes of planning and developing a lesson and the evaluation of goals. Both will plan, execute, and evaluate the lessons together. They will work as a team. The supervising teacher will delegate a larger role to the intern in the leadership of classroom activities. Early in this period, the intern should begin to assume total responsibility for one class under the teacher's observation and supervision.

- Third cycle (weeks 5, 6 and 7) – In this cycle, the supervising teacher will allow the student teacher to continue total responsibility for one lesson daily under his/her observation and supervision. By adding one class and then two during this period, the intern will assume total responsibility for two classes daily during week 5 and for three daily classes during weeks 6 and 7. The supervising teacher will discuss the positive aspects of the lesson and will offer the appropriate reinforcement and recommendations pertinent to those aspects that the student teacher should improve upon during the learning-teaching process. The supervising teacher should document everything that is discussed in writing, and it must be signed by both parties. The student teacher will make notes in the reflective diary and the professional notebook. The supervising professor will evaluate and follow up on the student's effectiveness during this cycle.
- Fourth Cycle (weeks 8, 9 and 10) – The student teacher in grades K – 12 will continue responsibility for 3 daily classes and beginning with week 8, will assume responsibility for 4 classes and for weeks 9 and 10, the intern will assume responsibility for all of the daily classes. The supervising teacher will always systematically observe the work of the student teacher during the teaching-learning process, making notes of what is observed and presenting the appropriate recommendations. All aspects mentioned before will continue to be observed and evaluated. Enriching experiences will be provided to the student teacher so that s/he will become familiar with all the tasks completed by a classroom teacher during a semester, including the end of the semester activities, such as assigning grades if necessary. The supervising professor with the supervising teacher will evaluate together the student teacher's effectiveness during his/her internship.

It is important to highlight that at the elementary level, the student teacher is required to teach various content areas or subjects and to be able to work with all abilities and levels of the students during the 10-week internship period taking into consideration the four cycles, which must be completed. The student teacher at the

secondary level will teach several class periods a day in the area of specialty. Those student teachers in the special education program will be required to continue with the program of individualized instruction recommended by their supervising teachers, in at least two daily hours of direct contact with students. The rest of the time will be used to observe and help the supervising teacher or those professionals who work with students with special needs.

The student teacher has to prepare written daily lesson plans, tests, practice exercises, assignments, and have them available for the supervising teacher and the university supervisor to evaluate. The plans should be organized in chronological order and placed in the lesson plans notebook. The annotations in the reflective diary must be made daily and must be available whenever the supervisor asks for them. The student teacher should prepare and implement in his/her lessons instructional strategies using the computer in accordance with the existing facilities. The lesson will be observed and documented by the supervising professor.

### Portfolio

A portfolio is a systematic and organized collection of evidence used by the teacher and student to monitor the development of knowledge, skills, and aptitudes of the students. It is a compilation of evidence and reflections that document the accomplishments of the student teacher during the internship. The portfolio could include, but is not limited to, writing samples, evaluations of professional tasks, projects, and evidence of student learning, photos, and videos. The evidence of the compiled work is a satisfactory sample of the accomplishments and results of the learning of students in the Educational Program. (See Appendix H: Portfolio Check list)

The Professional Portfolio is divided into a number of sections or areas of competency. The areas of competency, which are indicated below, correspond to the Florida Educator Accomplished Practices adopted by the Florida Education Standards Commission. The Educator Accomplished Practices were developed as a set of

teaching principles with key indicators of behavior for each identified principle. These teaching principles reflect high expectations and provide a model of continuous improvement for educators from preprofessional to the accomplished practice level. The Educator Accomplished Practices have been correlated with the School Improvement and Accountability Goals and Standards, the Sunshine State Standards, the Florida Minimum Competencies for Professional Certification (231.17,F.S.), the Teacher Certification Examination (Essential Teaching Competencies), Performance Assessment Criteria (Section 231.29(3), F.S.), and the Standards for Competent Professional Performance (State Board Rule 6B\_5) (Florida Department of Education, 1998). The practices were recommended to and approved by the Florida legislature.

### **Professional Portfolio Areas of Competency**

1. Autobiography
2. Résumé
3. Assessment
4. Communication
5. Continuous Improvement
6. Critical Thinking
7. Diversity
8. Ethics
9. Human Development and Learning
10. Knowledge of Subject Matter
11. Learning Environments
12. Planning
13. Role of the Teacher
14. Technology
15. Reflections about Internship

- Portfolio Evaluation: The supervising professor is responsible for reviewing the student teacher's portfolio and providing support and assistance in compiling the materials, documentation and accompanying reflections. The supervisor will use a rubric to evaluate the portfolio (See Appendix I). The supervising teacher will use the portfolio as a catalyst to discuss with the student teacher the best instructional practices and will provide documentation for the supervising professor to evaluate the student teacher.

# **ASSESSMENT & EVALUATION**

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

Clinical Supervision is both a concept and a process designed to improve teaching performance. The central 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.

- I. Goals for Supervision
  - A. To facilitate high-quality instruction
  - B. To identify strengths and weaknesses in the instructional process and professional responsibilities.
  - C. To identify individuals evidencing instructional excellence, high competency, and/or improvement in the performance of their professional responsibilities.
  - D. To provide strategies and/or resources for improvement of instruction and professional responsibilities
3. Effective clinical supervision should provide an opportunity for pre-service teachers to:
  - A. examine, discuss, and articulate their educational philosophies;
  - B. receive objective feedback on their teaching;
  - C. examine the relationship between their anticipated and actual performance in the classroom;
  - D. examine the relationship between their philosophies and other assumptions, theories, and research about effective teaching; and
  - E. develop, implement, and receive support for appropriate changes in both their espoused and practiced educational beliefs.
- III. Robert Goldhammer's model for clinical supervision includes five stages:
  - A. Pre-observation conference
  - B. Observation
  - C. Data analysis
  - D. Post-observation conference
  - E. Post-conference analysis

Stages one, two, and four directly involve the observed teacher.

The observer utilizes stages three and five.

### **Pre-observation Conference**

The purpose of this conference is to obtain information about the teacher's intentions (objectives of the lesson, planned procedures, criteria for evaluation, etc.), to establish a "contract" or agreement between the supervisor and the intern for carrying out the observation. See Appendix L.

At this time specific goals to be achieved and/or competencies to be evaluated during the formal visit will be discussed. Student teacher and supervising professor will establish a time for the classroom visit. A pre-observation conference will be held with the student teacher before the first formal observation. (See Appendix J)

Pre-observation questions:

1. How can I be of help to you?
2. What specifically do you wish me to look for?
3. What specifically do you wish me to know?
4. Is there a particular student you want me to watch?
5. What are your understanding goals and expectations for the lesson?

### **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 and skills of the intern; see Appendix K.

### **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.

Post-observation questions:

1. How do you think the lesson went?
2. Can you recall what the students were doing that made you feel this way?
3. What do you remember about what you did or the strategies you used?
4. How does this compare with what you expected would happen?
5. Why do you think it happened this way?
6. Would you like me to share what I observed?

The report of the observation will be written and will be signed for verbal and written input when the report is discussed and signed.

### **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.

## Evaluation of Internship

At the midpoint of Internship (5 weeks), a formative evaluation takes place (Student Teacher Competency Profile Summary). The midpoint evaluation is a three-way conference between the student teacher, supervising teacher, and supervising professor. The purpose of this evaluation is to make note of the student's performance, particularly in those areas of needed improvement.

The midpoint evaluation represents a consensus of the student teacher, supervising teacher, and supervising professor. The supervising teacher *and* the supervising professor will complete written evaluation forms using the Rubric for Assessing Interns.

*Important Note: If the midpoint evaluation is less than satisfactory, the collaborative team members design a plan for improvement, which must be consistently monitored to note progress.*

At the conclusion of Internship, a final (10 weeks) (summative) evaluation occurs (Student Teacher Competency Profile Summary). This evaluation is also a three-way conference similar to the midpoint evaluation, and represents a consensus of the opinions of the supervising teacher, supervising professor, and student teacher. The supervising teacher and the supervising professor must complete *separate typed or word-processed* evaluation forms using "S", "N" and "U" ratings; the university professor also submits a second evaluation form using the Rubric for Assessing Interns.

## **WHY WE USE THE FLORIDA EDUCATOR ACCOMPLISHED PRACTICES FOR EVALUATION OF INTERNS**

The Florida Educator Accomplished Practices were developed by the Florida Education Standards Commission as a set of teaching principles with key indicators of behavior for each identified principle. These teaching principles reflect high expectations and provide a model of continuous improvement for educators from the preprofessional to the accomplished practice level. The Florida Educator Accomplished Practices have been correlated with the School Improvement and Accountability Goals and Standards, the Sunshine State Standards, the Florida Minimum Competencies for Professional Certification (Section 213.17, F.S.), the Teacher Certification Examination (Essential Teaching Competencies), Performance Assessment Criteria (Section 231.29(3), F.S.), and the Standards for Competent Professional Performance (State Board Rule 6B-5) (Florida Department of Education, 1998). The practices were recommended to and approved by the Florida Legislature.

SUAGM Florida uses the pre-professional indicators of the Florida Educator Accomplished Practices to evaluate interns because they are an integral part of our continuing program approval process. ***Please note: This information has been included in this handbook for your review. It will be used in the Internship. It is also critical in the completion of your portfolio.***

Supervising teachers and supervising professors use the sample indicators of the Florida Educator Accomplished Practices to determine what level of competency is demonstrated by interns. The indicators set high expectations for pre-professionals. It would be very rare for an intern to have the opportunity to demonstrate mastery of every one of these practices. Thus, particularly at midpoint, it would be very unusual for a student to receive a rating of 5 in any given category.

If you have any questions regarding the Florida Educator Accomplished Practices, for further information go to <http://www.firn.edu/doe/bin00061/publications.htm>.

## RUBRIC FOR ASSESSING INTERNS

The supervising professor and supervising teachers should use the rubric below for the midpoint and final Student Teacher Competency Profile Summary.

The student exhibits:

- 5**      **STRONG/EXEMPLARY**—Confident use of most indicators is consistently observed
- 4**      **MATURING**—Many indicators are observed on a consistent basis.
- 3**      **DEVELOPING**—Appropriate indicators are observed.
- 2**      **EMERGING**—Initial applications of several indicators are observed inconsistently.
- 1**      **BEGINNING**—Possesses entry-level knowledge of the indicators, but is unable to make appropriate applications.

# STUDENT TEACHER COMPETENCY PROFILE SUMMARY

## Midpoint

Student Name \_\_\_\_\_

Student Number \_\_\_\_\_

SCHOOL \_\_\_\_\_

SUPERVISING PROFESSOR \_\_\_\_\_

Please RATE the student teacher's performance (5 being the highest/1 being the lowest) and make comments on the QUALITY of each of the following categories in a narrative statement reflecting the student teacher's observed strengths and/or areas in need of improvement. Please use the Rubric for Assessing Student Teachers as a guide for completing this form.

