



School for Professional Studies
Florida Campuses

EDUCATION INTERNSHIP HANDBOOK

CLINICAL SCHOOL EXPERIENCES AND INTERNSHIP EXPERIENCE REQUIREMENTS

Published March 31, 2011

Updated January 8, 2014
All Rights Reserved



School for Professional Studies
Florida Campuses

Sistema Universitario Ana G. Méndez (SUAGM)

Universidad del Este (UNE)

Universidad Metropolitana (UMET)

Universidad del Turabo (UT)

Florida Campuses

Metro Orlando

Miramar, South Florida

Tampa Bay

Dr. Luis Burgos, Chancellor of SUAGM, Florida Campuses

ACADEMIC DIRECTOR TEAM

Metro-Orlando Campus

Ivette Bóssolo, Academic Director

South Florida Campus

Julie Carrión, Academic Director

Tampa Bay Campus

Chalie Colón, Academic Director



School for Professional Studies
Florida Campuses

EDUCATION INTERNSHIP HANDBOOK COLLABORATION TEAM

Julie Carrión, M.S., MFT, Academic Director

Juanita L. Munera, M. Ed., English Language Specialist

Marianela Núñez, LCSW, Faculty – South Florida Campus

Frances Rodríguez, Dual Language Specialist

Dr. Tomasita Ortiz, Chief Learning Officer

Published March 2011

Updated November 2013

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

TABLE OF CONTENTS

	Page Number
LETTER FROM THE CHANCELLOR.....	5
INTRODUCTION	6
DUAL LANGUAGE NATURE OF DEGREE PROGRAMS.....	7
EDUCATION INTERNSHIP CONTACT INFORMATION.....	9
THE INTERNSHIP EXPERIENCE	10
LEVEL I: SCHOOL CLINICAL EXPERIENCE.....	11
LEVEL II: SCHOOL INTERNSHIP EXPERIENCE.....	12
EXPECTED OUTCOME OF LEVEL II: SCHOOL INTERNSHIP EXPERIENCE.....	19
INTERNSHIP SITES	20
COACHING AND MENTORING.....	21
DRESS ETIQUETTE	26
ATTENDANCE REQUIREMENTS.....	27
CLINICAL SUPERVISION: A FORMATIVE PROCESS.....	28
ROLES AND RESPONSIBILITIES OF THE INTERNSHIP COLLABORATIVE TEAM.....	31
ACADEMIC DIRECTOR	31
INTERNSHIP COORDINATOR	33
SCHOOL SITE SUPERVISING TEACHER.....	34
THE ADULT STUDENT INTERN.....	36
INTERNSHIP COURSE FACULTY FACILITATOR.....	38
INTERNSHIP EVALUATION PROCESS	41
LEVEL II: SCHOOL INTERNSHIP EXPERIENCE EVALUATION PROCESS	41
FLORIDA ESOL PERFORMANCE STANDARDS (APPENDIX I).....	43
APPENDIX A: INTERNSHIP FREQUENTLY ASKED QUESTIONS.....	46
APPENDIX B: CLINICAL SCHOOL EXPERIENCE OBSERVATION AND PARTICIPATION TOOL LEVEL I INTERNSHIP.....	49
APPENDIX C: CLASSROOM OBSERVATION FEEDBACK FORM LEVEL II INTERNSHIP.....	58
APPENDIX D: INTERNSHIP EVALUATION RUBRIC FORM LEVEL II INTERNSHIP.....	60
APPENDIX E: STUDENT INTERN SELF-EVALUATION LEVEL II INTERNSHIP.....	71
APPENDIX F: STUDENT ESOL PERFORMANCE PROFILE	80

APPENDIX G: CODE OF ETHICS – EDUCATION PROFESSION.....84
APPENDIX H: FLORIDA EDUCATOR ACCOMPLISHED PRACTICES90
APPENDIX I: ESOL PERFORMANCE STANDARDS100
APPENDIX J: FLORIDA READING COMPETENCIES111
APPENDIX K: RECOMMENDED EDUCATION LINKS.....120
APPENDIX L: PROGRAM REQUIREMENTS FOR EDUCATION DEGREES122
APPENDIX M: MARZANO TEACHER EVALUATION MODEL124

Letter from the Chancellor

Dear Colleagues:

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

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

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

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

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

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

Sincerely,

Dr. Luis Burgos
Chancellor of SUAGM, Florida Campus

INTRODUCTION: A Historical Overview of *Sistema Universitario Ana G. Méndez*

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

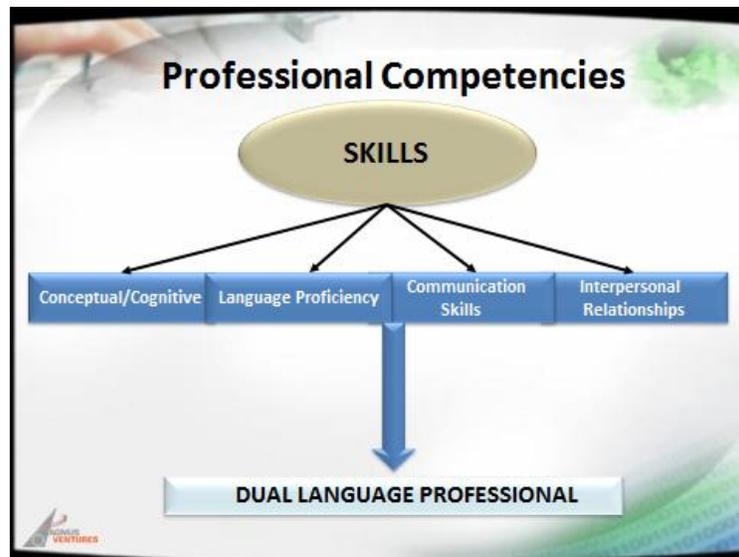
It is in this same spirit that we established the SUAGM in Florida starting in 2003 with the opening of UT Metro Orlando, and some years later added the South Florida, and Tampa Bay campuses. **The undergraduate and graduate education programs at SUAGM are designed to be in compliance with Florida Statutes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

Our expanded *Vision 2015* has designated us as a “high-quality, people-oriented, internationally-centered learning community with advanced technology.” Our Florida campuses are the “bridge” that links us to Hispanic adult learners, whether they are born in the United States or Latin American countries. The *Sistema Universitario Ana G. Méndez* will always be there to meet their needs!

Dual Language Nature of Degree Programs

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

The *Dual Language Professional Competencies* framework addresses the skills needed to become a dual language professional in the selected degree program. These skills are delineated in four main areas: Conceptual/Cognitive, Language Proficiency, Communication Skills, and Interpersonal Relationships, as the chart below shows:



Conceptual/Cognitive Skills:

- Generate Innovative Creative Ideas
- Coordinate Projects
- Analyze/Interpret Data
- Use Critical Thinking for Problem Solving
- Synthesize Proactively

Language Proficiency Skills:

- Bilingual and Biliterate in the Four Language Skills (Listening, Speaking, Reading, and Writing)
- Spelling & Grammar
- Professional Translations
 - Oral
 - Written
- Summarizes Information Accurately
- Use of Sophisticated Professional Vocabulary
- Use of Technical Professional Jargon
- Reads, Understands, and Applies Knowledge for Positive Decision Making

Communication Skills:

- Making Coherent Presentations (Reports, Proposals)
- Support Opinions
- Express Ideas (Hypothetical & Situational)

Interpersonal Skills

- Team-Work
 - Collaboration
 - Trust
 - Professional Ethics
 - Excellence
 - Humble
- Interpersonal Interaction
 - Respect

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

EDUCATION INTERNSHIP CONTACT INFORMATION

Metro-Orlando Campus

Ivette Bóssolo

Academic Director

5601 South Semoran Boulevard, Suite 55

Orlando, Florida 32822

(407) 207-3363, ext. 1804

South Florida Campus

Julie Carrión, M.S., MFT

Academic Director

3520 Enterprise Way

Miramar, Florida 33025

(954) 885-5595, ext. 8504

Tampa Bay Campus

Chalie Colón, MBA

Academic Director

3665 West Waters Avenue

Tampa, Florida 33614

(813) 932-7500, ext. 8711

THE INTERNSHIP EXPERIENCE

GENERAL INFORMATION

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

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

Our unique adult students participate in two levels of educational, professional, clinical experiences, and internship experiences as follows:

- Level I: School Clinical Experience (serves a Junior Internship experience)
- Level II: School Internship Experience (Senior Internship)

The *Level I: School Clinical Experience* component is integrated in all education program core and specialization **bachelor's and master's degree education courses**, as applicable to the degree program. This experience in the public school system allows the Adult Student Intern to observe and participate in classroom practices, activities, mentoring, and tutoring in addition to general school operation practices. The student will have accumulated **between 184 to 192 hours** of Clinical School Experiences and general school operation experiences before qualifying for the required Senior Internship experience, which is our *Level II: School Internship Experience* component, depending on the total core and specialization courses in the education program in which they are enrolled.

Level I: School Clinical Experience:

It is designed to meet the requirements of completing a Junior Internship to accommodate the unique needs of an adult student. **The School Clinical Experience must be conducted based on placement policies established by school districts.** Students are required to engage in **8 hours** of classroom experiences such as lesson observations, tutoring students, mentoring students, and participation in general school operation activities as part of the core and specialization course requirements.

The Adult Student Intern must document the completion of clinical experiences and school activities as specified in the instructional module and this Education Internship Handbook. Adult Student Interns are required to complete the **Clinical School Experience Observation and Participation Tool Parts I and II (Appendix B)**. The tool reflects the required Florida Educator Accomplished Practices. As stated by Florida Rule 6A-5.065, “*the Educator Accomplished Practices form the foundation for the state’s teacher preparation programs,*

educator certification requirements and district instructional personnel appraisal systems”.
(Appendix H).

It is the responsibility of the Faculty facilitator to thoroughly explain to students the use of the ***Florida Educator Accomplished Practices*** in each education core course and specialization course. This official document must be used during their ***Level I: Clinical School Experience*** component and completing the course successfully. The completed document and report must be signed by the Supervising Teacher at the school. The Adult Student Intern must provide the required experience report to the Internship Course Faculty facilitator as part of the evaluation process.

During the Level I: School Clinical Experience activities and requirements, students are able to gain a great deal of information about the teaching profession and how it is ultimately suited to their life goals as a *Dual Language Education Professional*.

Level II: School Internship Experience:

This component is designed to provide bachelor’s degree and master’s degree students high quality clinical hands-on experiences in classroom management, curriculum development, and direct teaching experiences, as applicable to the degree program. The School Site Supervising Teacher or assigned administrator for Education Leadership Students assigns the Adult Student Intern the responsibility to impart lessons, co-teach, and/or participate in managing the classroom, and/or developing lesson plans or curricula. The Education Leadership student will be participating in general supervision and school administrative functions. The mentoring School Site Supervising Teacher also observes the performance of their respective Adult Student Intern(s), provide professional constructive feedback, and formally evaluate the performance of the Adult Student Intern by using the **Classroom Observation Feedback Form** (Appendix C).

