

Spring
2022

Handbook For Student Teachers, Cooperating Teachers, and University Supervisors

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INTRODUCTION

The student teaching phase of the Stetson experience is intended to provide elementary and music education interns an opportunity to develop their abilities, to clarify and test theoretical concepts, and to increase their understanding and skill in a practical situation. This experience is designed to help student teachers view situations as challenges rather than problems and to equip them with alternatives for making improved, positive change. The result should provide student teachers with the knowledge, skills, and disposition needed to begin a professional career in teaching.

Purpose of Handbook

This purpose of this handbook is to explain the roles and responsibilities of the student teacher, cooperating teacher, and the university supervisor. Included in the handbook are a variety of forms and important information regarding the student teaching program. Reading it carefully will help all parties become familiar with many aspects of student teaching.

Definitions of Terms

The **student teacher** or **intern** is an undergraduate elementary or music education major, post-bac, or graduate student who is practicing under the guidance of a fully certified and experienced teacher.

The **cooperating teacher** is an experienced classroom teacher who is responsible for working with the student teacher on a daily basis. The cooperating teacher collaborates with the university supervisor in the development and professional growth of the student teacher.

The **university supervisor** is a representative of the university who works closely with the cooperating teacher in the supervision and evaluation of the student teacher.

Course for Cooperating Teachers

As a means of thanking teachers for their cooperation and supervision of our student teachers, Stetson University invites them to take, without charge, a three-hour graduate course. At the conclusion of the term, and upon receipt of the cooperating teacher's evaluation of the intern's performance, Stetson will send each cooperating teacher a voucher for a free course. Cooperating teachers must present the **original** voucher letter when they register for a course. (No duplicates will be issued at the time of registration.) In some districts, this voucher is sent to the district's staff development office, per the district's policy. Please note that the voucher expires three years from the date of issue.

Professional Education Unit

We believe that becoming a teacher is a dynamic process extending from initial preparation over the course of an entire career. Through its program of study, the Department of Education at Stetson University has made a strong commitment to quality teacher education for the 21st century - striving to prepare a common series of courses and experiences that provide knowledge, skills, and attitudes that will enable candidates to meet the needs of students within culturally diverse educational settings in a rapidly changing world.

Professional Commitments and Dispositions

Building on Stetson University's commitment to infuse programs with the values of ethical decision making, human diversity and commonality, gender equity, community service, and environmental responsibility, we expect that all candidates will:

- show evidence of behaviors that exemplify the ethics of the teaching profession.

- develop awareness, appreciation, and understanding of diverse populations.
- value a questioning and analytic attitude (e.g., utilize critical analysis of data and behavior to initiate change).
- seek articles in professional journals about teaching, learning, educational management, and reform.
- reflect on and formulate a personal philosophy with respect to learning and teaching.

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Commitment to Diversity

The unit's commitment to diversity is evident in the strand of *Responders to Diversity*, which is woven throughout initial teacher preparation programs and advanced programs. The design, delivery, and evaluation of the unit's courses and field experiences reflect this commitment.

Specifically, we expect that candidates will:

- have knowledge of issues involving teaching and schooling in a complex and culturally diverse society.
- have knowledge of unique learning characteristics, needs, and capabilities of students of different ages, cultural, language and socio-economic backgrounds, and exceptionalities.
- demonstrate the ability to bridge theory to practice in a variety of educational settings.
- plan and implement strategies in cultural diversity and nurture human relations with pupils, peers, teachers, and other stakeholders.

Commitment to Technology

The unit's commitment is shown in faculty use of technology in their teaching and monitoring of students' progress in the use of technology throughout the programs. Candidates demonstrate competence in the use of educational technology through an ability to utilize technology personally and professionally in their teaching in order to help all students learn. The use of technology has been integrated across the curriculum, instruction, field experiences, clinical practice, assessments, and evaluations.