	<b>ASSESSMENT:</b>
	<b>COMMUNICATION:</b>
	<b>CONTINUOUS IMPROVEMENT:</b>
	<b>CRITICAL THINKING:</b>
	<b>DIVERSITY:</b>
	<b>ETHICS:</b>
	<b>HUMAN DEVELOPMENT AND LEARNING:</b>
	<b>KNOWLEDGE OF SUBJECT MATTER:</b>
	<b>LEARNING ENVIRONMENTS:</b>
	<b>PLANNING:</b>
	<b>ROLE OF THE TEACHER:</b>
	<b>TECHNOLOGY:</b>
	<b>SUMMARIZING STATEMENT:</b>

STUDENT'S SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

PREPARER'S SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

SUPERVISING PROFESSOR       SUPERVISING TEACHER

# STUDENT TEACHER COMPETENCY PROFILE SUMMARY

**Final**

Student Name \_\_\_\_\_

Student Number \_\_\_\_\_

SCHOOL \_\_\_\_\_

SUPERVISING PROFESSOR \_\_\_\_\_

Please RATE the student teacher's performance (5 being the highest/1 being the lowest) and make comments on the QUALITY of each of the following categories in a narrative statement reflecting the student teacher's observed strengths and/or areas in need of improvement. Please use the Rubric for Assessing Student Teachers as a guide for completing this form.

	<b>ASSESSMENT:</b>
	<b>COMMUNICATION:</b>
	<b>CONTINUOUS IMPROVEMENT:</b>
	<b>CRITICAL THINKING:</b>
	<b>DIVERSITY:</b>
	<b>ETHICS:</b>
	<b>HUMAN DEVELOPMENT AND LEARNING:</b>
	<b>KNOWLEDGE OF SUBJECT MATTER:</b>
	<b>LEARNING ENVIRONMENTS:</b>
	<b>PLANNING:</b>
	<b>ROLE OF THE TEACHER:</b>
	<b>TECHNOLOGY:</b>
	<b>SUMMARIZING STATEMENT:</b>

**STUDENT'S SIGNATURE** \_\_\_\_\_

**DATE** \_\_\_\_\_

**PREPARER'S SIGNATURE** \_\_\_\_\_

**DATE** \_\_\_\_\_

( ) SUPERVISING PROFESSOR

( ) SUPERVISING TEACHER

**Florida Educator Accomplished Practices**  
**Pre-Service Teacher Scoring Rubric**

## **Accomplished Practices**

- **Assessment**
- **Communication**
- **Continuous Improvement**
- **Critical Thinking**
- **Diversity**
- **Ethics**
- **Human Development and Learning**
- **Knowledge of Subject Matter**
- **Learning Environments**
- **Planning**
- **Role of the Teacher**
- **Technology**

### **Competency Indicators**

Interns will receive a grade of either “S” (Satisfactory), “N” (Needs Improvement) or “U” (Unsatisfactory); graduate students will receive a letter grade (A or B).

This grade will be based on teaching performance and assignments given by the university.

A passing grade indicates reaching target levels of performance at the pre professional level (a score of 3 or above on the rubric and a rating of “S”) on all twelve competencies of the student teaching competencies identified in the Florida Educator Accomplished Practices.

<b>Florida Educator Accomplished Practices</b>	<b>First Evaluation</b> Initial, date, and performance level (S, N or U)	<b>Midpoint</b> Initial, date, & performance level (S, N or U)	<b>Final Evaluation</b> Initial, date, & performance level (S, N or U)
<b>ASSESSMENT</b>			
1. The pre-service teacher utilizes assessment data to modify instruction for optimal student learning.			
2. The pre-service teacher adapts and modifies assessment instruments and strategies to determine placement, progress and achievement of students.			
3. The pre-service teacher assesses individual and group performance to design instruction that meets students' current needs in the cognitive, social, linguistic, cultural, emotional and physical domains.			
4. The pre-service teacher modifies instruction based upon assessed student performance.			
<b>COMMUNICATION</b>			
5. The pre-service teacher demonstrates competence in interactions with colleagues, administrators, school and community specialists, students and their families.			
6. The pre-service teacher utilizes verbal and non-verbal communication to demonstrate acceptance, encouragement, support, and respect as well as to enhance student performance, including culture- specific nonverbal communication techniques.			
7. The pre-service teacher utilizes specific teacher behaviors that indicate sensitivity to cultural and linguistic differences.			

<b>Florida Educator Accomplished Practices</b>	<b>First Evaluation</b> Initial, date, and performance level (S, N or U)	<b>Midpoint</b> Initial, date, & performance level (S, N or U)	<b>Final Evaluation</b> Initial, date, & performance level (S, N or U)
8. The pre-service teacher demonstrates appropriate modifications of instructional input, including providing pictures, props, gestures, a high degree of context and/or other linguistic cues.			
9. The pre-service teacher establishes positive interactions between teacher and students in all areas.			
10. The pre-service teacher communicates to all students high expectations for learning			
11. The pre-service teacher communicates with and challenges all students in a positive and supportive manner.			

<b>CONTINUOUS IMPROVEMENT</b>	<b>First Evaluation</b> Initial, date, and performance level (S, N or U)	<b>Midpoint</b> Initial, date, & performance level (S, N or U)	<b>Final Evaluation</b> Initial, date,& performance level (S, N or U)
12. The pre-service teacher acquires relevant resources, including recognition of major professional organizations and knowledge of major professional publications.			
13. The pre-service teacher demonstrates knowledge of current trends and issues.			
14. The pre-service teacher shows evidence of continuous reflection and improvement in his/her performance in teaching/learning activities and in an increased capacity to facilitate learning for all students.			
15. The pre-service teacher creates and monitors a personal professional development plan to guide his/her own improvement.			
16. The pre-service teacher utilizes strengths and attributes of colleagues based on experience, status, education and other unique strengths and attributes.			
<b>CRITICAL THINKING</b>	<b>First Evaluation</b> Initial, date, and performance level (S, N or U)	<b>Midpoint</b> Initial, date, & performance level (S, N or U)	<b>Final Evaluation</b> Initial, date,& performance level (S, N or U)
17. The pre-service teacher analyzes student performance standards to identify associate higher-order thinking skills and designs learning and performance strategies to evoke these higher-order skills.			
18. The pre-service teacher chooses varied teaching strategies, materials and technologies to expand students' thinking abilities.			

19. The pre-service teacher poses problems, dilemmas and questions in lessons that involve value knowledge and that require evaluative thinking.			
20. The pre-service teacher monitors students' work and adjusts strategies in response to learner's needs and successes in creative thinking activities.			
<b>DIVERSITY</b>			
21. The pre-service teacher establishes a comfortable classroom climate that accepts and fosters diversity.			
22. The pre-service teacher accepts and values students from diverse cultures and treats all students equitably.			
23. The pre-service teacher demonstrates knowledge of similarities and differences among various ethnic, cultural, linguistic and economic groups.			
24. The pre-service teacher applies ethnolinguistic and cross-cultural knowledge to classroom management techniques.			
25. The pre-service teacher utilizes technology in the instruction of diverse groups.			
26. The pre-service teacher provides a range of activities to meet the various students' learning styles and cultural and linguistic backgrounds.			
28. The pre-service teacher selects and uses appropriate materials and resources that reflect contributors that are multicultural.			

<b>ETHICS</b>	<b>First Evaluation</b> Initial, date, and performance level (S, N or U)	<b>Midpoint</b> Initial, date, & performance level (S, N or U)	<b>Final Evaluation</b> Initial, date,& performance level (S, N or U)
29. The pre-service teacher demonstrates understanding of the district policies and procedures for implementing the various elements of the Consent Decree.			
30. The pre-service teacher demonstrates respect for diverse perspectives, ideas and opinions.			
31. The pre-service teacher takes reasonable precautions to distinguish between personal views and those of any educational institution or organization with which the individual is affiliated.			
32. The pre-service teacher does not use institutional privileges for personal gain or advantage.			
33. The pre-service teacher maintains honesty in all professional dealings.			
<b>HUMAN DEVELOPMENT AND LEARNING</b>	<b>First Evaluation</b> Initial, date, and performance level (S, N or U)	<b>Midpoint</b> Initial, date, & performance level (S, N or U)	<b>Final Evaluation</b> Initial, date,& performance level (S, N or U)
34. The pre-service teacher recognizes the developmental level of each student as indicated by behaviors, writings, drawings, etc. and other responses.			
35. The pre-service teacher draws upon an extensive repertoire of activities that have proven successful in engaging and motivating students at appropriate developmental levels.			
37. The pre-service teacher selects and develops appropriate content according to student levels of proficiency in listening, speaking, reading, and writing, taking into account basic interpersonal communicative skills and cognitive academic language proficiency skills.			
38. The pre-service teacher develops instructional curriculum with attention to learning theory, subject matter structure, curriculum development, student development and first and second language acquisition processes.			

<b>KNOWLEDGE OF SUBJECT MATTER</b>	<b>First Evaluation</b> Initial, date, and performance level (S, N or U)	<b>Midpoint</b> Initial, date, & performance level (S, N or U)	<b>Final Evaluation</b> Initial, date,& performance level (S, N or U)
39. The pre-service teacher communicates accurate knowledge of subject matter in a language and style appropriate to the learner.			
40. The pre-service teacher uses the references, materials and technologies of the subject field in a manner appropriate to the developmental stage of the learner.			
<b>LEARNING ENVIRONMENTS</b>			
41. The pre-service teacher demonstrates knowledge of classroom management techniques.			
42. The pre-service teacher creates a positive classroom environment to accommodate the various learning styles and cultural backgrounds of students.			
43. The pre-service teacher establishes smooth and efficient routines.			
44. The pre-service teacher applies rules and standards consistently and equitably.			
45. The pre-service teacher organizes instruction to include cooperative, student-directed groups.			
46. The pre-service teacher monitors learning activities, providing feedback and reinforcement to students.			
47. The pre-service teacher uses learning time effectively.			
48. The pre-service teacher maintains instructional momentum, with smooth and efficient transitions.			
49. The pre-service teacher provides clear directions for instructional activities and routines.			
<b>PLANNING</b>			
50. The pre-service teacher determines and uses appropriate multi-level activities for individual, small group and whole group instruction (e.g., utilizing peer tutors and volunteers or aides, flexible scheduling, appropriate room arrangement, and assessing external resources).			
51. The pre-service teacher plans and conducts lessons that are interdisciplinary.			
52. The pre-service teacher plans activities that promote			

high standards through a climate that enhances and expects continuous improvement.			
53. The pre-service teacher constructs and sequences learning activities for short-range objectives for subject areas and for longer-range units of study.			
54. The pre-service teacher considers individual differences, ESOL students and students' special needs in planning.			
55. The pre-service teacher applies knowledge of language structure and the second language acquisition process in planning, implementing, and evaluating Language Arts and literacy instruction for ESOL students.			
56. The pre-service teacher researches topics and accesses additional resources as needed to enhance meeting the stated objectives, especially through the use of technology.			
57. The pre-service teacher plans activities that utilize a variety of support and enrichment activities and materials.			
58. The pre-service teacher plans activities that engage students in learning activities and employs strategies to re-engage students who are off task.			
59. The pre-service teacher represents concepts through more than one method, such as analogies, metaphors, graphics, models and concrete materials.			
60. The pre-service teacher adjusts instruction based upon reflection of his/her own practice.			
<b>ROLE OF THE TEACHER</b>			
61. The pre-service teacher develops and expands strategies that are effective in fulfilling the role of student advocate and is familiar with the laws (State and Federal) and court-ordered Consent Decrees which assure the rights of students.			
62. The pre-service teacher provides meaningful feedback on student progress to students and families and seeks assistance for self and families.			
63. The pre-service teacher works with colleagues to identify students' educational, social, linguistic, cultural and emotional needs.			
64. The pre-service teacher communicates with families of culturally and linguistically diverse backgrounds.			