It is the responsibility of the Internship Faculty facilitator to thoroughly review and explain the requirements for completing all internship requirements as set by the school district and this handbook to all education degree program students.

The *Level II: School Internship Experience* provides Adult Student Interns the opportunity to apply theory to classroom practice. **This *Senior Internship Experience* must be conducted based on placement policies established in the school district.**

LEVEL I: SCHOOL CLINICAL INTEGRATED JUNIOR INTERSHIP

The Academic Director will provide the Education Faculty facilitator of **bachelor's degree and master's degree** courses the Education Internship Handbook, required paper work, and school district established placement procedures which the student will need in order to visit the school to complete the *Level I: School Clinical Experience* requirements. This meeting with the Faculty facilitator must occur at least three weeks before the first day of the Education course. Students must receive the Education Internship Handbook and all required information **at least three weeks prior to the first day of class** at the university.

The Education Internship Handbook will be available to students and Faculty in Blackboard. It is the responsibility of the Faculty facilitator to discuss all procedures stipulated in the handbook with students. *A School Clinical Experience is required for every core and specialization education course.* **The School Clinical Experience must be conducted based on placement policies established by school districts. The Academic Director must have very close communication with the internship district contact person and attend all required orientations scheduled by the districts.**

The Academic Director must ensure that students have met the following requirements before they register in the first core and specialization courses:

- 1) obtained finger printing clearance in writing, as applicable to the school district;
- 2) completed successfully all general education courses, and
- 3) completed all language courses (English/Spanish) successfully.

The Academic Director must clearly communicate to students that the Clinical School Experiences will be conducted in English only at the school site. Students must internalize the importance of using English at the professional level to meet requirements for this internship component successfully.

To meet the requirements of this internship component, students are required to complete the **Clinical School Experience Observation and Participation Tool Parts I and II (Appendix B)** to document the classroom observation, clinical experiences assigned, and participation in general school operation activities in which the Adult Student Intern participated. The student is required to be at the school for a minimum of **eight (8) hours** during one day. A minimum of **four (4) hours** must be dedicated to classroom observation, tutoring, mentoring, and other experiences assigned by the Teacher Supervisor. The remaining **four (4) hours** must be dedicated to participation in school activities and meetings such as RTI meetings, LEP/ELL Committee meetings, IEP meetings, parent meetings, and/or faculty meetings.

In addition to completing the **Clinical School Experience Observation and Participation Tool Parts I and II (Appendix B)**, students must write a structured, targeted report describing the classroom clinical experiences and school operational activities in which the Adult Student Intern participated during the school visitation. The report must address the name of the school,

district, school demographics, student population, grade level visited, lesson goal, ethnic background of students, academic levels, activities assigned, and languages spoken by the student. The report must also address the main core educational topics discussed in the education course and it must be aligned to the Florida Educator Accomplished Practices addressed in the course and listed on the **Clinical School Experience Observation and Participation Tool Parts I and II**. Students must follow APA style (latest version). **Both documents must be provided to the Education Course Faculty facilitator for approval and grading as part of the course requirements.**

LEVEL II: SCHOOL INTERNSHIP EXPERIENCE

Level II: School Internship Experience is known in school districts as the Senior Internship Experience. Eligibility requirements are the same for the Bachelor of Arts in Education (B.A. Ed.) as well as the Master of Education (M.Ed.) students. Students who meet the criteria that appears below, at the time of the Level II application, will be eligible for possible admission to the internship experiences in a school district based on placement requirements set forth by the school district. The following areas are considered during the record review for the student admission process:

- 1) Students must be admitted to any of the three universities in *Sistema Universitario Ana G. Méndez*, Florida Campuses, and enrolled in a Bachelor's or Master's Education Program and are required to demonstrate evidence of all pre-requisites into a Level II: School Internship Experience at a school, regardless as to if it is a public school system or accredited private school.

- 2) Students must have complied with all Level I: School Clinical Experience requirements successfully and evidence of completed documents for each core and specialization course have been verified by the Academic Director. **These completed and signed documents are placed in the student's official file.**
- 3) Students who comply with required internship criteria and have filed for the Level II: School Internship Experience within the stipulated deadline for application.
- 4) Students who receive a satisfactory rating in the English **Pre-Internship Interview**. The Academic Director must verify the rating scale results that qualify the student.
- 5) Students who receive a "Certification of Eligibility" and Internship Approval Letter from the Academic Director.
- 6) Only students who meet the following criteria will qualify to receive a *Certification of Internship Experience Eligibility* and approval letter from the Academic Director:
 - Students who have successfully completed all Level I: School Clinical Experience requirements and documentation has been verified and approved.
 - Students who have achieved a 2.50 GPA or above in all bachelor's degree prerequisite method/specialization courses.
 - Students who have achieved a 3.0 GPA or above in all master's degree prerequisite method/specialization courses.
 - Students who have fulfilled the requirement of taking the Florida Teacher Certification Examination General Knowledge Test (all four parts), prior to applying for the internship eligibility. **No waivers to this requirement will be given.**

- Students must understand that the General Knowledge Test (all four parts), is the first test required in Florida for teacher certification. Students must apply for all remaining tests before they apply for employment in a Florida school.
- Students who have achieved a passing score on the Florida Teacher Certification Examination General Knowledge Test (all four parts). Students must provide written evidence of passing scores to the Internship Facilitator at the learning site.
 - ✓ Before taking the General Knowledge Test, students need to make sure that they have taken the corresponding course for their degree program that addresses the following areas: classroom management, methodology and strategies, evaluation and measurement of student learning, methodology for teaching ESOL students, common core curriculum requirements, Marzano teacher evaluation requirements, reading endorsement requirements in Florida, and general concepts dealing with linguistics in ESOL. The courses that address these areas will assist the student in doing better on the state test.
 - ✓ Students must keep in mind that in order to receive a teaching certificate in the state of Florida, they must pass all required exams, not just the General Knowledge Test.
 - ✓ Students are also required to meet all certification requirements to work in Florida schools. For more specific information on certification requirements, students and Faculty facilitators need to go to the Florida Department of Education website at: <http://www.fl DOE.org/edcert/>

- ✓ Special attention must be given to the ESOL requirements for all elementary education degree programs. All elementary teachers in the State of Florida must have either certification in ESOL or an ESOL Endorsement.

7) Students who have demonstrated entry-level theoretical knowledge, basic skills, and competence in:

- Lesson plans, curriculum development, classroom management
- Assessment; familiarity with measures of academic achievement, cognitive processing, and curriculum-based assessments (CBA)
- Understanding school organizational structure; familiarity with roles of key school personnel
- Identifying student problems and the needs of Exceptional Student Education
- Identifying challenges and needs of second language learners as required by Florida law
- Understanding professional standards and ethical principles of the pedagogical profession and the impact of the ESOL standards in the linguistic and academic success of second language learners
- Knowledge of cultural, ethical, and socioeconomic factors that affect students' learning

8) Students have passed a personal background check as required by Florida law and **any other requirements set forth by the school district** where they have been assigned to complete the Level II: School Internship Experience. The student must be aware that a criminal history will negatively impact their chances of obtaining a

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

EXPECTED OUTCOME OF LEVEL II: SCHOOL INTERNSHIP EXPERIENCE

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

- ✓ Pre-K to Primary Education, Elementary Education K-6, and Special Education
 - 37.5 hours per week for 12 weeks for a total of 450 hours
- ✓ Guidance and Counseling
 - 20 hours per week for 12 weeks for a total of 240 hours
- ✓ TESOL
 - 20 hours per week for 12 weeks for a total of 240 hours
- ✓ Educational Leadership
 - A minimum of 104 hours of field experiences using the Florida Principal Leadership Standards prior to the *Principal Internship* is required
 - An eight (8) hour Clinical School Experience is integrated in ALL courses in the degree program
 - The *Principal Internship* requires 10 hours per week for 12 weeks for a total of 120 hours

Note: For specific requirements on the Educational Leadership K-12 Internship process, go to the Florida Department of Education web page.

During the Senior Internship Experience, Adult Student Interns will practice their skills in order to develop and demonstrate the knowledge and attributes of the teaching profession as measured

by the *Florida Educator Accomplished Practices (FEAPs)*. Students will have a rigorous and relevant opportunity to enhance their skills in developing long range, intermediate, and daily planning for students' performance based on planned instruction.

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

The Academic Director must clearly communicate to students that the Senior Internship Experience will be conducted in English only at the school site. Students must internalize the importance of using English at the professional level to meet requirements for this final internship component successfully. The Senior Internship Experience must be conducted based on placement policies established by school districts.

INTERNSHIP SITES

Our students have access to internship school sites throughout Central Florida, Tampa Bay, and South Florida. All assigned sites are school-based and run the gamut of available educational programs inclusive of elementary and secondary school settings; pre-school centers, alternative

education, bilingual programs, and programs for students with special needs. Ana G. Méndez University System has internship agreements with public school districts, as applicable to specific requirements.

COACHING AND MENTORING

The process of nurturing students' transition from learner to professional educators can be rewarding for the students as well as for those who mentor them. The Adult Student Intern is a future teacher who has received higher education training in research-based pedagogy appropriate to the degree program. In addition to this, the Adult Student Intern has developed dual language professional skills in their selected degree area.

A nurturing, respectful liaison and experienced mentor provides the Adult Student Intern with life lasting learning experiences. These experiences enrich their talents and skills as their teaching abilities develop. Achieving the all-important synergy between students' learning styles and the mentoring process requires the commitment and dedication of a cohesive team.

The Adult Student Intern and the Internship Collaborative Team Committee members must have access to the book *Coaching Classroom Instruction*. Marzano & Simms. 2013.

Marzano Research Laboratory during Level I and Level II internship processes.

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

The assigned *Internship Coordinator* serves as a liaison between the Academic Director, the School Site Supervising Teacher, Internship Course Facilitator, Adult Student Intern, and Administrators. The Internship Coordinator must provide evidence of educational credentials and certification in **Clinical Educator** practices. These practices must be implemented during the supervision and support process to the Adult Student Intern. The Internship Coordinator must also review with students teaching and learning research-based practices, reading endorsement requirements, ESOL teacher requirements, common core requirements, Marzano teacher evaluation requirements, and Florida education certification requirements.

Students must clearly understand the implications they will face if internship requirements are not met in a Florida public school system if they intend to pursue a professional career in public education.