Philosophy

Throughout all our professional programs, there is an underlying commitment to the following beliefs:

1. All candidates must understand their own culture and the cultures of others. As educators, they must accept all students and teach in an atmosphere that honors the unique cultural differences and fosters in each student respect and appreciation for human and cultural diversity in a democratic society. See Unit Strands: *Responders to Diversity* and *Collaborative Instructional Leaders*.
2. Educational leaders influence students towards inherent possibilities of human development by using multiple instructional strategies in high performing learning environments that facilitate the academic achievement of each K-12 student and the importance of the individual's commitment toward living a meaningful life. See Unit Strands: *Collaborative Instructional Leaders* and *Facilitative Change Agents*.
3. Educators -- beyond their responsibility to transmit knowledge -- have the mission to transform practices in schools so that all students may learn to their fullest potential and participate fully in our democratic society. See Unit Strands: *Reflective Practitioners* and *Facilitative Change Agents*.

These four organizing strands - *Reflective Practitioner*, *Collaborative Instructional Leader*, *Responder to Diversity*, and *Facilitative Change Agent* - were established to create a sense of unity across all programs at both the initial and advanced levels.

Reflective Practitioners

The consensus among the Department of Teacher Education faculty is that our intention is to create reflective practitioners who continually evaluate the effects of their choices and actions on others (students, parents, and other professionals in the learning community) and who actively seek out opportunities to grow professionally. This perspective is consistent with a view that candidates should become active learners capable of reflecting upon their experience and implementing appropriate changes in their education. This view is consistent with a philosophy that places responsibility for learning with the individual, and it views learning as an active interaction between teacher and learner. Historically, this view can

be linked to the work of John Dewey. In contemporary views, it is connected with constructivist philosophic perspectives and cognitive psychology. This view describes intelligence as thought in action and that to reflect on one's experience is a method that allows for growth. As Dewey described in his *Experience and Education* (1938) growth occurs through "reconstruction of experience" (p.87). In general, the approach that department members advocate is consistent with Dewey's problem-solving model, which describes five steps: feeling a need to solve a problem, analyzing the difficulty, suggesting alternatives, choosing among the various alternatives, and implementing and evaluating the results.

We believe that learning is an active and collaborative process. Teachers must view knowledge as constructed by learners rather than transmitted by teachers. Candidates should be involved in a classroom community where they will learn to ask questions, share, debate, construct, modify, and develop ideas and ways to solve problems (Johnson & Johnson, 1999; Slavin, 2006).

We believe that teachers and other educators need to ask hard questions about conventional practice (Barazangi, 2006; Reagan, 1993; Goodlad, 1983; Leahy & Corcoran, 1996). Continuous reflection on one's set of beliefs and assumptions about teaching and learning make the process of becoming a teacher a conscious effort of developing a "conscience of craft" (Bush, 1987; Green, 1985). We agree with Reagan's (1993) work relating to reflection-in-action, reflection-on-action, and reflection-for-action. His view offers ways to consider proactive approaches to education -particularly the concept of reflection-for-action. Reflection-for-action describes an approach that prepares candidates to anticipate what to do in the schools (based on reflection of past action) while planning for subsequent action. Finally, we believe reflective practice can be enhanced through use of reflective journals, seminars, portfolios, action research and emphasis on teaching as decision-making. The ultimate goal of reflective practice is continuous improvement.

Collaborative Instructional Leaders

Schools today need a collaborative effort between administrators and teachers (Birky, Shelton, & Headley, 2006; Bogan, 2006). According to Barth (2006), educators who become leaders experience personal and professional satisfaction, a reduction in isolation, a sense of instrumentality, and a new learning about schools and the process of change - all of which are reflected in curriculum development and instructional practice. We believe that schools that have strong, effective principals and empowered teacher-leaders tend to be high performing learning organizations (Blasé & Blasé, 2001; Ervay, 2006).

As teacher educators, we prepare future educators to become educational leaders who are open to different perspectives, whose instructional decisions are based on multiple sources of information, and who develop instruction that is responsive to the capabilities and needs of diverse learners. Because assessment is critical to effective instruction, it is important for educators to know how to evaluate students' progress. We believe that if we encourage prospective educators to reflect on their instructional decisions, K-12 student learning will increase.