<b>TECHNOLOGY</b>			
65. The pre-service teacher utilizes appropriate learning media, computer applications and other technology to address students' needs and learning objectives.			
66. The pre-service teacher uses a wide range of instructional technologies, such as CD-ROM, interactive video, videotaping and electronic libraries to enhance the subject matter and assure it is comprehensible to all students.			
67. The pre-service teacher uses appropriate technologies to create and maintain database for monitoring student attendance, behavior and progress toward specific performance standards.			
68. The pre-service teacher uses appropriate technology to construct teaching materials ,e.g. assessment exercises, prepares programmed instruction, uses word processing, produces graphic materials, etc.			

<b>Florida Educator Accomplished Practices</b>	<b>First Evaluation</b> Initial, date, and performance level (S, N or U)	<b>Midpoint</b> Initial, date, & performance level (S, N or U)	<b>Final Evaluation</b> Initial, date,& performance level (S, N or U)
<b>Totals:</b>			
<b>Grand Total</b>			
<b>Comments:</b>			

**STUDENT'S SIGNATURE**

**DATE**

**PREPARER'S SIGNATURE**

**DATE**

SUPERVISING PROFESSOR

SUPERVISING TEACHER

**RESPONSIBILITIES OF THE STUDENT TEACHER,  
SUPERVISING TEACHER, SUPERVISING PROFESSOR,  
PRINCIPAL MENTOR, AND INTERNSHIP COORDINATOR**

## **Responsibilities of the Student Teacher**

- Attend class and arrive on time to the school every day.
- Meet all other requirements as specified by your college program, including teaching performance, and evaluating performance based on the **Florida Educator Accomplished Practices Pre-Service Teacher Scoring Rubric**
- Participate in arranging the board and other aspects of the classroom.
- Turn in the daily lesson plans three days in advance of the date of the lesson to facilitate the corrections, adaptations or modifications of the plans.
- Cooperate in school activities in which his/her help is requested: community service campaigns, lunchroom, and others as long as they don't interfere with the schedule of the internship.
- Prepare good and varied visual resources and audiovisuals for classes
- Help in discipline management in and out of the classroom
- Attend professional development workshops.
- Demonstrate competency in all twelve Florida Educator Accomplished Practices (a score of 3 or better and final grade of "S" in all practices).
- Wear appropriate dress in accordance with the school and profession's rules. Use community resources to enrich the classes through debates, conferences, speeches, movies, and others after consulting with the mentor teacher, mentor director, and university supervising professor. Attend parent meetings planned and sponsored by the school.
- Prepare the lessons and instructional materials correctly and independently.
- Promote the development of skills, study habits, and positive aptitudes in the students.
- Promote the integrated development of each student based on his/her potential and limitations.

- Participate in the evaluation process to identify students' needs and make accommodations based on the curriculum and the students
- Prepare and correct tests to document teaching effectiveness and evaluate the knowledge and skills that were taught
- Integrate educational technology with the daily lessons
- Use different instructional strategies based on students' needs
- Demonstrate mastery of oral and written expression
- Maintain accurate and complete work records:
  - ❖ Lesson Plan notebook
  - ❖ Roll Book
  - ❖ Professional Notebook
  - ❖ Grade Book
  - ❖ Student Profiles
  - ❖ Reflective Diary
  - ❖ Educational Portfolio

## **Responsibilities of the Supervising Teacher**

- Facilitate the adaptation process of the student teacher to the educational environment
- Orient the student teacher to:
  - students;
  - ongoing program;
  - building facilities and resources;
  - personnel—special teachers, consultants, etc.;
  - school policies;
  - philosophy of the school;
  - nature of the community;
  - special features or challenges of education in that locale.
- Exercise the corresponding functions as a member of the facilitation team
- Systematically orient the student teacher in the application of the principles that guide the teaching-learning process
- Model instructional techniques based on the constructivist focus in a creative and innovative way
- Facilitate the application of the theoretical knowledge acquired by the student teacher
- Demonstrate professional ethics and model the professional standards
- Orient the student teacher in planning, organization and classroom management, mastery of the subject matter, accurate record keeping, and communication with parents
- Participate in the professional activities organized by the Universidad del Turabo at Florida Campuses.
- Provide opportunities for the student teacher to reflect about his/her educational practices. See Appendix F.
- Observe each lesson taught by the intern to determine progress.
- Rate the student teacher's performance using the Rubric for Assessing Interns.
- Discuss immediately any unacceptable behavior or performance with the intern, the university coordinator (and principal, if appropriate).

- **Both supervising teacher and supervising professor** must complete ongoing observations, a midpoint, and a final evaluation for interns. (Midpoint and final evaluations must be word processed with *numerical* ratings and indicators of performance in the Florida Educator Accomplished Practices.) The evaluation provided by the supervising teacher will have a weight of 30% in the final evaluation of the student teacher and the supervising professor 70%.
- Maintain informational record about the professional development of the student teacher
- Read and review the Student Teaching Handbook.

## Requirements of the Supervising Professor

- Certification in the area that s/he will supervise
- Master's Degree in Education

## Responsibilities of the Supervising Professor

- Offer orientation to the student teacher in aspects related to the internship, tasks, and responsibilities in the internship center
- Plan and develop activities for the preparation of student teachers
- Visit the student teacher at the internship center during the ten weeks. The first visit will be exploratory; one will be a follow up, and then, the final visit. The first and third visits will be done on site, and the second one by email or telephone communication with the Supervising Teacher. Each visit will be evaluated using the Pre-Service Teacher Scoring Rubric.
- Collaborate with supervising teachers and interns on internship evaluation including:
  - a midpoint evaluation, using the Student Teacher Competency Profile Summary, with satisfactory/unsatisfactory (S/N/U) ratings;
  - a final evaluation, using the Student Teacher Competency Profile Summary, with satisfactory/unsatisfactory (S/N/U) ratings;
  - ensuring that the intern receives an “S” (a score of 3 or better) on all of the Florida Educator Accomplished Practices;
  - for midpoint and final evaluations, rating the intern's performance using the Rubric for Assessing Interns;
  - making recommendations as appropriate concerning withdrawal, reassignment, or extension of the internship experience;
  - submitting original, signed copies of all evaluations at the end of the Internship.

**Note: All midpoint and final evaluation copies must be signed by the supervising professor, the intern, and the supervising teacher.**

- Complete and sign a narrative report.
- The supervising professor will have a minimum of 6 hours of supervision-observation for each of the student teachers per 10-weeks period.
- Submit the final grade for the student teacher, integrating 30% that corresponds to the supervising teacher in the evaluation.
- Evaluates the internship and assigns a “satisfactory” or “unsatisfactory” grade.
- Coordinate with the supervision team comprised of the supervising teacher and the director of the internship center.
- Participate along with the student teachers in the activities offered by the Universidad del Turabo at Florida that are appropriate.
- Coordinate meetings on a Friday every two weeks with his/her assigned student teachers.

### **Responsibilities of the Internship Coordinator**

- Evaluate the records of all the internship candidates.
- Forward the internship candidates’ application packets to the district’s internship coordinators.
- Offer orientation to the student teacher in aspects related to the internship, tasks, and responsibilities in the internship center
- Organize, along with the internship supervisors, the activities of professional development for the student teachers.
- Represent the Director of the Curriculum & Faculty of SUAGM Florida in meetings related to the internship in area school districts and in the State of Florida Department of Education and districts levels.
- Plan, along with the internship supervisors, the clinical educator training workshops.
- Be responsible for the quality of the educational activities taking place in relation to the internship.

- Prepare and send any required documentation to the State of Florida Department of Education.

### **Responsibilities of the Director/Principal Mentor**

- Facilitate the procedures for the adequate functioning at the Internship Center.
- Select the supervising teacher in collaboration with the district's internship coordinator.
- Participate in the placement of student teachers in accordance with the previous conditions.
- Organize, along with the internship supervisors, the activities of professional development for the student teachers.

## LEGAL RESPONSIBILITIES OF THE INTERN

### Legal Protection

The legal responsibility of the student teacher while in the school was addressed by the 1965 session of the Florida Legislature and amended in the 1967, 1972, 1975, and 1999 sessions. In short, the student teacher has the same legal responsibility, and is accorded the same protection of the laws, as the certified teacher. The statute is quoted below – Chapter 1012.39:

*Employment of substitute teachers, teachers of adult education, non-degreed teachers of career education, and career specialists; students performing clinical field experience.*

“A student who is enrolled in a state-approved teacher preparation program in an institution of higher education which is approved by rules of the State Board of Education and who is jointly assigned by the institution of higher education and a school board to perform a clinical field experience under the direction of a regularly employed and certified educator shall, while serving such supervised clinical field experience, be accorded the same protection of law as that accorded to the certified educator except for the right to bargain collectively as employees of the school board.”

Current legal opinion is that interns are covered by workers' compensation as any other employee. The court contends that because a student's participation in the internship program is necessary to satisfy degree requirements, it (the internship) constitutes valuable consideration. Florida law states that a person receiving valuable consideration is, by definition, an employee and not excluded from benefits.