The main role of the *Academic Director* is to manage and coordinate the logistics between *Sistema Universitario Ana G. Méndez*, and the approved educator internship site where Adult Student Interns are placed. The Academic Director also provides assistance and guidance to help students navigate the internship process from application to placement at a school site. This is accomplished by attending school district internship orientations and establishing professional relationships with school district internship contact and schools.

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

The *School Site Supervising Teacher* is the team member who has the most frequent contact with the Adult Student Intern, and thus provides the most opportunity for mentoring, direct observation, and professional feedback in performance during the Level I: Clinical School Experiences process.

In accordance with the standards of the *Florida Educator Accomplished Practices* (FEAPs), which can be found in **Appendix H**, the School Site Supervising Teacher provides consistent supervision and observation of the Adult Student Intern while teaching small and/or whole group lessons.

The School Site Supervising Teacher provides multiple strategic observations as well as ongoing verbal and written constructive feedback. Students are able to repeat or increase demonstrated skills and talents and/or make adjustments in areas where a need for improvement is noted.

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

ANXIETY

Like any new experience, student teaching may be as much a cause for anxiety as it is exciting. As a mentor and role model, the School Site Supervising Teacher will be in the best position to help the Adult Student Intern regulate emotions and feelings. It will be particularly helpful to provide the Adult Student Intern with as much detailed information as possible about expectations, descriptions, and explanations regarding the student teaching process. Never assume that the Adult Student Intern already knows any of this information. The School Site Supervising Teacher needs to discuss observations about the Adult Student

Intern's teaching honestly, constructively, and using a "strength-based" approach while incorporating "I messages." The strength-based approach highlights the student's demonstrated strengths in tandem with recommendations about what needs to be improved and how. "I messages" imply avoiding accusatory statements (e.g., "Had you told me that you were not sure, I would have been able to help you."), and rephrasing the idea from a constructive perspective of the self (e.g., "I find that I am better able to help you when you let me know about any uncertainties or limitations.")

WHOLE CLASS AWARENESS

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

CLASSROOM MANAGEMENT

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

that the Adult Student Intern can emulate.

COMMUNICATION

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

PROVIDING INSTRUCTIONS

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

TIME MANAGEMENT

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

TRANSITIONING

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

DRESS ETIQUETTE

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

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

Men:

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

Women:

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

ATTENDANCE REQUIREMENTS

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

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

It is further expected that the Adult Student Intern take part in all the roles a teacher is expected to assume in his/her classroom. For example, the Adult Student Intern should attend staff meetings, parent-teacher conferences, RTI meetings, LEP/ELL Committee meetings, IEP

meetings, open house, and so on. If any of the following occur the Adult Intern Student must make arrangements with the School Site Supervising Teacher to make up hours, as applicable:

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

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

CLINICAL SUPERVISION: A FORMATIVE PROCESS

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

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

classroom; examine the relationship between their philosophies and other assumptions, theories, and research about effective teaching; and develop, implement, and receive support for appropriate changes in both their espoused and practiced educational beliefs.

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

- 1) Pre-observation conference
 - 2) Observation
 - 3) Data analysis
 - 4) Post-observation conference
 - 5) Post-conference analysis
- ✓ **Stages one, two, and four directly involve the observed teacher.**
 - ✓ **The observer is involved in stages three and five.**

Pre-observation Conference

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

Examples of pre-observation questions for the intern:

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

- 5) What are your main goals and expectations for the lesson?
- 6) How long would you like me to observe?
- 7) When could we get together to discuss the observation?

The Observation

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

Data Analysis

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

The Post-observation Conference

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

Examples of post-observation questions for the observer:

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

- 4) How does this compare with the expectations that you had before the lesson?
- 5) What do you think are the factors that contributed to the outcome that you experienced ?
- 6) Would you like for me to share what I observed?

Post-conference Analysis

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

ROLES AND RESPONSIBILITIES OF THE LEVEL II: SCHOOL INTERNSHIP COLLABORATIVE TEAM

ACADEMIC DIRECTOR

The Academic Director:

- Supervises the overall implementation of the Level I and Level II Internship Program and requirements.
- Coordinates an Orientation Meeting for all education Faculty facilitators at least three weeks prior to the first day of class for core and specialization courses to discuss the Internship Handbook and requirements for Level I and Level II Internship.
- Coordinates an Orientation Meeting for all education students at least three weeks prior to the first day of class for core and specialization courses to discuss the Internship Handbook and requirements for Level I and Level II Internship.
- Establishes partnerships with public school districts and agreements, as applicable.
- Participates in internship orientations by school districts for university contacts.

- Ensures that the **Internship Team Collaboration Committee** is in compliance with policy and procedures as required by Florida state laws and the Internship Handbook
- Evaluates internship application packets for school districts submitted by students and provides final eligibility approval if students have met ALL courses and requirements prior to the internship experience.
- Approves internship applications based on a thorough review of documents to comply with placement policies set forth by the school district.
- Mails final approved packets to contacts at school districts to secure school assignments, as applicable to the school district.
- Notifies students who are not eligible for the internship experience in writing.
- Ensures that internship candidates register for the Florida Teacher Competency Test (FTCT) **at least six months** prior to the internship experience.
 - Assures that students provide evidence to the Internship Coordinator of passing the general knowledge test as a requirement for the Level II: School Internship.
- Conducts continuous progress monitoring of the internship experience with the Internship Course Faculty facilitator and assigned Internship Coordinator.
- Participates in district and school meetings, as appropriate.
- Collaboratively works with the Internship Coordinator to reassign interns to a different school, as applicable.
- Ensures that the Internship Collaborative Team Committee is in compliance with internship placement policies provided by school districts.

INTERNSHIP COORDINATOR

The Internship Coordinator:

- Must provide evidence of having the Clinical Education Certification.
- Serves as the liaison among all the Internship Collaborative Team Committee members.
- Prepares internship packets for orientation sessions based on degree program requirements, state requirements, and school district requirements.
- Assists the Academic Director during the Internship Orientation Session.
- Evaluates BANNER Reports to verify requirements for course completion prior to the internship experience.
- Supports students with the registration process for the Florida Teacher Certification Exam (FTCE), as applicable.
- Conducts progress monitoring with the candidates based on the status of the FTCE passing scores requirement.
- Provides guidance and support to students who do not receive a passing score on the FTCE-General Knowledge Test.
- Notifies students if they have not met course requirements for internship eligibility.
- Ensures that candidates complete internship documents accurately.
- Provides completed internship packets to the Academic Director for review and final approval.
- Maintains **Internship Records** for all student candidates for compliance purposes.
- Verifies that application packets for students state the total completed required hours per program for the Level I: School Clinical Experience.

- Establishes communication with School Site Supervising Teacher assigned to the Adult Student Intern.
- Demonstrates knowledge and compliance with requirements set forth in the Education Internship Handbook and placement policies established by the school district.
- Ensures that the School Site Supervising Teacher receives a copy of the Internship Handbook and reviews university expectations set forth in the handbook.
- Provides recommendations to the Academic Director for the enhancement of the Internship Program to ensure excellence and compliance with school district and university policy.

SCHOOL SITE SUPERVISING TEACHER

As an essential member of the Internship Collaborative Team Committee, the School Site Supervising Teacher deeply influences the Adult Student Intern’s learning experience in the field. Therefore, the School Site Supervising Teachers meet district set criteria for this role. Some of their qualifications may include the following:

- 1) Provide evidence of the “**Clinical Educator**” training as described in **Florida State Statute, Section 240.529**, through either, a district sponsored in-service or a university-sponsored course work
- 2) Demonstrate effective research-based teaching strategies for all students
- 3) Demonstrate differentiated instructional strategies to accommodate academic, learning styles, linguistic, and cultural needs of students
- 4) Must have completed 3 years of successful teaching experience

- 5) Demonstrate familiarity with state and district requirements for exemplary School Site Supervising Teacher practices.

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

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

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

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

THE ADULT STUDENT INTERN

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

The Adult Student Intern acknowledges responsibility in the following areas:

- 1) Arriving at the school site always prepared and on time
- 2) Being open and receptive to the constructive feedback from the School Site Supervising Teacher, Faculty facilitator, and/or Internship Coordinator
- 3) Demonstrating growth by incorporating feedback in subsequent planning and teaching

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

INTERNSHIP COURSE FACULTY FACILITATOR

The Internship Course Faculty facilitator is responsible for managing all the logistics associated with successfully fostering collaboration amongst all members of the internship collaborative team. The Internship Course Faculty facilitator is responsible for the effective execution of functions as described in this section. The Internship Course Faculty facilitator provides orientation, assistance, consultation, and professional development opportunities to the Adult Student Intern.

The Internship Course Faculty facilitator must review the Education Internship Handbook with the students to ensure understanding and expectations for the internship process. The Faculty facilitator must also make a minimum of **three (3) evaluation school visits within the 12 weeks established for the internship experience** and work cooperatively with the School Site Supervising Teacher and the Adult Student Intern during the internship period. The Internship Course Facilitator will use the **Classroom Observation Feedback Form** (Appendix C) to document and discuss observations with the Adult Student Intern.

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

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

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

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

- Reviews with students the knowledge acquired on Common Core curriculum, Marzano Teacher Evaluation Model (Appendix M), Reading Competencies (Appendix J), ESOL Performance Standards (Appendix I), Florida Code of Ethics (Appendix G), Florida Educator Accomplished Practices (Appendix H), Program Requirements for Education Degree Programs (Appendix L), and research-based teaching and learning practices.
- Provides information to the School Site Supervising Teacher, School Principal, School Administrator(s), and the Adult Student Intern on the educational model in the three universities in *Sistema Universitario Ana G. Méndez's* and their education policies and procedures.
- Conducts an orientation with the School Site Supervising Teacher and the Adult Student Intern before the teaching experience begins.
- Collaborates with the School Site Supervising Teacher in arranging regular conferences to assess the Adult Student Intern's progress.
- Collaborates with the School Site Supervising Teacher and the Adult Student Intern to jointly complete the *Initial, Mid-point, and Final Performance Assessment* forms.

- Collaborates with the School Site Supervising Teacher to jointly observe a minimum of three (3) teaching practices facilitated by the Adult Student Intern within the 12 weeks established for the internship experience.
- Collaborates with the School Site Supervising Teacher to jointly provide the Adult Student Intern with verbal feedback at the Initial, Mid-Point, and at the Final evaluation period.
- Mentors the Adult Student Intern and provides feedback, as needed, including analysis of written units and/or lesson plans.
- Receives the Initial, Mid-Point, and the Final Performance Assessment forms from the School Site Supervising Teacher, and ensures that they contain all required signatures (e.g. the Adult Student Intern, the School Site Supervising Teacher, and the Internship Course Facilitator) and delivers them to the Academic Director.
- Confers regularly with the Adult Student Intern throughout the internship period.
- Makes recommendations regarding the withdrawal, reassignment or the extension of an Internship Experience, as applicable.