The primary focus of an instructional leader is to enhance the learning of the students in the classroom. Like Schmoker (2006), we encourage candidates to become "learning leaders." He believes that learning leaders should spend more time discussing and supporting learning. He believes that learning leaders need to focus on monitoring and supporting student success, and teams of teachers must work together to enhance student learning. We believe that teaching pedagogy should address the higher levels of Bloom's taxonomy. Both teachers and leaders should work toward the evaluation and synthesis level of knowledge. As instructional leaders we must synthesize student performance data, adjust teaching strategies, and evaluate and monitor student progress. We should ask no less of our K-12 students. Tucker and Stronge (2005) state that "these emphases combined with purposeful collaboration have resulted not only in sizable achievement gains, but also in higher levels of teacher satisfaction and a feeling of professionalism.

As a unit, we believe an educated leader is an individual who can influence people within an organization towards continuous improvement and change. There is no one best way to influence people. Leaders, however, must lead according to the readiness level of the people in the organization that they are attempting to influence (Blanchard, Zigarmi, & Zigarmi, 1985). We believe one must have the ability to analyze a situation, determine the appropriate leadership style the situation warrants, and take action. We believe people have the potential to grow and given an opportunity, can and will respond. Part of this equation, however, is that leaders must first have high expectations of themselves. As educators, we know the impact of teacher expectations on candidate behavior and achievement (Murphy & Alexander, 2006).

Responders to Diversity

Unit members recognize the importance regarding issues of diversity within the educational setting. We believe that teachers must move beyond tolerance to acceptance, and they must accomplish this through demonstrating competence that they can recognize, accommodate, and value students' 'cultural capital' (Banks, 2003; Bordieu, 1977). Diversity issues include an understanding of age (developmental readiness, human growth and development); gender; socioeconomic status; academic ability (ESE, exceptional student education, gifted); language (English as a second language); race and ethnicity; and culture - and how each of these concepts presents a multitude of challenges for educators. The challenges that face candidates are not limited to *how* they teach students of diversity; candidates must also teach *about* diversity so that their students will ultimately be able to interact and thrive in a diverse world. Such complex issues require delicate handling as well as substantial preparation.

We believe candidates must develop a repertoire of skills and knowledge that compliment education reform as they endeavor to respond to these issues of diversity (Abedi, 2004). A holistic view of development from novice to advanced practitioner is necessary. Competency-based approaches, in which educators' knowledge, skills, and experiences are considered assets, help educators understand and respond to the diverse needs of today's changing K-12 populations. Reflective and analytical learning must also be emphasized. Societal issues (e.g., crime, drug and alcohol abuse, poverty, homelessness, etc.) require greater collaboration between educators, families, and social service providers (Slocumb & Payne, 2000).

Facilitative Change Agents

Educators must be competent in both content and pedagogy to challenge learners' thinking and facilitate change in schools. It has become increasingly necessary for educators to extend the classroom into the community and become a change agent for educational reform. Fullan (2003), recognized as an international authority on educational reform, links moral purpose and change. We believe, through reflective practice, educational change can occur. Candidates must be prepared with the knowledge, skills, and dispositions to strive for teaching and learning authenticity as they face complex educational challenges such as heightened accountability and curriculum redesign. To think on a critical level, candidates must be able to look at multiple perspectives of a situation as well as the broader social, political, moral, and economic contexts of a problem.

Necessary for one to become a skillful change agent, candidates participate in personal vision building, inquiry, mastery, and collaboration (Fullan, 1999; Fullan, 1993; Senge, 1990). We strive to prepare candidates to practice responsibly and become critical thinkers who can challenge the status quo, effect change, and sustain that change (Fullan, 2005).