### Substitute Teaching

According to Florida Statutes, Chapter 1012.39, “It is the intent of the Legislature that school personnel certified in this state possess the credentials ... to provide high-quality education in the public schools.” *A student teacher is in the process of gaining experience as a teacher under the*

*supervision and guidance of a certified supervising teacher and University personnel. If the supervising teacher is absent from school before the designated four to six weeks that the student teacher takes full responsibility for the classroom, a certified substitute should be appointed as temporary supervising teacher. This must be done even though the student teacher is directing and teaching the classes. A student teacher cannot be paid as a regular substitute teacher during his/her student teaching even though he/she may hold a Florida Substitute Teaching Certificate.*

During the time that the student teacher takes over the classroom and is totally responsible for it, the supervising teacher may leave the classroom for short periods of time with the permission of the principal. At this time a substitute teacher is not required, provided someone in the building has been designated to supervise the student teacher. ***If a teacher is out of the building for an extended absence, a substitute teacher must be hired.***

***Students must be aware: If they have been arrested for certain crimes, they may not be able to be hired as a teacher.***

## **APPENDIXES**

## **APPENDIX A**

### **GUIDELINES FOR PLACEMENT OF FULL-TIME INTERNS IN ORANGE COUNTY PUBLIC SCHOOLS**

#### **1. Purpose**

The purpose of internship in schools is to develop professional educators who demonstrate excellence in the facilitation of student learning through a continual, lifelong, reflective process. The internship is the context for the application and demonstration of effective practices.

We believe that:

- Internships are a collaborative effort between colleges/universities and the school districts.
- Internship placements are based on the learning needs of college/university interns and Pre K-12 learners.
- Supervising professionals are selected based on their skills and qualifications.
- Internship sites are selected based on willingness to collaborate and to provide ongoing systematic feedback and support for the intern.
- Internship sites reflect cultural, economic, linguistic, and ethnic diversity.

#### **2. Guidelines for School-Based Administrators**

Field experience quality is directly linked to the professional educator quality.

Requirements for Selecting Supervising Teachers:

- 3 years of successful professional experience
- Clinical Educator Training completed successfully
- State certification and/or license in the appropriate subject/content area
- For interns in Early Childhood Education, Elementary Education, English Education, and Exceptional Education, supervising teachers must be ESOL endorsed if they are the primary language arts teacher. If the supervising teacher does not have the ESOL Endorsement completed, the intern must be co-supervised by a teacher who holds the ESOL Endorsement.

- Principal's recommendation based on demonstrated, effective, consistent performance

### **3. Guidelines for Supervising Educators**

- Encourage attendance at the Supervising Teacher Orientation.
- Model exemplary instruction with rigor and relevance.
- Assist interns in learning to plan effectively for diversity and differentiated instruction.
- Support the district's vision for educational excellence.
- Assist interns in increasing the students' annual yearly progress.
- Provide ongoing oral and written feedback.
- Provide gradual assumption of professional responsibilities.
- Offer suggestions for improved professional performance and complete evaluations as required.
- Demonstrate a positive, professional attitude.
- Read and follow policies and procedures in the internship handbook.
- Provide immediate written documentation to the student and the college/university coordinator if problems occur.

### **4. Pre-assignment**

In order to facilitate the internship placement process, the following pre-assignment guidelines have been established:

- Colleges/universities send complete contract packets to Professional Development Services during the second week of March and October for the fall and spring internships. Complete contract packets include the University Student Acceptance Placement Form, University Application, Biography of Interning Student, OCPS Security Check Form, and OCPS Student Acceptance Form.
- Colleges/universities from other areas that choose to place guest interns in OCPS contact the Senior Administrator of Professional Development Services.
- A collaborative effort between OCPS and colleges/universities will be made in the placement of interns.
- Placement procedures are the responsibility of OCPS. All completed internship contract packets must be received by Professional Development Services prior to distribution to the Learning Communities.
- Professional Development Services creates and maintains a database of internship placement information.
- All interns must be fingerprinted and a national background check performed. Interns must call the Human Resources Department at 407-317-3200 ext. 2122 to schedule an appointment. The intern is responsible for the cost of the fingerprinting.

- The Senior Administrator of Professional Development Services meets with the Executive Area Directors and consults with a representative from Education Services (Music, Art), Exceptional Student Education, Guidance, and Workforce Education (Vocational Education) to make decisions regarding the placement of interns.
- Reasonable efforts are made to distribute the contracts equitably and to honor special program and professional development school agreements with colleges/universities regarding the placement of interns. These agreements are subject to change.
- Colleges/universities indicates any other considerations (for example: transportation issues, child care arrangements) that they feel should be taken into account in determining placement.
- The Senior Administrator of Professional Development Services is the contact for colleges/universities for all communication.
- All communication must come from the colleges/universities contacts to Professional Development Services.

## **5. Assignment**

In order to facilitate the internship placement process, the following assignment guidelines have been established:

- OCPS will begin the process of assigning interns upon receipt of the completed contract packets.
- OCPS will return completed contract packets to the colleges/universities the first week of May and the first week of December.
- If an assignment creates extreme hardship for the student intern, OCPS attempts to find another placement for the student.

## **6. Post-assignment**

In order to facilitate the internship placement process, the following post-assignment guidelines have been established:

- Upon arrival at the school, a school-based administrator organizes a brief orientation for the student interns.
- If difficulties occur during the internship, the supervising educator contacts the college/university coordinator.
- If the situation is not resolved, a representative from the college/university internship department and a school-based administrator has dialogue to attempt to resolve the situation. In rare instances, Professional Development Services, Education Services,

Exceptional Student Education, Guidance, or Workforce Education contact is notified to discuss a possible reassignment.

- During the internship, Human Resources facilitates the movement of interns into the profession by providing career information and by hosting recruitment activities.
- The college/university must fax written notification to Professional Development Services if the intern is not going to attend the assigned school. The fax number is 407-317-3999.
- The school must notify the Senior Administrator, Professional Development Services, if the intern does not report to assigned school.

**PLEASE NOTE:**

Orange County Public Schools (OCPS) will use all information provided by the intern and the university in planning your placement. However, we cannot guarantee that your placement request will be granted. Reasonable efforts will be made to accommodate you.

**OCPS STUDENT ACCEPTANCE FORM**  
**(Signature required)**

**PURPOSE:**

The purpose of internship in schools is to develop professional educators who demonstrate excellence in the facilitation of student learning through a continual, lifelong, reflective process. The internship is the context for the application and demonstration of effective practices.

**CODE OF ETHICS ACCEPTANCE (see attached)**

**DRESS CODE:**

Each intern is expected to dress appropriately for the job. Supervising teachers will offer guidelines as to proper attire. Supervising teachers also establish requirements for reasons of safety. Interns who fail to use safety devices may be subject to dismissal. As with students, attire which advertises drugs or alcoholic beverages, or which is vulgar or obscene in nature is not permitted.

**FINGERPRINT AND NATIONAL BACKGROUND CHECK:**

All interns must be fingerprinted and a national background check performed. Interns must call the Human Resources Department at 407-317-3200 ext. 2122 to schedule an appointment. The intern is responsible for the cost of the fingerprinting.

- OCPS Fingerprint Information Sheet (see attached)
- Student Intern Security Check for the School Board of Orange County (see attached)

**PERSONNEL HIRING GUIDELINES (see attached)**

My signature indicates I have read, understood, and will comply with all of the above.

\_\_\_\_\_  
Student Intern's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print Name

## **CONTRACT PACKETS**

University Student Acceptance Placement Form  
(Signatures from University Representative, Learning Community Representative,  
School Principal, and Supervising Teacher)

University Application

Biography of Interning Student

OCPS Security Check Form

OCPS Student Acceptance Form



Race: \_\_\_\_\_

Height: \_\_\_\_\_

Weight: \_\_\_\_\_

Eye Color: \_\_\_\_\_

Hair Color: \_\_\_\_\_

## FINGERPRINT INFORMATION SHEET

Welcome to Orange County Public Schools! We want to assist you through the fingerprint process as quickly and efficiently as possible.

### Payment Information:

Payment by credit card must be arranged in advance by one of the following methods:

- By going to the web site: [www.flprints.com](http://www.flprints.com)
- By dialing toll free: 877-357-7456. The \$61 fee will be charged to your credit card.

Payment by money order:

- Money orders must be made payable to: "Fingerprinting Services LLC" in the amount of \$61.

### Step 1:

Please complete this form.

### Step 2:

Schedule a FP appointment by calling 407-317-3200 x2122.

**Step 3:**

**If you are paying for FP with a money order, make certain that your money order is in the amount of \$60 and made payable to “Fingerprinting Services LLC”.**

**Step 4:**

**Arrive on time for your appointment and sign the fingerprint log.**

**It takes approximately 10 – 15 minutes per person to be fingerprinted.**

**Thank you for being patient!**

**Fingerprint Retakes**

Occasionally, candidates may have to return to Fingerprint Services to have their prints rolled again. If you are asked to return, there is no additional cost to you. Common reasons for fingerprint retakes are listed below.

- \*Candidate’s skin texture – too dry or too soft
- \* Candidate’s fingerprint grooves are faint/not defined
- \* Candidate’s hands are oily or sweaty
- \* Candidate’s joints are stiff – limits the technician’s ability to capture an acceptable roll

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**THE CODE OF ETHICS AND THE PRINCIPLES  
OF PROFESSIONAL CONDUCT  
OF THE EDUCATION PROFESSION IN FLORIDA**

**State Board of Education Rule 6B-1.006, FAC  
The Principles of Professional Conduct of the Education Profession in  
Florida**

“By virtue of their leadership capacity, teachers are traditionally held to a high moral standard in a community.”

- (1) The following disciplinary rule shall constitute the Principles of Professional Conduct of the Education Profession in Florida.
- (2) Violation of any of these principles shall subject the individual to revocation or suspension of the individual educator’s certificate, or the other penalties as provided by law.
- (3) ***Obligation to the student requires that the individual:***
  - (a) Shall make reasonable effort to protect the student from conditions harmful to learning and/or to the student’s mental and/or physical health and/or safety.
  - (b) Shall not unreasonably restrain a student from independent action in pursuit of learning.
    - I 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 services, 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.
  - I 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.
  - I Shall not interfere with a colleague's exercise of political or civil rights and responsibilities.
  - (d) Shall not engage in harassment or discriminatory conduct which unreasonably interferes with an individual's performance of professional or work responsibilities or with the orderly processes of education or which creates a hostile, intimidating, abusive, offensive, or oppressive environment; and further, shall make reasonable effort to assure that each individual is protected from such harassment or discrimination.
  - (e) Shall not make malicious or intentionally false statements about a colleague.
  - (f) Shall not use coercive means or promise special treatment to influence professional judgment of colleagues.
  - (g) Shall not misrepresent one's own professional qualifications.
  - (h) Shall not submit fraudulent information on any document in connection with professional activities.
  - (i) Shall not make any fraudulent statement or fail to disclose a material fact in one's own or another's application for a professional position.