INTERNSHIP EVALUATION PROCESS

Level II: School Internship Experience Evaluation Process

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

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

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

2) **Internship Evaluation Rubric Form**

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

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

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

4) **Adult Student Intern Performance Evaluation**

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

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

5) **Student ESOL Performance Profile Form**

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

6) **Classroom Observation Feedback Form**

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

7) Grading

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

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

Florida ESOL Performance Standards (Appendix I)

Adult Student Interns majoring in PreK/Primary Education, Elementary Education, English/Language Arts Education, or Exceptional Education must plan to seek Florida ESOL certification to comply with state teaching requirements in elementary education. Students participating in any of these programs must maintain a continuous record of demonstrated competencies in ESOL. These students must keep an "**ESOL Notebook**" with the following required features:

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

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

Internship Handbook Appendices

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

APPENDIX A: INTERNSHIP FREQUENTLY ASKED QUESTIONS

INTERNSHIP FREQUENTLY ASKED QUESTIONS

GENERAL INFORMATION

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

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

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

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

APPLICATION PROCESS

Q: What is the deadline for the internship application?

A: The internship application deadline varies according to the various school districts. You are advised to identify your school district where you are interested in completing an internship and consult with the University's Internship Coordinator to access this information. You are further advised to begin exploring internship opportunities at least four PTs in advance of your

intended matriculation time in order to create yourself a cushion in which to resolve any unanticipated barriers.

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

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

Q: What happens if I miss the application deadline?

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

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

LEVEL I INTERNSHIP



CLINICAL SCHOOL EXPERIENCE OBSERVATION AND PARTICIPATION TOOL

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

Adult Student Intern: _____
 Date: _____
 Classroom Teacher: _____

School: _____
 Grade: _____

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

Professional FEAP Competencies	Classroom Observation of Competencies (Total of 4 Hours)		Observation Notes: Describe the relevance of the competency evidenced (observed) to the main core educational topics discussed in your current education course.
	Observed (✓)	Not Observed (✓)	
A. Quality of Instruction			
<i>#1 Instructional Design and Lesson Planning</i> Applying concepts from human development and learning theories, the effective educator consistently:			
aligns instruction with state-adopted standards at the appropriate level of rigor;			
sequences lessons and concepts to ensure coherence and required prior knowledge;			
designs instruction for students to achieve mastery;			
selects appropriate formative assessments to monitor learning;			
uses diagnostic student data to plan lessons; and			
develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.			



School for Professional Studies
Florida Campuses

Adult Student Intern Name: _____ **Date:** _____

Professional FEAP Competencies	Classroom Observation of Competencies (Total of 4 Hours)		Observation Notes: Describe the relevance of the competency evidenced (observed) to the main core educational topics discussed in your current education course.
	Observed (✓)	Not Observed (✓)	
<i>#2 The Learning Environment</i> To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive and collaborative, the effective educator consistently:			
organizes, allocates, and manages the resources of time, space, and attention;			
manages individual and class behaviors through a well-planned management system;			
conveys high expectations to all students;			
respects students' cultural, linguistic, and family background;			
models clear, acceptable oral and written communication skills;			
maintains a climate of openness, inquiry, fairness, and support;			
integrates current information and communication technologies;			
adapts the learning environment to accommodate the differing needs and diversity of students; and			
utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.			



School for Professional Studies
Florida Campuses

Adult Student Intern Name: _____ Date: _____

Professional FEAP Competencies	Classroom Observation of Competencies (Total of 4 Hours)		Observation Notes: Describe the relevance of the competency evidenced (observed) to the main core educational topics discussed in your current education course.
	Observed (✓)	Not Observed (✓)	
<i>#3 Instructional Delivery and Facilitation</i> The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:			
deliver engaging and challenging lessons;			
deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;			
identify gaps in students' subject matter knowledge;			
modify instruction to respond to preconceptions or misconceptions;			
relate and integrate the subject matter and other disciplines and life experiences;			
employ higher-order questioning techniques;			
apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction and to teach for student understanding;			
differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;			
support, encourage, and provide immediate and specific feedback to students to promote student achievement; and			
utilize student feedback to monitor instructional needs and to adjust instruction.			



School for Professional Studies
Florida Campuses

Adult Student Intern Name: _____ **Date:** _____

Professional FEAP Competencies	Classroom Observation of Competencies (Total of 4 Hours) Observed (v) <u>Not</u> Observed (v)		Observation Notes: Describe the relevance of the competency evidenced (observed) to the main core educational topics discussed in your current education course.
#4 Assessment The effective educator consistently:			
analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;			
designs and aligns formative and summative assessments that match learning objectives and lead to mastery;			
uses a variety of assessment tools to monitor student progress, achievement and learning gains;			
modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;			
shares the importance and outcomes of student assessment data with the student and the student's parent/caregivers; and			
applies technology to organize and integrate assessment information.			



Adult Student Intern Name: _____ **Date:** _____

Professional FEAP Competencies B. Continuous Improvement, Responsibility and Ethics	Classroom Observation of Competencies (Total of 4 Hours) Observed (✓) Not Observed (✓)		Observation Notes: Describe the relevance of the competency evidenced (observed) to the main core educational topics discussed in your current education course.
<u>#1 Continuous Professional Improvement</u> The effective educator consistently:			
designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;			
examines and uses data-informed research to improve instruction and student achievement;			
uses a variety of data, independently and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons;			
collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;			
engages in targeted professional growth opportunities and reflective practices; and			
implements knowledge and skills learned in professional development in the teaching and learning process.			



School for Professional Studies
Florida Campuses

Adult Student Intern Name: _____ Date: _____

Professional FEAP Competencies	Classroom Observation of Competencies (Total of 4 Hours) Observed (√) Not Observed (√)		Observation Notes: Describe the relevance of the competency evidenced (observed) to the main core educational topics discussed in your current education course.
<p><u>#2 Professional Responsibility and Ethical Conduct</u></p> <p>Understanding that educators are held to a high moral standard in a community, the effective educator:</p>			
<p>adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida pursuant to State Board of Education Rules 6B-1.001 and 6B-1.006, F.A.C, and fulfills the expected obligations to students, the public and the education profession.</p> <p><i>Rulemaking Authority 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS Law Implemented 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS History – New 7-2-98, Amended 2-13-11</i></p>			



School for Professional Studies
Florida Campuses

CLINICAL SCHOOL EXPERIENCE OBSERVATION AND PARTICIPATION TOOL

Part II: School General Operation Activities (1 page)

Adult Student Intern: _____ **School:** _____ **Date:** _____

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

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

Internship Course Faculty Facilitator: _____ Date: _____

Adult Student Intern: _____ Date: _____

APPROVED: YES NO APPROVAL SIGNATURE: _____

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

APPENDIX C: CLASSROOM OBSERVATION FEEDBACK FORM
LEVEL II INTERNSHIP



School for Professional Studies
Florida Campuses

CLASSROOM OBSERVATION FEEDBACK FORM

Adult Student Intern:	Signature:	Date:
School Site Supervising Teacher:	Signature:	Date:
Internship Course Faculty:	Signature:	Date:
Observation Notes (narrative description of lesson):		

ESOL COMPETENCIES

(Check ALL that are observed)

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

ACCOMPLISHED PRACTICES

(Check ALL that are observed)

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

Exemplary Practices

Reflective Comments

Observer's Name: _____

Observer's Signature: _____

Date: _____

Comments: _____

APPENDIX D: INTERNSHIP EVALUATION RUBRIC FORM

LEVEL II INTERNSHIP



School for Professional Studies
Florida Campuses

INTERNSHIP EVALUATION RUBRIC FORM

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

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

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

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

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



School for Professional Studies
Florida Campuses

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

Adult Student Intern Name: _____

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

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

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

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

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

Possible Evidence/Artifacts: Lesson plans link instruction to assessment and link learning goals to curriculum; written and verbal evidence of accommodations; plans reflect impact of pre-assessment data; continuous planning based on student performance.

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



School for Professional Studies
Florida Campuses

FLORIDA EDUCATOR ACCOMPLISHED PRACTICE # 2 – The Learning Environment

Adult Student Intern Name: _____

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

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

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

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

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

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

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



School for Professional Studies
Florida Campuses

FLORIDA EDUCATOR ACCOMPLISHED PRACTICE # 3 – Instructional Delivery and Facilitation

Adult Student Intern Name: _____

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

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

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

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

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

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

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



School for Professional Studies
Florida Campuses

FLORIDA EDUCATOR ACCOMPLISHED PRACTICE # 4 – Assessment

Adult Student Intern Name: _____

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

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

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

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

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

Performance Indicators	Initial Observation Date:	Midpoint Observation Date:	Final Observation Date:
Analyzes and applies data from multiple assessments and measures to diagnose students’ learning needs, informs instruction based on those needs, and drives the learning process.			
Designs and aligns formative and summative assessments that match learning objectives and lead to mastery.			
Uses a variety of assessment tools to monitor student progress, achievement, and learning gains.			
Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge.			
Shares the importance and outcome of student assessment data with the student and the student’s parent/caregiver(s).			
Applies technology to organize and integrate assessment information.			
Total Rating per observation date:			
Employs performance-based assessment and technology strategies to determine performance of students on specified outcomes and to modify subsequent instruction to comply with Florida law for ESOL Performance Standards to improve the education of culturally and linguistically diverse students.			

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

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



FLORIDA EDUCATOR ACCOMPLISHED PRACTICE # 5 – Continuous Professional Improvement

Adult Student Intern Name: _____

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

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

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

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

Performance Indicators	Initial Observation Date:	Midpoint Observation Date:	Final Observation Date:
Designs purposeful professional goals to strengthen the effectiveness of instruction based on students’ needs.			
Examines and uses data-informed research to improve instruction and student achievement.			
Uses a variety of data, independently and in collaboration with colleagues, to evaluate learning outcomes, adjust planning, and continuously improve the effectiveness of lessons.			
Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement.			
Engages in targeted professional growth opportunities and reflective practices.			
Implements knowledge and skills learned in professional development in the teaching and learning process.			
Total Rating per observation date:			
Shows evidence of reflection and improvement in teaching and learning activities, in addition to an increased capacity to facilitate learning for ALL students in the classroom.			

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

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



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

Adult Student Intern Name: _____

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

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

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

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

Performance Indicators	Initial Observation Date:	Midpoint Observation Date:	Final Observation Date:
Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida pursuant to State Board of Education Rules 6B-1.001 and 6B-1.006, F.A.C, and fulfills the expected obligations to students, the public and the education profession.			
Total Rating per observation date:			
Does not intentionally distort or misrepresent facts concerning any education matter in direct or indirect public expression. The Adult Student Intern models professionalism and complies with confidentiality Florida laws.			