Personal vision building entails the candidate to examine one's purpose for wanting to be an educator and the ability to articulate a platform for future action. Closely related to, and necessary for the construction of a personal vision, is the disposition of inquiry. Skillful inquiry is directed at examining information and ideas in the external environment and requires the internalization of norms and habits, which support continuous learning. As change agents, we believe educators must be continuous learners in order to respond in a proactive manner to an increasingly complex and changing world and to use changes such as those in technology and research on best practices to bring appropriate change to our classrooms.

Mastery is necessary for developing an effective change agent. Pedagogical content knowledge is essential for effectiveness in our profession and must be addressed. We believe mastery moves beyond the skillful practice of pedagogy in relation to subject matter. This requires educators to nurture a disposition of personal expertise in order to achieve a deeper understanding of existing conditions, proposed innovations, and potential futures.

Collaboration is also needed to foster one's capacity as a change agent. Through collaboration, educators extend exponentially the power of their personal mastery through the cultivation of group mastery.

STETSON UNIVERSITY

Student Teaching Requirements

Admission to Student Teaching Requirements

To be considered for admission to Student Teaching, a candidate must:

1. Be admitted into the Approved Education Program;
2. Meet expectations on Assessment of Professional Dispositions in all coursework and field experiences as outlined by the program;
3. Complete the Stetson Student Teaching application;
4. Complete the County Student Teaching application;
5. Provide evidence of passing scores on **all** of the Florida Teacher Certification Examinations (FTCE): General Knowledge (GK), Professional Educators (PE), and Subject Area Exam (SAE) by December 1 for Spring admission and May 1 for Fall admission;
6. Earn a grade of C or higher in all credit-bearing EDUC and MUED courses;
7. Earn a GPA of 2.5 or higher in major content area and overall;
8. Demonstrate satisfactory progress in each of the following: Danielson Domains, Reading Competencies, and ESOL Domains;
9. Receive a satisfactory behavior recommendation from Stetson's Office of Community Standards;
10. Complete fingerprinting clearance as required by county school boards

All requirements must be met prior to student teaching. *There is no appeal for admission to the approved program.*

Exit from Student Teaching Requirements

Exit requirements for approved program candidates include:

1. Cumulative grade point average of 2.5 or better;
2. Grade of C or better in professional education courses;
3. Grade point average of 2.5 or better in major content teaching area;
4. Demonstrated Satisfactory performance in each of the following: Danielson Domains, Reading Competencies, ESOL Domains;
5. Demonstrated professional dispositions in all coursework and field experiences as outlined by the program;

Continuous program review and revision may invalidate the above statement requirements. Consultation with the Office of Teacher Education Programs is necessary to ensure fulfillment of program requirements.

Student Teaching Placements

1. The student teaching placement is a joint responsibility of the university and district school personnel. (It is not desirable to assign student teachers to schools that they attended, where immediate relatives teach, or where their children attend.)
2. The university and the district school systems develop policies and procedures which are mutually understood and respected and which encompass the guidelines presented herein regarding the placement of student teachers.

3. The cooperating school is staffed by a principal, teachers, and auxiliary personnel who have an interest in and an understanding of the student teaching program and are willing to contribute to the professional development of student teachers.
4. The cooperating school is accredited by an appropriate agency.
5. The school program and physical facilities are adequate to provide the student teacher with profitable experiences in the teaching field.
6. Student teachers are assigned at the levels and in the subject areas in which they will be certified.
7. For Elementary Education interns, provisions should be made in elementary schools for student teachers to teach in a minimum of four basic subject areas of the elementary curriculum, one of which must be reading.

Criteria for Selecting Cooperating Teachers

To work with a senior intern, cooperating teachers must meet certain requirements. These requirements are listed below:

- Successful completion of Clinical Educator Training
- Valid professional certificate for assigned teaching area
- A minimum of three years of instructional experience, one of which was completed in current district
- A minimum of at least one year of teaching experience within the last three years in the grade level in which the intern is placed
- Earned an effective or highly effective rating on the prior year's performance evaluation.
- Effective classroom management skills
- Effective instructional planning skills
- Consistent student academic success
- Uses differentiation to make content accessible for all learners
- ESOL endorsement or certification (requirement for elementary education placements)
- Reading endorsement (Fall 2022 for K-2 cooperating teachers)
- Currently teaching in a classroom with a diverse population, including ELL students (latter is a requirement for elementary education placements)
- Willingness to share his/her teaching expertise and mentor a preservice teacher.