- (j) Shall not withhold information regarding a position from an applicant or misrepresent an assignment or conditions of employment.
- (k) Shall provide upon the request of the certificated individual, a written statement of specific reason for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.
- (l) Shall not assist entry into or continuance in the profession of any person known to be unqualified in accordance with these Principles of Professional Conduct of the Education Profession in Florida and other applicable Florida Statutes and State Board of Education Rules.
- (m) Shall self-report within 48 hours to appropriate authorities (as determined by district) any arrests/charges involving the abuse of a child or the sale and/or possession of a controlled substance. Such notice shall not be considered an admission of guilt nor shall such notice be admissible for any purpose in any proceeding, civil or criminal, administrative or judicial, investigatory or adjudicatory. In addition, shall self-report any conviction, finding of guilt, withholding of adjudication, commitment to a pretrial diversion program, or entering of a plea of guilty or Nolo Contendere for any criminal offense other than a minor traffic violation within 48 hours after the final judgment. When handling sealed and expunged records disclosed under this rule, school districts shall comply with the confidentiality provisions of Sections 943.0585(4)I and 943.059(4)I, 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 231.28(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 231.28(1), Florida Statutes.
- (p) Shall comply with the conditions of an order of the Education Practices Commission imposing probation, imposing a fine, or restricting the authorized scope of practice.
- (q) Shall, as the supervising administrator, cooperate with the Education Practices Commission in monitoring the probation of a subordinate.

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**State Board of Education Rule 6B-1.001, FAC\***  
**The Code of Ethics of the Education Profession in Florida**

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

*\*(Adams v. State of Florida Professional Practices Council, 406 So 2<sup>nd</sup> 1170, Fla. 1<sup>st</sup> DCA 1981)*

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I have read the "Code of Ethics of the Education Profession in Florida" and recognize my rights as a member of the education profession in Florida and accept the obligation and responsibility placed upon me.

\_\_\_\_\_  
Name

\_\_\_\_\_  
Social Security Number

\_\_\_\_\_  
Date

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## **Safe School Zones**

Public schools conduct background checks on employees and volunteers.

### **Criminal Offenses Which May Disqualify an Individual from Serving as a Public School Volunteer**

Based on

#### ***FLORIDA STATUTES***

TITLE XXXI

LABOR

CHAPTER 435

EMPLOYMENT SCREENING

Most Florida school districts screen employees by using Florida Statute 435.03 or Florida Statute 435.04

(Orange County uses Florida Statute. 435.04 – Level 2 Screening Standards)

- Adult abuse, neglect, or exploitation of aged persons or disabled adults
- Abuse, aggravated abuse, or neglect of an elderly person or disabled adult
- Aggravated assault
- Aggravated battery
- Aiding in an escape
- Aiding in the escape of juvenile inmates in correctional institutions
- Arson
- Assault, if the victim of the offense was a minor
- Battery, if the victim of the offense was a minor
- Battery on a detention of commitment facility staff
- Carrying a child beyond the state lines with criminal intent to avoid producing a child at a custody hearing or delivering the child to the designated person
- Child abuse, aggravated child abuse, or neglect of a child
- Contributing to the delinquency or dependency of a child
- Contraband introduced into detention facilities Depriving a law enforcement, correctional, or correctional probation officer means of protection or communication
- Drug abuse prevention and control, only if the offense was a felony or if any other person involved in the offense was a minor

- Encouraging or recruiting another to join a criminal gang
- Exhibiting firearms or weapons within 1,000 feet of a school
- Exploitation of an elderly person or disabled adult, if the offense was a felony
- False imprisonment
- Fraudulent sale of controlled substances, only if the offense was a felony
- Harboring, concealing, or aiding an escaped prisoner
- Incest
- Inflicting cruel or inhuman treatment on an inmate resulting in great bodily harm
- Introduction of contraband into a correctional facility
- Kidnapping
- Lewd and lascivious behavior
- Lewd or lascivious offenses committed upon or in the presence of an elderly person or disabled adult
- Lewdness and indecent exposure
- Manslaughter, aggravated man-slaughter of an elderly person or disabled adult, or aggravated manslaughter of a child
- Murder
- Negligent treatment of a child
- Obscene literature
- Possessing an electric weapon or device, destructive device, or other weapon on school property
- Prohibited acts of persons in familial or custodial authority
- Prostitution
- Resisting arrest with violence
- Sexual battery
- Sexual misconduct in juvenile justice programs
- Sexual performance by a child
- Taking, enticing, or removing a child beyond the state limits with criminal intent pending custody proceedings
- Theft, robbery, and related crimes, if the offense is a felony
- Vehicular homicide

**Under Florida law, you are ineligible to become a volunteer, if:**

- *You have ever (as a juvenile or an adult) at any time been convicted, pled nolo contendere (no contest), had a record sealed or expunged, been placed on probation, enrolled in a pretrial diversion program or had adjudication withheld in a criminal offense, felony, misdemeanor or otherwise, and/or are there any criminal charges now pending against you other than a noncriminal traffic violation.*

**Please Be Aware: A prior criminal record may or may not result in your disqualification, but a failure to disclose your record WILL disqualify you. Fingerprinting is required in some counties. Students must pay for fingerprinting in order to begin their internship in those counties.**

*Please make sure you consult policy for the county in which you will complete the interns*

**OCPS STUDENT ACCEPTANCE FORM**

**STUDENT INTERN SECURITY CHECK FOR THE SCHOOL BOARD OF  
ORANGE COUNTY**

**University/College Name:** \_\_\_\_\_

**Internship Placement School:** \_\_\_\_\_

**THIS FORM MUST BE COMPLETED BEFORE YOU MAY BE  
CONSIDERED FOR INTERNSHIP OR AS A VOLUNTEER**

*(PLEASE PRINT)*

NAME: \_\_\_\_\_ SS# \_\_\_\_\_

RACE: \_\_\_\_\_

SEX: \_\_\_\_\_ BIRTHDATE: \_\_\_\_\_

PLACE OF BIRTH: \_\_\_\_\_

DRIVER'S LICENSE #: \_\_\_\_\_ STATE: \_\_\_\_\_ EXPIRES: \_\_\_\_\_

Please respond to the following questions truthfully and completely. The disclosure of a prior criminal history will **not** automatically prohibit employment, selection as a volunteer or approval as a student intern. If you are recommended for employment or other placement by the *School Board of Orange County*, fingerprints will be taken and used to check the criminal history records from the Florida Department of Law Enforcement (FDLE) and the Federal Bureau of Investigation (FBI). Volunteers may also be subject to the same type of background check. Request for this information includes all State, National and/or International criminal history records.

- 1)  YES  NO Has your Driver's License ever been revoked or suspended?  
(includes penalties as a result of DUI/DWI charges)
  
- 2)  YES  NO Have you had any traffic violations during the past three (3) years?  
If yes, give details: Please include speeding tickets, stating speed exceeded (i.e. 50/30) and amount of fine.

QUESTION #	DATE	WHERE TICKETED/ARRESTED	NATURE OF CHARGE	PENALTY/DISPOSITION

(IF MORE SPACE IS NEEDED, CONTINUE ON BACK SIDE OF THIS PAGE IN DESIGNATED AREA)

- 3)  YES  N Have you ever been arrested for a criminal offense including those where charges later dropped or you were found **Not Guilty**?
  
- 4)  YES  O Are **Criminal Charges** other than minor traffic violations currently

- N pending against you? (includes pending DUI/DWI charges).  
 O
- 5)  YES  N Have you ever pled **Guilty** to a criminal offense?  
 O
- 6)  YES  N Have you ever been **Convicted/Fin**ed in a criminal proceeding?  
 O
- 7)  YES  N Have you ever been placed on **Probation** in a criminal proceeding?  
 (includes participation in a pre-trial intervention program).  
 O
- 8)  YES  N Have you ever pled **“No Contest”** in a criminal proceeding?  
 O
- 9)  YES  N Have you ever had **Adjudication Withheld** (withholding of guilt  
 or innocence by a judge) in a criminal proceeding?  
 O
- 10)  YES  N Have you ever received an **Expungement** (charges erased of an  
 arrest or a pardon of a conviction)? Under Florida Statute 943.058,  
 expunged or sealed records are available to District School Boards.  
 O

CONTINUED ON REVERSE

If you responded **“YES”** to any of the questions on the reverse side, give details below. Include any information relative to sealed or expunged records.

QUESTION #	DATE	WHERE ARRESTED	NATURE OF CHARGE	PENALTY/DISPOSITION

ADDITIONAL SECURITY INFORMATION (IF NEEDED)

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I affirm that the above responses are true, complete, and correct to the best of my knowledge and are made in good faith. I understand that any incompleteness or false information on this form may be just cause for rejection of my application for employment or as a volunteer or dismissal in the event I am employed or engaged as a volunteer by the *School Board of Orange County*.

\_\_\_\_\_  
SIGNATURE

\_\_\_\_\_  
DATE

\_\_\_\_\_  
STREET ADDRESS

(\_\_\_\_\_) \_\_\_\_\_  
HOME PHONE NUMBER

\_\_\_\_\_  
APPLICANT QUALIFIES AND THEN  
CITY STATE ZIP CODE  
*DIRECTOR OF PUBLIC SAFETY.*

CHECK HERE IF THIS  
DIRECT FORM TO THE

\_\_\_\_\_  
WITNESS

\_\_\_\_\_  
DIRECTOR OF PUBLIC SAFETY

## **Orange County Public Schools Personnel Hiring Statement**

All candidates for employment with OCPS will be fingerprinted and a criminal history check completed. In Florida the entire arrest record is revealed to school districts, including sealed and/or expunged records and military court proceedings. Applicants must disclose this information even if told differently by a lawyer, judge, or other law enforcement individual. If you were given this information by a judge then those written instructions would need to be provided to OCPS. Prior criminal records may or may not result in disqualification for employment; however, failure to disclose this information will disqualify you for employment. Information that must be disclosed includes any offense that occurred **whether as a juvenile or adult**; therefore all adult and juvenile offenses must be listed.

An applicant's criminal history includes any offense for which the applicant posted bail; entered a pre-trial diversion program, pre-trial intervention program, teen or drug court or juvenile program; had adjudication withheld, was convicted or found guilty; was placed on probation; pled guilty or no contest; was jailed or imprisoned; or appeared in court; as a juvenile or adult. Sealed records, expunged records and military court proceedings must be disclosed. Note: DUI and reckless driving are criminal offenses.

The criminal offenses listed below will render applicants **ineligible for employment** with Orange County Public Schools.