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

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



School for Professional Studies
Florida Campuses

Internship Evaluation Rubric Summary

INITIAL OBSERVATION

Adult Student Intern Name: _____	Major: _____		
School Assignment: _____	Grade Level: _____		
Subject Taught: _____			
School Site Supervising Teacher: _____	Internship Course Faculty: _____		
Internship Semester and year: Fall _____ Spring _____			
Internship Type:			
___ BA Pre-K/Primary Education	___ BA Elementary Education	___ BA Special Education	
___ TESOL	___ MA Guidance and Counseling	___ Bilingual Education	___ Other

S = Satisfactory

U = Unsatisfactory

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

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



Internship Evaluation Rubric Summary

MIDPOINT OBSERVATION

Adult Student Intern Name: _____ Major: _____

School Assignment: _____ Grade Level: _____

Subject Taught: _____

School Site Supervising Teacher: _____ Internship Course Facilitator: _____

Internship Semester and year: Fall _____ Spring _____

Internship Type:
 BA Pre-K/Primary Education BA Elementary Education BA Special Education
 TESOL MA Guidance and Counseling Bilingual Education Other

S = Satisfactory

U = Unsatisfactory

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

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



School for Professional Studies
Florida Campuses

Internship Evaluation Rubric Summary

FINAL OBSERVATION

Adult Student Intern's Name: _____ Major: _____

School Assignment: _____ Grade Level: _____

Subject Taught: _____

School Site Supervising Teacher: _____ Internship Course Facilitator: _____

Internship Semester and year: Fall _____ Spring _____

Internship Type:

BA Pre-K/Primary Education
 BA Elementary Education
 BA Special Education
 TESOL
 MA Guidance and Counseling
 Bilingual Education
 Other

S = Satisfactory

U = Unsatisfactory

The Florida Educator Accomplished Practices (FEAPs) listed below are addressed throughout the intern's program and measured during the internship semester. Please record from the Internship Evaluation Rubric for each FEAP and an "S" or "U." At the final evaluation, the intern must earn at least a 2 for each FEAP to earn an "S." A score less than 2 will result in a "U" at the final evaluation. Graduate/On-the-Job interns receive a letter grade, i.e., A, B, C, D, or F.	Rubric Score	S/U
Instructional Design and Lesson Planning		
The Learning Environment		
Instructional Delivery and Facilitation		
Assessment		
Continuous Professional Improvement		
Professional Responsibility and Ethical Conduct		
Comments: <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>_____ School Site Supervising Teacher</p> <p>_____ Student Intern</p> </div> <div style="width: 10%;"> <p>_____ Date</p> <p>_____ Date</p> </div> <div style="width: 40%;"> <p>_____ Internship Course Facilitator</p> <p>_____ Student has completed ESOL requirements on the ESOL Performance Profile (*If Applicable)</p> </div> <div style="width: 10%;"> <p>_____ Date</p> </div> </div>		

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

APPENDIX E:
ADULT STUDENT INTERN SELF-EVALUATION
LEVEL II INTERNSHIP



ADULT STUDENT INTERN SELF-EVALUATION (8 pages)

Adult Student Intern Name: _____ Date: _____

School Site: _____ **Maximum Value: 250 Points**

Grade: _____ Score: _____

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

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

Part I. Overall Experience: As an Adult Student Intern I was able to:

1	demonstrate personal commitment in developing professional competencies.	1	2	3	4	5	NA
2	increase time and energy towards my commitment to becoming a teacher.	1	2	3	4	5	NA
3	accept and use criticism to enhance self-development and teaching skills.	1	2	3	4	5	NA
4	engage in open, comfortable, and clear communication with peers and supervisors.	1	2	3	4	5	NA
5	recognize my deficiencies and actively work to overcome them with the help of peers and supervisors.	1	2	3	4	5	NA
6	complete school records punctually and conscientiously.	1	2	3	4	5	NA
Subtotal							



ADULT STUDENT INTERN SELF-EVALUATION

Adult Student Intern Name: _____ Date: _____

School Site: _____ **Maximum Value: 250 Points**

Grade: _____ Score: _____

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

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

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

1	align instruction with state-adopted standards at the appropriate level of rigor.	1	2	3	4	5	NA
2	sequence lessons and concepts to ensure coherence and required prior knowledge.	1	2	3	4	5	NA
3	design instruction for students to achieve mastery.	1	2	3	4	5	NA
4	select appropriate formative assessments to monitor learning.	1	2	3	4	5	NA
5	use diagnostic student data to plan lessons.	1	2	3	4	5	NA
6	develop learning experiences that require students to demonstrate a variety of applicable skills and competencies.	1	2	3	4	5	NA
Subtotal							



ADULT STUDENT INTERN SELF- EVALUATION

Adult Student Intern Name: _____ Date: _____

School Site: _____ **Maximum Value: 250 Points**

Grade: _____ Score: _____

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

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

Part III. The Learning Environment: Consistently maintained a student-centered learning environment that was safe, organized, equitable, flexible, inclusive, and collaborative as I:

1	organized, allocated, and managed the resources of time, space, and attention.	1	2	3	4	5	NA
2	managed individual and class behaviors through a well-planned management system.	1	2	3	4	5	NA
3	conveyed high expectations to all students.	1	2	3	4	5	NA
4	respected students’ cultural, linguistic, and family background.	1	2	3	4	5	NA
5	modeled clear, acceptable oral and written communication skills.	1	2	3	4	5	NA
6	maintained a climate of openness, inquiry, fairness, and support.	1	2	3	4	5	NA
7	integrated current information and communication technologies.	1	2	3	4	5	NA
8	adapted the learning environment to accommodate the differing needs and diversity of students.	1	2	3	4	5	NA
9	utilized current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.	1	2	3	4	5	NA
Subtotal							



School for Professional Studies
Florida Campuses

ADULT STUDENT INTERN SELF- EVALUATION

Adult Student Intern Name: _____ Date: _____

School Site: _____ **Maximum Value: 250 Points**

Grade: _____ Score: _____

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

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

Part IV. Instructional Delivery and Facilitation: I consistently aligned state standards with comprehensive knowledge of the subject taught to:

1	deliver engaging and challenging lessons.	1	2	3	4	5	NA
2	deepen and enrich students’ understanding through content area literacy strategies, verbalizations of thought, and application of the subject matter.	1	2	3	4	5	NA
3	identify gaps in students’ subject matter knowledge.	1	2	3	4	5	NA
4	modify instruction to respond to preconceptions or misconceptions.	1	2	3	4	5	NA
5	relate and integrate the subject matter with other disciplines and life experiences.	1	2	3	4	5	NA
6	employ higher-order questioning techniques.	1	2	3	4	5	NA
7	apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction and to teach for student understanding.	1	2	3	4	5	NA
8	differentiate instruction based on assessment of student learning needs and recognition of individual differences in students.	1	2	3	4	5	NA
9	support, encourage, and provide immediate and specific feedback to students to promote student achievement.	1	2	3	4	5	NA
10	utilize student feedback to monitor instructional needs and to adjust instruction.	1	2	3	4	5	NA
Subtotal							



ADULT STUDENT INTERN SELF- EVALUATION

Adult Student Intern Name: _____ Date: _____

School Site: _____ **Maximum Value: 250 Points**

Grade: _____ Score: _____

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

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

Part V. Assessment: I consistently:

1	analyzed and applied data from multiple assessments and measures to diagnose students' learning needs, inform instruction based on those needs, and drive the learning process.	1	2	3	4	5	NA
2	designed and aligned formative and summative assessments that match learning objectives and led to mastery.	1	2	3	4	5	NA
3	used a variety of assessment tools to monitor the progress, achievement, and learning gains of the children/youth.	1	2	3	4	5	NA
4	modified assessments and testing conditions to accommodate learning styles and varying levels of knowledge.	1	2	3	4	5	NA
5	shared the importance and outcome of student assessment data with the children/youth and their parent/caregiver(s).	1	2	3	4	5	NA
6	applied technology to organize and integrate assessment information.	1	2	3	4	5	NA
Subtotal							



ADULT STUDENT INTERN SELF- EVALUATION

Adult Student Intern Name: _____ Date: _____

School Site: _____ **Maximum Value: 250 Points**

Grade: _____ Score: _____

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

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

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

1	designed purposeful professional goals to strengthen the effectiveness of my instruction based on the needs of students.	1	2	3	4	5	NA
2	examined and used data-informed research to improve instruction and student achievement.	1	2	3	4	5	NA
3	used a variety of data, independently and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons.						
4	collaborated with the home, school and larger communities to foster communication and to support student learning and continuous improvement.	1	2	3	4	5	NA
5	engaged in targeted professional growth opportunities and reflective practices.	1	2	3	4	5	NA
6	Implemented knowledge and skills learned in professional development in the teaching and learning process.	1	2	3	4	5	NA
Subtotal							



ADULT STUDENT INTERN SELF- EVALUATION

Adult Student Intern Name: _____ Date: _____

School Site: _____ **Maximum Value: 250 Points**

Grade: _____ Score: _____

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

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

Part VII. Professional Responsibility and Ethical Conduct: I understand that educators are held to a high moral standard in a community and that I am or have become familiar with and have adhered to “The Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida” pursuant to the State Board of Education Rules 6B-1.001 and 6B-1.006, F.A.C., and have fulfilled the expected obligations to students, the public, and the education profession. As such I have:

1	maintained a professional appearance when teaching.	1	2	3	4	5	NA
2	attended the internship regularly unless there were circumstances that justified the absences.	1	2	3	4	5	NA
3	arrived promptly to class as well as to supervisory sessions.	1	2	3	4	5	NA
4	contacted my <i>School Site Supervising Teacher</i> when delayed or absent.	1	2	3	4	5	NA
5	respected students and coworkers regardless of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicap condition, sexual orientation, or social and family background.	1	2	3	4	5	NA
6	sharpened my professional approach and communication skills.	1	2	3	4	5	NA
7	demonstrated respect for the students, colleagues, <i>School Site Supervising Teacher</i> , and others.	1	2	3	4	5	NA
8	taken reasonable precautions to separate my personal views from those of my institution or supervisor.	1	2	3	4	5	NA
Subtotal							

APPENDIX F: STUDENT ESOL PERFORMANCE PROFILE



School for Professional Studies
Florida Campuses

STUDENT ESOL PERFORMANCE PROFILE (3 pages)

Student Name: _____ Program Area: _____

Internship Course Faculty: _____ Date: _____

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

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

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

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

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

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

APPENDIX G: CODE OF ETHICS – EDUCATION PROFESSION

EDUCATION PROFESSION CODE OF ETHICS

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

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

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

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

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

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

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

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

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

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

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

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

APPENDIX H: FLORIDA EDUCATOR ACCOMPLISHED PRACTICES

Rule 6A-5.065 is substantially rewritten to read (see Florida Administrative Code for present text): 6A-5.065 The Educator Accomplished Practices.