### **WILL NOT HIRE – Felony convictions including, but not limited to the following:**

- Adult abuse, neglect or exploitation of aged persons or disabled adults
- Murder
- Manslaughter, aggravated manslaughter of an elderly person, disabled adult, or child
- Vehicular homicide
- Killing an unborn child by injury to the mother
- Assault of a minor
- Aggravated assault
- Battery of a minor
- Aggravated battery
- Battery on a detention or commitment facility staff member
- Kidnapping
- False imprisonment
- Taking, enticing, or removing a child beyond the state limits with criminal intent pending custody proceedings
- Carrying a child beyond state lines with criminal intent to avoid producing a child at a custody hearing or delivering the child to the designated person
- Exhibiting a firearm or weapon within 1,000 feet of a school
- Possessing an electric weapon or device, destructive device, or other weapon on school property
- Sexual battery
- Prohibited acts of persons in familial or custodial authority
- Prostitution
- Lewd and lascivious behavior
- Lewd and indecent exposure
- Arson

- Theft, robbery, and related crimes if the offense is a felony
- Fraudulent sale of controlled substances, only if the offense is a felony
- Abuse, aggravated abuse, or neglect of an elderly person or disabled adult
- 1PS702 – 10/28/03
- Lewd or lascivious offenses committed upon or in the presence of an elderly person or disabled adult
- Exploitation of an elderly person or disabled adult, if the offense was a felony
- Incest
- Child abuse, aggravated child abuse, or neglect of a child
- Contributing to the delinquency or dependency of a child
- Negligent treatment of children
- Sexual performance by a child
- Resisting arrest with violence
- Depriving a law enforcement, correctional, or correctional probation officer means of protection or communication
- Aiding in an escape
- Aiding in the escape of juvenile inmates in correctional institutions
- Obscene literature
- Encouraging or recruiting another to join a criminal gang
- Drug abuse prevention and control only if the offense was a felony or if any other person involved in the offense was a minor
- Inflicting cruel or inhuman treatment on an inmate resulting in great bodily harm
- Harboring, concealing, or aiding an escaped prisoner
- Introduction of contraband into a correctional facility
- Sexual misconduct in juvenile justice programs
- Contraband introduced into detention facilities
- All felony drug related convictions

**MAY BE CONSIDERED IF CHARGE IS MORE THAN FIVE YEARS OLD**

- Misdemeanor drug or paraphernalia
- Resisting arrest

**MAY BE CONSIDERED ON A CASE BY CASE BASIS**

- Cases pending
- Domestic violence
- Multiple arrests
- On probation (Crimes not listed above)
- City ordinances/criminal traffic offenses not listed above
- Any misdemeanor crime not listed above

**NOTE:** If you are considered eligible for hire under the above guidelines, this eligibility does not guarantee employment with Orange County Public Schools.

## APPENDIX B

### Contact information in other counties

COUNTY	WEB SITE	ADRESSES	CONTACT INF.
<b>ORANGE COUNTY</b>	<a href="http://www.ocps.k12.fl.us">www.ocps.k12.fl.us</a>	Orange County Public School 445 W. Amelia Street Orlando, FL	Maria Dempsey, Senior Administrator, Instructional Development Training and Benefits (407)317-3200 Ext. 2798
<b>OSCEOLA COUNTY</b>	<a href="http://www.osceola.k12.fl.us">www.osceola.k12.fl.us</a> Fingerprints: Pat Main 407-870-4089	School District of Osceola County 817 Bill Beck Blvd Kissimmee, FL	Larry Rowan Professional Development Department (407) 518-2940
<b>SEMINOLE COUNTY</b>	<a href="http://www.scps.k12.fl.us/">www.scps.k12.fl.us/</a> Prints: M-F (8:30- 12:30, 2-4) No appt. needed	Educational Support Center 400 East lake Mary Blvd Sanford, FL	Julia Simpson Teacher Recruitment and Retention (407)320-0496
<b>POLK COUNTY</b>	<a href="http://www.pcsb.k12.fl.us">www.pcsb.k12.fl.us</a> Prints: Diane Freeman 863-534-0589	1915 South Floral Ave. P. O. Box 391 Bartow, FL 33831	Lori Allen Senior Coordinator, Professional Development 863-519-8092

The Internship will be allowed only in Orange, Osceola, Seminole, and Polk  
Counties.

## APPENDIX C

Mr./Miss/Mrs. \_\_\_\_\_:

I received your internship application for the first ( ) or second ( ) school semester of the academic year \_\_\_\_\_. Below you will find the evaluation result of your application:

\_\_\_\_\_ 1. Eligible for internship.

- \_\_\_\_\_ Pass registered courses in this semester
- \_\_\_\_\_ Keep minimum general and major GPA (2.50)

\_\_\_\_\_ 2. Eligible if passing grade evidence of registered courses in this academic semester is submitted before \_\_\_\_\_

\_\_\_\_\_ 3. Not eligible for internship due to the following reasons:

- \_\_\_\_\_ Minimum Major GPA below 2.50
- \_\_\_\_\_ Minimum General GPA below 2.50
- \_\_\_\_\_ Less than 110 approved credits
- \_\_\_\_\_ Less than 21 credits in the area of concentration
- \_\_\_\_\_ Did not approve the following professional courses: \_\_\_\_\_
- \_\_\_\_\_ Incomplete file
- \_\_\_\_\_ Other reasons

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If you are unable to do the internship this time, please notify the University at least three weeks before the first meeting.

Respectfully,

Internship Coordinator

**APPENDIX D  
FLORIDA CAMPUSES  
INTERNSHIP  
FIRST DAY REPORT**

*This form is to be completed during the first day of student teaching and returned to the University during the first week of placement.*

Student name \_\_\_\_\_  
 Home Phone \_\_\_\_\_ School Phone \_\_\_\_\_  
 (include teacher's extension)  
 Local Address \_\_\_\_\_  
 City, State \_\_\_\_\_ ZIP \_\_\_\_\_  
 Student's e-mail \_\_\_\_\_  
 School \_\_\_\_\_ Supervising Teacher \_\_\_\_\_  
 Grade and Subject \_\_\_\_\_ Teacher's E-mail \_\_\_\_\_

**TEACHER'S SCHEDULE (including planning time)**

Period	Time	Subject	Room No.
1	—		
2	—		
3	—		
4	—		
5	—		
6	—		
7	—		

**OTHER ACTIVITIES**

Period	Time	Activity	Room No.
1	—		
2	—		
3	—		
4	—		
5	—		
6	—		
7	—		

# APPENDIX E

UNIVERSIDAD DEL TURABO  
FLORIDA CAMPUSES  
INTERNSHIP CENTER ATTENDANCE SHEET

Student : \_\_\_\_\_ Internship Center: \_\_\_\_\_  
Subject: \_\_\_\_\_ Section \_\_\_\_\_ Teacher: \_\_\_\_\_

Date	Intern	Signature	Time In	Time Out

Number of accumulated hours \_\_\_\_\_

School's phone number \_\_\_\_\_

Student Teacher's Signature \_\_\_\_\_

Teacher's Signature \_\_\_\_\_

Principal's Signature \_\_\_\_\_

Supervising Professor's Signature \_\_\_\_\_

(This sheet will be included in the student's portfolio)

OFFICIAL SEAL OF THE SCHOOL

## APPENDIX F

**Universidad del Turabo  
FLORIDA CAMPUSES**

### INTERNSHIP STUDENT TEACHER GROWTH PROFILE

Student Teacher \_\_\_\_\_ Date \_\_\_\_\_

Subject or Grade Taught \_\_\_\_ For the \_\_\_\_\_ Semester 20\_\_

Supervising Teacher \_\_\_\_\_

School \_\_\_\_\_

**INSTRUCTIONS:** Please rate the student's performance as a student teacher for each category by circling the appropriate number on the continuum (Excellent: 5 & 4; Satisfactory: 3; Inadequate: 2 & 1). In addition, please write a summary statement which explains and/or supplements the ratings.

#### **INSTRUCTION**

	Excellent		Satisfactory		Inadequate	
Knowledge of subject matter	5	4	3	2	1	
Knowledge of students/differences	5	4	3	2	1	
Planning/preparation	5	4	3	2	1	
Presentation skills	5	4	3	2	1	
Tutorial skills	5	4	3	2	1	
Instructional materials	5	4	3	2	1	
Classroom management	5	4	3	2	1	
Knowledge of accommodations (ESOL and disabilities)	5	4	3	2	1	
Sub-Total: _____ /40						

#### **Relationships**

with students	5	4	3	2	1
with teachers/staff	5	4	3	2	1
Sub-Total: _____ /10					



**APPENDIX G**  
**FLORIDA EDUCATOR ACCOMPLISHED**  
**PRACTICES**

# FLORIDA EDUCATOR ACCOMPLISHED PRACTICES

## Preprofessional Competencies for Teachers of the Twenty-First Century Florida Education Standards Commission



Florida Department of Education  
Tallahassee, Florida

FOR FURTHER INFORMATION  
CALL, WRITE OR EMAIL:  
Florida Education Standards Commission  
Ralph Turlington Building, Suite 323  
325 West Gaines Street  
Tallahassee, Florida 32399-0400  
850/245-0441, SUNCOM 205-0441, FAX 850/245-0657  
E-mail: [judy.etemadi@fldoe.org](mailto:judy.etemadi@fldoe.org)

## **Accomplished Practices**

1. **ASSESSMENT**
2. **COMMUNICATION**
3. **CONTINUOUS IMPROVEMENT**
4. **CRITICAL THINKING**
5. **DIVERSITY**
6. **ETHICS**
7. **HUMAN DEVELOPMENT & LEARNING**
8. **KNOWLEDGE OF SUBJECT MATTER**
9. **LEARNING ENVIRONMENTS**
10. **PLANNING**
11. **ROLE OF THE TEACHER**
12. **TECHNOLOGY (Revised 9-4-03)**

## **ACCOMPLISHED PRACTICE #1 – ASSESSMENT**

**PREPROFESSIONAL:** The preprofessional teacher collects and uses data gathered from a variety of sources. These sources include both traditional and alternate assessment strategies. Furthermore, the teacher can identify and match the students' instructional plans with their cognitive, social, linguistic, cultural, emotional, and physical needs.

### **Sample Key Indicators:**

**Analyzes individuals' learning needs and practices techniques which accommodate differences, including linguistic and cultural differences.**

**Draws from a repertoire of techniques to accommodate differences in students' behavior.**

**Identifies potentially disruptive student behavior.**

**Identifies students' cognitive, social, linguistic, cultural, emotional, and physical needs in order to design individual and group instruction.**

**Employs traditional and alternative assessment strategies in determining students' mastery of specified outcomes.**

**Guides students in developing and maintaining individual portfolios.**

**Modifies instruction based upon assessed student performance.**

**Provides opportunities for students to assess their own work and progress.**

**Assists students in designing individual plans for reaching the next performance level.**

**Maintains observational and anecdotal records to monitor students' development.**

**Interprets, with assistance, data from various informal and standardized assessment procedures.**

**Reviews assessment data and identifies students' strengths and weaknesses.**

**Communicates individual student progress in student, parent, and staff conferences.**

**Develops short and long term personal and professional goals related to assessment.**

## **ACCOMPLISHED PRACTICE #2 – COMMUNICATION**

**PREPROFESSIONAL:** The preprofessional teacher recognizes the need for effective communication in the classroom and is in the process of acquiring techniques which she/he will use in the classroom.

### **Sample Key Indicators:**

**Establishes positive interaction in the learning environment that uses incentives and consequences for students.**

**Establishes positive interactions between the teacher and students that are focused upon learning.**

**Varies communication (both verbal and nonverbal) according to the nature and needs of individuals.**

**Encourages students in a positive and supportive manner.**

**Communicates to all students high expectations for learning.**

**Acquires and adapts interaction routines (e.g., active listening) for individual work, cooperative learning, and whole group activities.**

**Provides opportunities for students to learn from each other.**

**Practices strategies that support individual and group inquiry.**

**Provides opportunities for students to receive constructive feedback on individual work and behavior.**

**Identifies communication techniques for use with colleagues, school/community specialists, administrators, and families, including families whose home language is not English.**

**Develops short and long term personal and professional goals related to communication.**

## **ACCOMPLISHED PRACTICE #3 – CONTINUOUS IMPROVEMENT**

**PREPROFESSIONAL:** The preprofessional teacher realizes that she/he is in the initial stages of a lifelong learning process and that self reflection is one of the key components of that process. While her/his concentration is, of necessity, inward and personal, the role of colleagues and schoolbased improvement activities increases as time passes. The teacher's continued professional improvement is characterized by self-reflection, working with immediate colleagues and teammates, and meeting the goals of a personal professional development plan.

### **Sample Key Indicators:**

**Identifies principles and strategies for effective changes occurring in her/his classroom and school.**

**Participates in and supports the overall school improvement process.**

**Uses data from her/his own learning environments as a basis for reflecting upon and experimenting with personal teaching practices.**

**Participates in the design of a personal professional development plan to guide her/his own improvement.**

**Communicates student progress with students, families, and colleagues.**

**Reflects respect for diverse perspectives, ideas, and opinions in planned learning activities.**

**Supports other school personnel as they manage the continuous improvement process.**

**Participates in and supports the overall school improvement process.**

**Works to continue the development of her/his own background in instructional methodology, learning theories, second language acquisition theories, trends and subject matter.**

**Shows evidence of reflection and improvement in her/his performance in teaching/learning activities.**

**Seeks to increase her/his own professional growth by participating in training and other professional development experiences.**

**Has observed others in the role of steward and can demonstrate some of the skills involved.**

**Works as a reflective practitioner and develops the skills to recognize problems, research solutions, and evaluate outcomes.**

**Learns from peers and colleagues and develops professional relationships.**

**Reflects upon her/his own professional judgment and has the ability to articulate it to colleagues, parents, and the business community.**

**Develops short- and long-term personal and professional goals related to continuous professional development.**

## **ACCOMPLISHED PRACTICE #4 – CRITICAL THINKING**

**PREPROFESSIONAL:** The preprofessional teacher is acquiring performance assessment techniques and strategies that measure higher order thinking skills in students and is building a repertoire of realistic projects and problem-solving activities designed to assist all students in demonstrating their ability to think creatively.

### **Sample Key Indicators:**

**Provides opportunities for students to learn higher-order thinking skills.**

**Identifies strategies, materials, and technologies which she/he will use to expand students' thinking abilities.**

**Has strategies for utilizing discussions, group interactions, and writing to encourage student problem solving.**

**Poses problems, dilemmas, and questions in lessons.**

**Assists students in development and use of rules of evidence.**

**Varies her/his role in the instructional process (instructor, coach, mentor, facilitator, audience, critic, etc.) in relation to the purposes of instruction and the students' needs, including linguistic needs.**

**Demonstrates and models the use of higher-order thinking abilities.**

**Modifies and adapts lessons with increased attention to the learners' creative thinking abilities.**

**Encourages students to develop open-ended projects and other activities that are creative and innovative.**

**Uses technology and other appropriate tools in the learning environment.**

**Develops short-term personal and professional goals related to critical thinking.**

## **ACCOMPLISHED PRACTICE #5 – DIVERSITY**

**PREPROFESSIONAL:** The preprofessional teacher establishes a comfortable environment which accepts and fosters diversity. The teacher must demonstrate knowledge and awareness of varied cultures and linguistic backgrounds. The teacher creates a climate of openness, inquiry, and support by practicing strategies such as acceptance, tolerance, resolution, and mediation.

### **Sample Key Indicators:**

**Accepts and values students from diverse cultures and linguistic backgrounds and treats all students equitably.**

**Fosters a learning environment in which all students are treated equitably.**

**Recognizes the cultural, linguistic, and experiential diversity of students.**

**Recognizes students' learning styles and cultural and linguistic diversity and provides for a range of activities.**

**Has a repertoire of teaching techniques and strategies to effectively instruct all students.**

**Selects appropriate culturally and linguistically sensitive materials for use in the learning process.**

**Analyzes and uses school, family, and community resources in instructional activities.**

**Employs techniques useful in creating a climate of openness, mutual respect, support, and inquiry.**

**Selects and introduces materials and resources that are multicultural.**

**Acknowledges the importance of family and family structure to the individual learner.**

**Promotes student's responsibility, appropriate social behavior, integrity, value of diversity, and honesty through learning activities.**

**Provides learning situations which will encourage the student to practice skills and gain knowledge needed in a diverse society.**

**Develops short-term personal and professional goals related to diversity.**

## **ACCOMPLISHED PRACTICE #6 – ETHICS**

**PREPROFESSIONAL: Adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.**

**Sample Key Indicators:**

**Makes reasonable effort to protect students from conditions harmful to learning and/or to the student's mental and/or physical health and/or safety.**

**Does not unreasonably restrain a student from pursuit of learning.**

**Does not unreasonably deny a student access to diverse points of view.**

**Takes reasonable precautions to distinguish between personal views and those of any educational institution or organization with which the individual is affiliated.**

**Does not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression.**

**Does not use institutional privileges for personal gain or advantage.**

**Maintains honesty in all professional dealings.**

**Shall not on the basis of race, color, religion, gender, 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.**

**Does not interfere with a colleague's right to exercise political or civil rights and responsibilities.**

## **ACCOMPLISHED PRACTICE #7 – HUMAN DEVELOPMENT AND LEARNING**

**PREPROFESSIONAL:** Drawing upon well established human development/learning theories and concepts and a variety of information about students, the preprofessional teacher plans instructional activities.

### **Sample Key Indicators:**

**Recognizes developmental levels of students and identifies differences in a group of students.**

**Uses previously acquired knowledge to link new knowledge and ideas to already familiar ideas.**

**Uses multiple activities which engage and motivate students at appropriate developmental levels.**

**Communicates with students effectively by taking into account their developmental levels, linguistic development, cultural heritage, experiential background and interests.**

**Varies activities to accommodate different student learning needs, developmental levels, experiential backgrounds, linguistic development, and cultural heritage.**

**Recognizes learning theories, subject matter structure, curriculum development, student development, and first and second language acquisition processes.**

**Uses alternative instructional strategies to develop concepts and principles and is aware of the rationale for choosing different methods.**

**Develops short-term personal and professional goals related to human development and learning.**

**ACCOMPLISHED PRACTICE #8 – KNOWLEDGE OF  
SUBJECT  
MATTER**

**PREPROFESSIONAL:** The preprofessional teacher has a basic understanding of the subject field and is beginning to understand that the subject is linked to other disciplines and can be applied to real-world integrated settings. The teacher's repertoire of teaching skills includes a variety of means to assist student acquisition of new knowledge and skills using that knowledge.

**Sample Key Indicator:**

**Communicates knowledge of subject matter in a manner that enables students to learn.**

**Increases subject matter knowledge in order to integrate the learning activities.**

**Uses the materials and technologies of the subject field in developing learning activities for students.**

**Acquires currency in her/his subject field.**

**Has planned and conducted collaborative lessons with colleagues from other fields.**

**Develops short and long term personal and professional goals related to knowledge of subject matter.**

## **ACCOMPLISHED PRACTICE #9 – LEARNING ENVIRONMENTS**

**PREPROFESSIONAL:** The preprofessional teacher understands the importance of setting up effective learning environments and has techniques and strategies to use to do so including some that provide opportunities for student input into the processes. The teacher understands that she/he will need a variety of techniques and work to increase his/her knowledge and skills.

### **Sample Key Indicators:**

**Practices a variety of techniques for establishing smooth and efficient routines.**

**Applies the established rules and standards for behaviors consistently and equitably.**

**Involves students in the management of learning environments, including establishing rules and standards for behavior.**

**Recognizes cognitive, linguistic, and affective needs of individual students and arranges learning environments and activities to meet these needs.**

**Uses techniques to align student needs, instructional settings, and activities.**

**Provides opportunities for students to be accountable for their own behavior.**

**Provides a safe place to take risks.**

**Respects any student's right to use a home language other than English for academic and social purposes.**

**Monitors learning activities by providing feedback and reinforcement to students.**

**Implements instructional activities to meet students' cognitive, linguistic and affective needs.**

**Arranges and manages the physical environment to facilitate student learning outcomes.**

**Uses learning time effectively, maintains instructional momentum, and makes effective use of time for administrative and organization activities.**

**Provides clear directions for instructional activities and routines.**

**Maintains academic focus of students by use of varied motivational devices.**

**Develops short term personal and professional goals related to learning environments.**

## **ACCOMPLISHED PRACTICE #10 – PLANNING**

**PREPROFESSIONAL:** Recognizes the importance of setting high expectations for all students, the preprofessional teacher works with other professionals to design learning experiences that meet students' needs and interests. The teacher candidate continually seeks advice/information from appropriate resources (including feedback), interprets the information, and modifies her/his plans appropriately. Planned instruction incorporates a creative environment and utilizes varied and motivational strategies and multiple resources for providing comprehensible instruction for all students. Upon reflection, the teacher continuously refines outcome assessment and learning experiences.

### **Sample Key Indicators:**

**Identifies student performance outcomes for planned lessons.**

**Plans and conducts lessons with identified student performance and learning outcomes.**

**Plans activities to promote high standards for students through a climate which enhances and expects continuous improvement.**

**Provides comprehensible instruction based on performance standards required of students in Florida public schools.**

**Provides comprehensible instruction in effective learning procedures, study skills, and test-taking strategies.**

**Plans activities that utilize a variety of support and enrichment activities and materials.**

**Accesses and interprets information from multiple sources.**

**Assists students in using the resources available to them.**

**Incorporates the visual and physical environment when planning learning activities.**

**Plans activities that engage students in learning activities and employs strategies to re-engage students who are off task.**

**Demonstrates instructional flexibility and an awareness of the teachable moment.**

**Plans and conducts lessons that are interdisciplinary.**

**Helps students develop concepts through a variety of methods.**

**Regularly reflects upon her/his own practice and modifies behavior based upon that reflection.**

**Cooperatively works with colleagues in planning instruction.**

**Develops a community resource file for use in planning instructional activities.**

**Develops short and long term personal and professional goals related to planning.**

## **ACCOMPLISHED PRACTICE #11- ROLE OF THE TEACHER**

**PREPROFESSIONAL:** The preprofessional teacher communicates and works cooperatively with families and colleagues to improve the educational experiences at the school.