(1) Purpose and Foundational Principles.

(a) Purpose. The Educator Accomplished Practices are set forth in rule as Florida’s core standards for effective educators. The Accomplished Practices form the foundation for the state’s teacher preparation programs, educator certification requirements and school district instructional personnel appraisal systems.

(b) Foundational Principles. The Accomplished Practices are based upon and further describe three essential principles:

1. The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student’s capacity for academic achievement.

2. The effective educator demonstrates deep and comprehensive knowledge of the subject taught.

3. The effective educator exemplifies the standards of the profession.

(2) The Educator Accomplished Practices. Each effective educator applies the foundational principles through six (6) Educator Accomplished Practices. Each of the practices is clearly defined to promote a common language and statewide understanding of the expectations for the quality of instruction and professional responsibility.

(a) Quality of Instruction.

1. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator consistently:

- ✓ **Aligns instruction with state-adopted standards at the appropriate level of rigor;**
- ✓ **Sequences lessons and concepts to ensure coherence and required prior knowledge.**
- ✓ **Designs instruction for students to achieve mastery;**
- ✓ **Selects appropriate formative assessments to monitor learning;**
- ✓ **Uses diagnostic student data to plan lessons; and**
- ✓ **Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.**

2. The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:

- ✓ **Organizes, allocates, and manages the resources of time, space, and attention;**
- ✓ **Manages individual and class behaviors through a well-planned management system;**
- ✓ **Conveys high expectations to all students;**
- ✓ **Respects students' cultural, linguistic, and family background;**
- ✓ **Models clear, acceptable oral and written communication skills;**
- ✓ **Maintains a climate of openness, inquiry, fairness and support;**
- ✓ **Integrates current information and communication technologies;**
- ✓ **Adapts the learning environment to accommodate the differing needs and diversity of students; and**
- ✓ **Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.**

3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

- ✓ **Deliver engaging and challenging lessons;**
- ✓ **Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;**
- ✓ **Identify gaps in students' subject matter knowledge;**
- ✓ **Modify instruction to respond to preconceptions or misconceptions;**
- ✓ **Relate and integrate the subject matter with other disciplines and life experiences;**
- ✓ **Employ higher-order questioning techniques;**
- ✓ **Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;**
- ✓ **Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;**
- ✓ **Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and**
- ✓ **Utilize student feedback to monitor instructional needs and to adjust instruction.**

4. Assessment. The effective educator consistently:

- ✓ **Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;**

- ✓ **Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;**
- ✓ **Uses a variety of assessment tools to monitor student progress, achievement and learning gains;**
- ✓ **Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;**
- ✓ **Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and**
- ✓ **Applies technology to organize and integrate assessment information.**

(B) Continuous Improvement, Responsibility and Ethics.

1. Continuous Professional Improvement. The effective educator consistently:

- ✓ **Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;**
- ✓ **Examines and uses data-informed research to improve instruction and student achievement;**
- ✓ **Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;**
- ✓ **Engages in targeted professional growth opportunities and reflective practices; and**
- ✓ **Implements knowledge and skills learned in professional development in the teaching and learning process.**

2. **Professional Responsibility and Ethical Conduct.** Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to State Board of Education Rules 6B-1.001 and 6B1.006, F.A.C, and fulfills the expected obligations to students, the public and the education profession.

Rulemaking Authority 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. Law Implemented 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. History—New 7-2-98; Amended 2-13-11.

FLORIDA EDUCATOR ACCOMPLISHED PRACTICES COMPETENCIES (6) DESCRIPTION

A. Quality of Instruction

1. Instructional Design and Lesson Planning
2. The Learning Environment
3. Instructional Delivery and Facilitation
4. Assessment

B. Continuous Improvement, Responsibility and Ethics

1. Continuous Professional Improvement
2. Professional Responsibility and Ethical Conduct

Instructional Design and Lesson Planning

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

The Learning Environment

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

Instructional Delivery and Facilitation

The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to: deliver engaging and challenging lessons; deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject

matter; identify gaps in students' subject matter knowledge; modify instruction to respond to preconceptions or misconceptions; relate and integrate the subject matter with other disciplines and life experiences; employ higher-order questioning techniques; apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding; differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students; support, encourage, and provide immediate and specific feedback to students to promote student achievement; and utilize student feedback to monitor instructional needs and to adjust instruction.

Assessment

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

Continuous Professional Improvement

The effective educator consistently: designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs; examines and uses data-informed research to improve instruction and student achievement; uses a variety of data, independently and in

collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons; collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement; engages in targeted professional growth opportunities and reflective practices; and implements knowledge and skills learned in professional development in the teaching and learning process.

Professional Responsibility and Ethical Conduct

Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida pursuant to State Board of Education Rules 6B-1.001 and 6B-1.006, F.A.C, by fulfilling the expected obligations to students, the public and the education profession.

Rulemaking Authority 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. Law Implemented 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. History-New 7-2-98; Amended 2-13-11.

APPENDIX I: ESOL PERFORMANCE STANDARDS

FLORIDA TEACHER ESOL PERFORMANCE STANDARDS 2010

Domain 1: Culture (Cross-Cultural Communications)

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

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

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

Performance Indicators

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

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

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

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

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

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

Domain 2: Language and Literacy (Applied Linguistics)

Standard 1: Language as a System

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

Performance Indicators

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

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

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

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

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

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

Performance Indicators

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

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

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

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

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

Performance Indicators

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

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

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

Performance Indicators

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

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

Performance Indicators

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

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

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

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

Standard 3: Effective Use of Resources and Technologies

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

Performance Indicators

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

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

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

Domain 4: ESOL Curriculum and Materials Development

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

Performance Indicators

4.1.a. Plan for integrated standards-based ESOL and language sensitive content instruction.

4.1.b. Create supportive, accepting, student-centered classroom environments.

4.1.c. Plan differentiated learning experiences based on assessment of students' English and L1 proficiency and integrating ELLs' cultural background knowledge, learning styles, and prior formal educational experiences.

4.1.d. Plan learning tasks for particular needs of students with limited formal schooling (LFS).

4.1.e. Plan for instruction that embeds assessment, includes scaffolding, and provides re-teaching when necessary for individuals and small groups to successfully meet English language and literacy learning objectives.

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

Performance Indicators

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

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

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

Domain 5: Assessment (ESOL Testing and Evaluation)

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

Performance Indicators

5.1.a. Demonstrate an understanding of the purposes of assessment as they relate to ELLs of diverse backgrounds and at varying English proficiency levels.

5.1.b. Identify a variety of assessment procedures appropriate for ELLs of diverse backgrounds and at varying English proficiency levels.

5.1.c. Demonstrate an understanding of appropriate and valid language and literacy assessments for ELLs of diverse backgrounds and at varying English proficiency levels.

5.1.d. Demonstrate understanding of the advantages and limitations of assessments, including the array of accommodations allowed for ELLs of diverse backgrounds and at varying English proficiency levels.

5.1.e. Distinguish among ELLs’ language differences, giftedness, and special education needs.

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

Performance Indicators

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

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

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

Standard 3: Classroom-Based Assessment for ELLs

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

Performance Indicators

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

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

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

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

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

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

APPENDIX J: FLORIDA READING COMPETENCIES

READING ENDORSEMENT COMPETENCIES 2011

Guiding Principle: Teachers will understand and teach reading as an ongoing strategic process resulting in students comprehending diverse text. Teachers will understand how writing, listening, and speaking support the teaching of reading, and how family involvement supports student achievement in reading. Teachers will understand that all students have instructional needs and apply the systematic problem solving process: use data to accurately identify a problem, analyze the problem to determine why it is occurring, design and implement instruction/interventions, and evaluate the effectiveness of instruction/interventions. Teachers will understand that the problem solving process is recursive and ongoing, utilized for effective instructional decision making.

Competency 1: Foundations of Reading Instruction – 60 In-service Hours

Teachers will develop substantive understanding of six components of reading as a process: comprehension, oral language, phonological awareness, phonics, fluency, and vocabulary.

The total inventory of Performance Indicators (A-G) satisfies Competency 1.

Performance Indicator A: Comprehension

- 1.A.1 Understand that building oral and written language facilitates comprehension.
- 1.A.2 Understand the importance of learning syntax, semantics, pragmatics, vocabulary, and text structures required for comprehension of formal written language of school, often called “academic language.”
- 1.A.3 Understand the impact of text upon reading comprehension (e.g., genre, readability, coherence, text structure, and text complexity).
- 1.A.4 Understand how the interaction of reader characteristics, motivation, purpose of reading, and text elements impacts comprehension and student engagement.
- 1.A.5 Identify cognitive targets (e.g., locate/recall; integrate/interpret; critique/evaluate) and the role of cognitive development in the construction of meaning of literary and informational texts.
- 1.A.6 Understand reading as a process of constructing meaning from a wide variety of print and digital texts and for a variety of purposes.
- 1.A.7 Understand the reading demands posed by domain specific texts.
- 1.A.8 Understand that effective comprehension processes rely on well developed language, strong inference making, background knowledge, comprehension monitoring and self-correcting.
- 1.A.9 Understand how English language learners’ linguistic and cultural background will influence their comprehension.
- 1.A.10 Understand the role of formal and informal assessment of comprehension in making instructional decisions to meet individual student needs.

Performance Indicator B: Oral Language

- 1.B.1 Understand how the students' development of phonology, syntax, semantics, and pragmatics relates to comprehending written language.
- 1.B.2 Understand the differences between social and academic language.
- 1.B.3 Understand that writing enhances the development of oral language.
- 1.B.4 Understand that the variation in students' oral language exposure and development requires differentiated instruction.
- 1.B.5 Recognize the importance of English language learners home languages, and their significance for learning to read English.
- 1.B.6 Understand the role of formal and informal oral language assessment to make instructional decisions to meet individual student needs.

Performance Indicator C: Phonological Awareness

- 1.C.1 Understand phonology as it relates to language development and reading achievement (e.g., phonological processing, phonemic awareness skills, phonemic analysis and synthesis).
- 1.C.2 Recognize the phonological continuum beginning with sensitivity to large and concrete units of sound (i.e., words & syllables) and progressing to small and abstract units of sound (onset-rimes and phonemes).
- 1.C.3 Understand that writing, in conjunction with phonological awareness, enhances reading development.
- 1.C.4 Distinguish both phonological and phonemic differences in language and their applications in written and oral discourse patterns (e.g., language & dialect differences).
- 1.C.5 Understand how similarities and differences in sound production between English and other languages affect English language learners' reading development in English.
- 1.C.6 Understand the role of formal and informal phonological awareness assessment to make instructional decisions to meet individual student needs.