### **Sample Key Indicators:**

**Develops and expands strategies that are effective in fulfilling the role of student advocate and is familiar with the laws (State and Federal) and court-ordered Consent Decrees which assure the rights of students.**

**Provides meaningful feedback on student progress to students and families and seeks assistance for self and families.**

**Proposes ways in which families can support and reinforce classroom goals, objectives, and standards.**

**Uses the community to provide students with a variety of experiences.**

**Works with school volunteers appropriately.**

**Can describe overt signs of child abuse and severe emotional distress and knows to whom such observations should be reported.**

**Can describe overt signs of alcohol and drug abuse and knows to whom such observations should be reported.**

**Works with colleagues to identify students' educational, social, linguistic, cultural, and emotional needs.**

**Uses continuous quality improvement techniques in school improvement efforts.**

**Communicates with families of culturally and linguistically diverse backgrounds.**

**Develops short and long term personal and professional goals related to the roles of a teacher.**

## **ACCOMPLISHED PRACTICE #12 – TECHNOLOGY (revised 9-4-03)**

**PREPROFESSIONAL:** The preprofessional teacher uses technology as available at the school site and as appropriate to the learner. She/he provides students with opportunities to actively use technology and facilitates access to the use of electronic resources. The teacher also uses technology to manage, evaluate, and improve instruction.

### **Sample Key Indicators:**

**Demonstrates technology competencies as defined by Document 1 (Florida Technology Literacy Profile).**

**Uses technology tools on a personal basis.**

**Demonstrates awareness of and models acceptable use policies and copyright issues.**

**Identifies and uses standard references in electronic media.**

**Uses technology in lesson and material preparation.**

**Identifies technology productivity tools to assist with management of student learning.**

**Teaches students to use available computers and other forms of technology.**

**Creates authentic tasks using technology tools and recognizes the need for learner-centered environments.**

**Selects and utilizes educational software tools for instructional purposes based upon reviews and recommendations of other professionals.**

**Uses digital information obtained through intranets and/or the Internet (i.e., e-mail, research).**

**Uses technology to collaborate with others.**

**Develops professional goals relating to technology integration.**

**The pre-professional teacher uses accessible and assistive technology to provide curriculum access to those students who need additional support to access the information provided in the general education curriculum as available at each school site.**

## APPENDIX H

### PORTFOLIO CHECK LIST

Student Name \_\_\_\_\_

Student I.D. \_\_\_\_\_

Major \_\_\_\_\_

Evidence and reflections must remain in the appropriate portfolio sections until the final portfolio check which occurs during Internship and is conducted by the college supervising professor. *The Portfolio-in-Progress sheet is to remain in the front section of the student's portfolio. Its security and maintenance are the student's responsibility.*

<b>Portfolio Sections</b>	<b>Approval Date</b>	<b>Professor's Signature</b>
Autobiography	_____	_____
Resumé	_____	_____
<b>Accomplished Practice</b>		
Assessment	_____	_____
Communication	_____	_____
Continuous Improvement	_____	_____
Critical Thinking	_____	_____
Diversity	_____	_____
Ethics	_____	_____
Human Development & Learning	_____	_____
Knowledge of Subject Matter	_____	_____
Learning Environment	_____	_____
Planning	_____	_____
Role of the Teacher	_____	_____
Technology	_____	_____
Reflections on Internship	_____	_____

## APPENDIX I

### DOCUMENT FOR PORTFOLIO EVALUATION

Student Name \_\_\_\_\_

Student I.D. \_\_\_\_\_

Major \_\_\_\_\_

Evidence and reflections must remain in the appropriate portfolio sections until the final portfolio check which occurs during Internship and is conducted by the college supervising professor. *The Portfolio-in-Progress sheet is to remain in the front section of the student's portfolio. Its security and maintenance are the student's responsibility.*

Criteria to be evaluated	Assigned proportion	Obtained grade
<u>Timeliness</u> : Handed in at the assigned date and time	10 %	
<u>Presentation</u> : Uses suggested writing style (APA style), writing structure, punctuation	10 %	
<u>Organization</u> of the presented works: Ordering and sequencing	10 %	
<u>Concept mastery</u> : Applies the concepts learned during the Internship, using references correctly quoted in the written text	15 %	
<u>Depth of ideas</u> : Establishes arguments and statements within the expected spectrum of ideas for a college student	15 %	
<u>Originality</u> : Develops the portfolio in a unique manner, differentiating this work from that of the rest of the group	10 %	
<u>Broadens concepts</u> : Presented with new ideas, updating them with new references	15 %	
<u>Corrects mistakes</u> : Correct writing strategies, avoiding typographical errors by using the computer spell-check	10 %	
<u>Presents evidence and use APA style.</u>	5 %	
<b>Total of accumulated points</b>	<b>100 %</b>	

## APPENDIX J

### PRE-OBSERVATION CONFERENCE REPORT FORM

**Student teacher's name:** \_\_\_\_\_

**Internship center:** \_\_\_\_\_

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

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Date of the observation: \_\_\_\_\_

Items to mention:

- Lesson Plan notebook
- Roll Book
- Professional Notebook
- Grade Book
- Student Profiles
- Reflective Diary
- Educational Portfolio

Review of Supervision Procedures:

2. Pre-conference
3. Observations
4. Post-conference

## Preparation for the Observation

### 1. Lesson Plan

Items mutually agreed upon to target for improvement

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

Set time for the observation. See Appendix L



- Continuous Improvement
- Critical Thinking
- Diversity
- Ethics
- Human Development & Learning
- Knowledge of Subject Matter
- Learning Environments
- Planning
- Role of the Teacher
- Technology

**Strengths Observed to be maintained:**

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**Weaknesses Observed:**

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**Recommendations for Improvement:**

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**Post-Observation Conference Student Teacher's Comment:**

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**Evaluator's Signature – Date**

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**Student Teacher's Signature - Date**

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**Evaluator's Position**

## APPENDIX L

### CHECKLIST FOR SUPERVISING PROFESSOR'S VISIT

- \_\_\_\_\_1. Arrange for a place for the supervising professor to sit and observe.
- \_\_\_\_\_2. Ensure that the lesson consists of direct instruction for 25 to 30 minutes with independent practice following.
- \_\_\_\_\_3. Make certain you are interacting with students at the time of the visit.
- \_\_\_\_\_4. Provide a copy of the lesson plan (teacher's or your own) to the supervising professor.
- \_\_\_\_\_5. Provide copies of materials being used (such as worksheets, reading mastery lessons, etc.) for the coordinator to follow.
- \_\_\_\_\_6. Allow for discussion time with the supervising professor after the lesson.

*Take a deep breath and remember, we are here to help you.*

## Appendix M



**Sistema Universitario Ana G. Méndez  
Florida Campuses  
Universidad del Este, Universidad Metropolitana, Universidad del Turabo**

### **Internship Agreement**

Student Name

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Student I.D.

Major

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This agreement is made to provide the student teacher with a field-based professional supervised experience. Internship is a full-time, all-day student teaching experience during a ten-week period in which interns gradually assume full-time teaching responsibilities and complete their professional preparation. The goals are for student teachers to:

- practice the skills they have learned in their college coursework in a real teaching situation;
- demonstrate the ability to make long- and short-range planning, to instruct and manage classes for full days of teaching for an extended period, and to evaluate pupil progress;
- assume all dimensions of the teacher's role.

Student in practice must complete a minimum of 225 hours of Internship in this setting.

The length and time for this Internship will be 10 weeks.

#### **SUAGM Florida agrees to:**

- *Assign a faculty internship supervisor to facilitate communication between the University and the Internship center.*
- *Provide orientation, assistance, consultation and professional development opportunities to supervising teacher.*

- Have the faculty supervisor make three evaluation visits and work coordinately with supervising teacher and internship student over any concerns related to this Internship.
- Ensure that the supervising professor is responsible for assigning a grade upon student successful completion of this Internship according to the Student Teaching Handbook.

**Internship Center agrees to:**

- Assign a supervising teacher who meets the criteria.
- Assign a supervisor with interest in the Internship student supervision.
- Exercise the corresponding functions as a member of the facilitation team
- Systematically orient the student teacher in the application of the principles that guide the teaching-learning process.
- Provide the students with necessary and appropriate sources to practice and learning.
- Participate in the student’s midpoint and final evaluations, and complete and sign Internship related forms.

**Internship student agrees to:**

- Submit and sign any required document of internship placement process.
- Adhere to Internship setting administrative policies, rules, standards, schedules and practices of the site.
- Be punctual and present at Internship scheduled time.
- Complete the necessary evaluation processes, including first, midpoint and one final evaluation by the supervising professor and the supervising teacher, and a self-evaluation

This agreement is made on \_\_\_\_\_ by \_\_\_\_\_  
*Date Internship Center Name*  
 and SUAGM Florida.

This agreement will be effective from \_\_\_\_\_ to \_\_\_\_\_.  
*Date*  
 for \_\_\_\_\_ hours per week.

<b>STUDENT TEACHER’S SIGNATURE</b>	_____	<b>DATE</b>	_____
<b>SUPERVISING TEACHER’S SIGNATURE</b>	_____	<b>DATE</b>	_____
<b>PRINCIPAL’S SIGNATURE</b>	_____	<b>DATE</b>	_____
<b>SUPERVISING PROFESSOR’S SIGNATURE</b>	_____	<b>DATE</b>	_____
<b>EXECUTIVE DIRECTOR’S SIGNATURE</b>	_____	<b>DATE</b>	_____

## References

Florida Department of Education. (1998). *Correlation of Accomplished Practices, Competencies, and Goals*. Tallahassee: Department of Education.

### **Handbooks:**

University of Central Florida  
Student Teaching Handbook:  
A Guide for Internship and *Clinical Practice*

Sistema Universitario Ana G. Méndez  
Florida Campuses  
Counseling and Guidance Internship Handbook

Florida Education Standards Commission  
Ralph Turlington Building, Suite 323  
325 West Gaines Street  
Tallahassee, Florida 32399-0400  
850/245-0441, SUNCOM 205-0441, FAX 850/245-0657  
E-mail: [judy.etemadi@fldoe.org](mailto:judy.etemadi@fldoe.org)

### **Web-sites:**

Seminole County Public Schools  
Orange County Public Schools  
Osceola County Public Schools  
Polk County Public Schools