Performance Indicator D: Phonics

- 1.D.1 Understand that phonological units (words, syllables, onset-rimes, and phonemes) map onto orthographic units (words, rimes, letters) in alphabetic languages.
- 1.D.2 Understand sound-spelling patterns and phonics (grapheme-phoneme correspondence rules).
- 1.D.3 Understand structural analysis of words.
- 1.D.4 Understand that both oral language and writing can be used to enhance phonics instruction.
- 1.D.5 Understand the role of formal and informal phonics assessment to make instructional decisions to meet individual student needs.

Performance Indicator E: Fluency

- 1.E.1 Understand that the components of reading fluency are accuracy, expression, and rate which impact reading endurance and comprehension.

- 1.E.2 Understand that effective readers demonstrate flexibility by adjusting their reading rate to accommodate the kinds of texts they are reading in order to facilitate comprehension.
- 1.E.3 Understand the relationships among fluency, word recognition, and comprehension.
- 1.E.4 Understand that both oral language and writing enhance fluency instruction.
- 1.E.5 Understand the role of formal and informal fluency assessment to make instructional decisions to meet individual student needs.

Performance Indicator F: Vocabulary

- 1.F.1 Understand the goal of receptive and expressive vocabulary instruction is the application of a student’s understanding of word meanings to multiple oral and written contexts.
- 1.F.2 Understand morphology as it relates to vocabulary development (e.g., morphemes, inflectional and derivational morphemes, morphemic analysis).
- 1.F.3 Identify principles of semantics as they relate to vocabulary development (e.g., antonyms, synonyms, figurative language, etc.).
- 1.F.4 Understand the domain specific vocabulary demands of academic language.
- 1.F.5 Understand that writing can be used to enhance vocabulary instruction.
- 1.F.6 Understand the role of formal and informal vocabulary assessment to make instructional decisions to meet individual student needs.

Performance Indicator G: Integration of the Reading Components

- 1.G.1 Identify language characteristics related to social and academic language.
- 1.G.2 Identify phonemic, semantic, and syntactic variability between English and other languages.
- 1.G.3 Understand the interdependence between each of the reading components and their effect upon reading as a process for native speakers of English and English language learners.
- 1.G.4 Understand the impact of oral language, writing, and an information intensive environment upon reading development.
- 1. G.5 Understand the importance of comprehension monitoring and self-correcting to increase reading proficiency.
- 1.G.6 Understand the role of formal and informal reading assessment to make instructional decisions to meet individual student needs.

Competency 2: Application of Research-Based Instructional Practices -- 60 In-service Hours

Teachers will scaffold student learning by applying the principles of research-based reading instruction and integrating the six components of reading. Teachers will engage in the systematic problem solving process.

The total inventory of Performance Indicators (A-G) satisfies Competency 2.

Performance Indicator A: Comprehension

- 2.A.1 Apply intentional, explicit, and systematic instructional practices for scaffolding development of higher order thinking, comprehension skills, comprehension monitoring and self-correcting (e.g., reciprocal teaching, “think aloud,” etc.).
- 2.A.2 Use both oral language and writing experiences to enhance comprehension.
- 2.A.3 Apply appropriate instructional practices determined by the student’s strengths and needs, text structure, and the reading demands of domain specific text.
- 2.A.4 Provide opportunities for student extended text discussion to enhance comprehension, promote motivation and student engagement.
- 2.A.5 Select narrative or informational print or digital texts that are appropriate to the comprehension instruction to be provided.
- 2.A.6 Provide comprehension instruction that supports students’ ability to read multiple print and digital texts and to synthesize information within, across and beyond those texts.
- 2.A.7 Scaffold discussions to facilitate the comprehension of text and higher order thinking skills for students with varying English proficiency levels.
- 2.A.8 Model a variety of strategic activities students can use to foster comprehension monitoring and self-correcting.
- 2.A.9 Recognize, describe, and incorporate appropriate comprehension assessments to guide instruction.

Performance Indicator B: Oral Language

- 2.B.1 Apply intentional, explicit, and systematic instructional practices for scaffolding development of oral/aural language skills (e.g., language experience approach, Socratic questioning).
- 2.B.2 Create an environment where students practice appropriate social and academic language to discuss diverse texts.
- 2.B.3 Recognize and apply an English language learner’s home language proficiency as a foundation and strength to support the development of oral language in English.
- 2.B.4 Use writing experiences to enhance oral language (e.g., interactive writing, student to teacher sentence dictation).
- 2.B.5 Recognize, describe, and incorporate appropriate oral language assessments to guide instruction.

Performance Indicator C: Phonological Awareness

- 2.C.1 Apply intentional, explicit, systematic instructional practices to scaffold development of phonological awareness. (e.g., blending and segmenting syllables, onset-rimes, and phonemes).
- 2.C.2 Provide opportunities for students to use oral/aural language to enhance phonological awareness (e.g., rhyming and alliteration).
- 2.C.3 Understand and apply knowledge of how variations in phonology across languages affect English language learners’ reading and writing development.
- 2.C.4 Use writing experiences, in conjunction with phonological instruction, to enhance reading achievement (e.g., Elkonin boxes or magnetic letters, individual response whiteboards).

2.C.5 Recognize, describe, and incorporate appropriate phonological awareness assessments to guide instruction.

Performance Indicator D: Phonics

2.D.1 Apply intentional, explicit, systematic instructional practices for scaffolding phonics development on a continuum from the individual phoneme-grapheme level through the multi-syllabic word level. 2.D.2

Recognize and apply an English language learner’s home language as a foundation and strength to support the development of phonics in English.

2.D.3 Use oral/aural language and writing experiences to enhance phonics instruction (e.g., sentence strip words, phrases, and pocket charts).

2.D.4 Recognize, describe, and incorporate appropriate phonics assessments to guide instruction.

Performance Indicator E: Fluency

2.E.1 Apply intentional, explicit, systematic instructional practices to scaffold accuracy, expression, rate, and reading endurance (e.g., paired reading, repeated reading, echo reading, reader’s theater, etc.). 2.E.2

Use oral/aural language and writing experiences to enhance fluency (e.g., poetry charts, song lyrics).

2.E.3 Recognize, describe, and incorporate appropriate fluency assessments to guide instruction.

Performance Indicator F: Vocabulary

2.F.1 Apply intentional, explicit, systematic instructional practices to scaffold vocabulary and concept development (e.g., shared reading, semantic mapping, etc.).

2.F.2 Provide for continual integration, repetition, and meaningful use of domain specific vocabulary to address the demands of academic language.

2.F.3 Incorporate vocabulary instruction through analogies (e.g., cognates, Greek and Latin roots).

2.F.4 Provide an environment that supports wide reading of print and digital texts, both informational and literary, to enhance vocabulary.

2.F.5 Incorporate instructional practices that develop authentic uses of English to assist English language learners in learning academic vocabulary and content.

2.F.6 Use oral/aural language and writing experiences to enhance vocabulary (e.g., interactive word walls, word sorts, word charts for secondary).

2.F.7 Use multiple methods of vocabulary instruction (e.g. multiple contexts, examples and non-examples, elaborations, etc.).

2.F.8 Recognize, describe, and incorporate appropriate vocabulary assessments to guide instruction.

Performance Indicator G: Integration of the Reading Components

2.G.1 Apply comprehensive instructional practices, including writing experiences that integrate the reading components.

- 2.G.2 Identify instructional practices to develop students’ metacognitive skills in reading (e.g., text coding such as INSERT, two column notes).
- 2.G.3 Use resources and research-based practices that create information intensive environments (e.g., diverse classroom libraries, inquiry reading).
- 2.G.4 Use research-based guidelines for selecting literature and domain specific print and digital text appropriate to students’ age, interests and reading proficiency (e.g., young adult literature, informational texts). 2.G.5
- Demonstrate understanding of similarities and differences between home language and second language reading development.
- 2.G.6 Triangulate data from appropriate reading assessments to guide instruction.

Competency 3: Foundations of Assessment -- 60 In-service hours

Teachers will understand how to select and administer appropriate assessments and analyze data to inform reading instruction to meet the needs of all students. Teachers will engage in the systematic problem solving process.

Performance Indicators

- 3.1 Understand and apply measurement concepts and characteristics of reading assessments.
- 3.2 Understand the purposes of various informal assessments (e.g., informal reading inventories, analyzing writing samples) including an emphasis on matching reader to text.
- 3.3 Understand the purpose of various formal assessments including the differences between norm-referenced and criterion-referenced assessments and how to interpret data reports.
- 3.4 Understand the meaning of test reliability, validity, and standard error of measurement and describe major types of derived scores from standardized tests.
- 3.5 Demonstrate knowledge of the characteristics, administration, and interpretation of both quantitative and qualitative instructional assessments (to include each of the following: screening, progress monitoring, diagnosis and outcome measures).
- 3.6 Analyze data to identify trends that indicate adequate progress in student reading development.
- 3.7 Understand how to use data within a systematic problem solving process to differentiate instruction, intensify intervention and meet the needs of all students. (e.g., grouping practices, appropriate curriculum materials). 3.8
- Identify appropriate criteria for selecting materials to include in portfolios for monitoring student progress over time. 3.9
- Identify interpretive issues that may arise when assessments in English are used to measure reading proficiency in English language learners.
- 3.10 Identify appropriate assessments and accommodations for monitoring reading progress of all students.
- 3.11 Identify and implement appropriate and allowable accommodations as specified in the Individual Education Plan or 504 Plan when assessing students with disabilities in the area of reading.

Competency 4: Foundations and Applications of Differentiated Instruction -- 60 In-service hours

Teachers will have a broad knowledge of students from differing profiles in order to understand and apply research-based instructional practices by differentiating process, product, and context. Teachers will engage in the systematic problem solving process.

Performance Indicators

- 4.1 Understand and apply knowledge of socio-cultural, socio-political and psychological variables to differentiate reading instruction for all students.
- 4.2 Understand the stages of English language acquisition for English language learners and differentiate reading instruction for students at different levels of English language proficiency.
- 4.3 Understand and apply current theories of second language acquisition to differentiate instruction for English language learners of diverse backgrounds and various levels of prior education.
- 4.4 Identify factors impeding student reading development in each of the reading components or the integration of these components.
- 4.5 Recognize how characteristics of both language and cognitive development impact reading proficiency.
- 4.6 Recognize the characteristics of proficient readers to more effectively differentiate instruction.
- 4.7 Compare language, cognitive, and reading acquisition of different age groups (primary, intermediate, secondary levels) and abilities.
- 4.8 Select and use developmentally appropriate materials that address sociocultural and linguistic differences. 4.9
- Plan for instruction that utilizes increasingly complex print and digital text, embeds assessment, includes scaffolding, and provides re-teaching when necessary for individuals and small groups.
- 4.10 Differentiate reading instruction for English language learners with various levels of first language literacy.
- 4.11 Scaffold instruction for students having difficulty in each of the components of reading.
- 4.12 Implement a classroom level plan for monitoring student reading progress and differentiating instruction. 4.13
- Monitor student progress and use data to differentiate instruction for all students. 4.14
- Implement research-based practices in comprehension, oral language, phonological awareness, phonics, fluency and vocabulary to differentiate instruction for all students. 4.15
- Implement research-based instructional practices for developing students' higher order thinking.
- 4.16 Implement research-based instructional practices for developing students' ability to read critically.
- 4.17 Implement research-based instructional practices using writing to develop students' comprehension of text.
- 4.18 Implement appropriate and allowable instructional accommodations as specified in the Individual Education Plan or 504 Plan when differentiating instruction for students with disabilities.

4.19 Modify assessment and instruction for students with significant cognitive disabilities while maintaining high expectations for achievement that reflect appropriate levels of access to general education instruction.

Competency 5: Demonstration of Accomplishment -- 60 In-service Hours

Teachers will, through a culminating practicum, demonstrate knowledge of the components of reading, as well as assessments and data analysis, to implement a comprehensive research-based reading plan of instruction for all students. Teachers will engage in the systematic problem solving process.

Performance Indicators

- 5.1 Use assessment and data analysis to monitor student progress and guide instruction over time to ensure an increase in student learning.
- 5.2 Demonstrate research-based instructional practices for facilitating reading comprehension.
- 5.3 Demonstrate research-based instructional practices for developing oral/aural language development.
- 5.4 Demonstrate research-based instructional practices for developing students' phonological awareness.
- 5.5 Demonstrate research-based instructional practices for developing phonics skills and word recognition.
- 5.6 Demonstrate research-based instructional practices for developing reading fluency and reading endurance.
- 5.7 Demonstrate research-based instructional practices for developing both academic and domain specific vocabulary.
- 5.8 Demonstrate research-based instructional practices to facilitate students' monitoring and self-correcting in reading.
- 5.9 Demonstrate research-based comprehension instructional practices for developing students' higher order thinking to enhance comprehension.
- 5.10 Demonstrate research-based instructional practices for developing students' ability to read critically.
- 5.11 Demonstrate differentiation of instruction for all students utilizing increasingly complex print and digital text.
- 5.12 Demonstrate skill in assessment and instruction with English language learners from diverse backgrounds and at varying English proficiency levels.
- 5.13 Create an information intensive environment that includes print and digital text.
- 5.14 Use a variety of instructional practices to motivate and engage students in reading.
- 5.15 Demonstrate intentional, explicit, systematic writing instruction as it relates to the ability to read written language.

APPENDIX K: RECOMMENDED EDUCATION LINKS



School for Professional Studies
Florida Campuses

PROFESSIONAL EDUCATION LINKS

- | | |
|------------------------------------|---|
| a. Colorin Colorado | www.colorincolorado.org/educators |
| b. SALA | www.fldoe.org/aala/ |
| c. FL Department of Education | www.fldoe.org/ |
| d. Exceptional Student Education | www.fldoe.org/ese/ |
| e. WIDA Consortium | www.wida.us/ |
| f. TESOL | www.tesol.org/ |
| g. NABE | www.nabe.org/ |
| h. CAL | www.cal.org/ |
| i. CACREP | www.cacrep.org/ |
| j. NCELA | www.ncela.gwu.edu/ |
| k. ED National Teacher Recruitment | www.teach.gov |
| l. Orange County | www.ocps.net |
| m. Seminole County | www.scps.k12.fl.us/ |
| n. Osceola County | www.osceola.k12.fl.us/ |
| o. Polk County | www.polk-fl.net/ |
| p. Robert Marzano | http://www.marzanoresearch.com/robert-j-marzano |

APPENDIX L: PROGRAM REQUIREMENTS FOR EDUCATION DEGREES



School for Professional Studies

PROGRAM REQUIREMENTS FOR EDUCATION DEGREES

Metro Orlando Campus
 South Florida Campus
 Tampa Bay Campus

BACHELOR'S DEGREE PROGRAMS	
UNIVERSIDAD DEL ESTE BA Pre-Kindergarten/Primary Education BA Special Education	UNIVERSIDAD DEL TURABO BA Elementary Education
All students must pass the Basic General Knowledge Exam (all four parts) prior to admittance into internship course	
Level I: Clinical School Experience is required in all education courses (BA) to comply with state and University requirements for a Junior Internship.	
The timeline for Internship courses is 12 weeks full day (7.5 hours for a total of 450 hours). Internship must be done within district school hours; summer is not applicable for this requirement.	
Internship experience must be done in an elementary school setting; Special Education Students can intern K-12	
Students must meet with all application requirements and deadlines for internship. Deadlines are posted in the Academic Calendar, SUAGM.com web page, and student bulletin boards.	
The Level II Internship CANNOT be done at current place of employment.	
MASTER'S DEGREE PROGRAMS	
UNIVERSIDAD DEL ESTE MS Educational Leadership MEd Bilingual Education** ** This program is only offered at South Florida Campus	UNIVERSIDAD DEL TURABO MEd Teaching of English as a Second Language MEd Guidance and Counseling
All students must pass the Basic General Knowledge Exam (all four parts) prior to admittance into the internship course. If student is licensed by the Florida Department of Education and has a valid teaching certificate, this requirement will not apply. Students in Educational Leadership must pass the FELE (Florida Educational Leadership Exam) prior to admittance into internship courses. Educational Leadership students must have 3 years of experience in teaching and be currently working for a school district in a teaching position.	
The Level I: Clinical School Experience is required in all education core and specialization courses to comply with state and University requirements for a Junior Internship.	
The Internship courses timeline for Educational Leadership is 12 weeks (10 hours per week for a total of 120 hours). Master in TESOL and Guidance and Counseling timeline is 12 weeks (20 hours per week for a total of 240 hours).	
The School Internship experience must be done within a K-12 school setting.	
Students must meet all application requirements and deadlines for the Level II internship. Deadlines are posted in the Academic Calendar, SUAGM.com web page, and student bulletin boards.	
The School Internship CANNOT be done at the current place of employment.	

Student Signature

Date

Student Name

Student Services Officer

*These requirements are subject to change based on State and University guidelines.

APPENDIX M: MARZANO TEACHER EVALUATION MODEL

The Marzano Teacher Evaluation Model At a Glance
For Use in the 2013-14 School Year – Version 1.1

Criterion 1	Criterion 2	
Centering instruction on high expectations for student achievement.	Demonstrating effective teaching practices.	
<p>Component 1.1: Providing Clear Learning Goals and Scales (Rubrics)</p> <p>Component 1.2: Celebrating Success</p> <p>Component 1.3: Understanding Students' Interests and Backgrounds</p> <p>Component 1.4: Demonstrating Value and Respect for Typically Underserved Students</p>	<p>Component 2.1: Interacting with New Knowledge</p> <p>Component 2.2: Organizing Students to Practice and Deepen Knowledge</p> <p>Component 2.3: Organizing Students for Cognitively Complex Tasks</p> <p>Component 2.4: Asking Questions of Typically Underserved Students</p>	<p>Component 2.5: Probing Incorrect Answers with Typically Underserved Students</p> <p>Component 2.6: Noticing when Students are Not Engaged</p> <p>Component 2.7: Using and Applying Academic Vocabulary</p> <p>Component 2.8: Evaluating Effectiveness of Individual Lessons and Units</p>
Criterion 3	Criterion 4	Criterion 5
Recognizing individual student learning needs and developing strategies to address those needs.	Providing clear and intentional focus on subject matter content and curriculum.	Fostering and managing a safe, positive learning environment.
<p>Component 3.1: Effective Scaffolding of Information Within Lessons</p> <p>Component 3.2: Planning and Preparing for the Needs of All Students</p>	<p>Component 4.1: Attention to Established Content Standards</p> <p>Component 4.2: Use of Available Resources and Technology</p>	<p>Component 5.1: Organizing the Physical Layout of the Classroom</p> <p>Component 5.2: Reviewing Expectations to Rules and Procedures</p> <p>Component 5.3: Demonstrating "Withitness"</p> <p>Component 5.4: Applying Consequences for Lack of Adherence to Rules and Procedures</p> <p>Component 5.5: Acknowledging Adherence to Rules and Procedures</p> <p>Component 5.6: Displaying Objectivity and Control</p>
<p>Student Growth 3.1: Establish Student Growth Goal(s)</p> <p>Student Growth 3.2: Achievement of Student Growth Goal(s)</p>		

– OVER –



The Marzano Teacher Evaluation Model At a Glance
 For Use in the 2013-14 School Year – Version 1.1

Criterion 6	Criterion 7	Criterion 8
<p>Using multiple student data elements to modify instruction and improve student learning.</p>	<p>Communicating and collaborating with parents and the school community.</p>	<p>Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.</p>
<p>Component 6.1: Designing Instruction Aligned to Assessment</p> <p>Component 6.2: Using Multiple Data Elements</p> <p>Component 6.3: Tracking Student Progress</p>	<p>Component 7.1: Promoting Positive Interactions about Students and Parents – Courses, Programs and School Events</p>	<p>Component 8.1: Seeking Mentorship for Areas of Need or Interest</p> <p>Component 8.2: Promoting Positive Interactions with Colleagues</p> <p>Component 8.3: Participating in District and School Initiatives</p> <p>Component 8.4: Monitoring Progress Relative to the Professional Growth and Development Plan</p>
<p>Student Growth 6.1: Establish Student Growth Goal(s)</p> <p>Student Growth 6.2: Achievement of Student Growth Goal(s)</p>	<p>Component 7.2: Promoting Positive Interactions about Students and Parents – Timeliness and Professionalism</p>	<p>Student Growth 8.1: Establish Team Student Growth Goal(s)</p>





METRO ORLANDO CAMPUS

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

SOUTH FLORIDA CAMPUS

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

TAMPA BAY CAMPUS

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

www.suagm.edu/florida

Accredited by: Middle States Commission on Higher Education • Licensed by: Florida Commission for Independent Education
Metro Orlando Lic. #2928 UT, #2929 UNE, #2930 UMET • South Florida ID. #3342 UT, #3345 UNE, #3344 UMET • Tampa
ID. #4239 UT, #4240 UNE, #4230 UMET

Non-Discrimination Statement

The *Sistema Universitario Ana G. Méndez* and its institutions do not discriminate based on race, disability, national or ethnic origin, creed, color, sex, social or political condition, religious or social trade union beliefs.