For interns placed outside of Volusia County, please see the Director of Student Teaching or the Director of Music Education for any variations in the requirements.

Coursework Completed During the Student Teaching Semester

Elementary and Music Education student teachers are required to complete two courses (EDUC 429 and EDUC 474) concurrently with student teaching. Elementary Education students must also complete EDUC 428 during this block. The course topics are designed to help interns interpret their experiences more fully and promote professional development in various areas. This block requires all interns to be at Stetson by 3 p.m. on Wednesdays; therefore, students may need to leave school early on class days.

EDUC 428 – Reading Practicum - Elementary Education majors only (1 unit)

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

EDUC 429 - Senior Intern Seminar (1 unit)

The letter grade for EDUC 429 is based upon the intensive classroom work done during the first week prior to arriving in classrooms full time and continues with weekly seminars during the internship. Other sources of assessment include, but are not limited to, text assignments, weekly schedules, student teaching notebooks, microteach lessons, units of study, professional growth plans, portfolios, and email reflections.

EDUC 430 - Student Teaching (2 units)

The intern receives a Pass/Fail grade for this course. The formative and summative evaluations of the university supervisor and cooperating teacher are the basis for this grade. It is important to note that the "real" grade is not the "P," but the strength of the recommendation written by the university supervisor and the cooperating teacher.

EDUC 474 - Educational Management of Exceptional Students (1 unit)

This course is taught with the senior seminar and incorporates aspects of management with general methods. Student teachers examine the various assumptions and research regarding classroom management, implement techniques for dealing with misbehavior, and discuss current management challenges.

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Student Teaching Timeline

The student teaching semester is divided into three phases as follows:

Pre-Intern Phase (approximately 2 weeks)

During this phase, the intern attends class at the university for approximately two weeks developing strategies for the purpose of accomplishing instructional goals in the classroom. Interns also visit in the assigned schools during this period to become acquainted with the teaching environment. Interns have specific assignments to complete; therefore, most visits will involve observation and data collection.

At this time, the cooperating teacher should provide the intern with the following materials:

- county and/or school curriculum guides
- set of textbooks with teacher's guide, if possible
- other instructional materials as necessary
- faculty and student handbooks, specifically information on:
school rules, pertinent school/county policies, school hours, extra-curricular activity information and dress codes
- description of the class(es)
- "briefing" on work completed prior to student teacher's arrival and future goals

During this phase, the interns will use the texts/materials that have been loaned to prepare a lesson that they will teach. This lesson will be recorded so the student teacher and university supervisor can critique the performance.

Intern Phase (approximately 13 weeks)

This phase includes field experience in a public school of central Florida. This suggested plan may be modified to meet the needs of an individual situation with the agreement of the cooperating teacher and the university supervisor. In some instances, the school administrator and the Director of Student Teaching are consulted. The intern phase has three components: Phasing In, Full Responsibility, and Phasing Out.

Phasing In - Week 1

The major activities during the first week for the intern are:

- assess students through observation, cumulative records, and informal measures
- observe the cooperating teacher extensively
- begin to plan for units, reading projects, and other teaching responsibilities
- pick students up from lunch, walk them to special areas, etc., (elementary majors)

During this week, the cooperating teacher should:

- make appropriate introductions
- give a "tour" of the environment and discuss the regulations governing its use and care
- provide a personal space (a desk area if possible) for the intern
- review with the intern the material given on the initial visit
- establish the intern's status as a teacher firmly in the eyes of the students
- discuss discipline and developmental characteristics of age group
- discuss lesson planning procedures to be used as required by Stetson University

Phasing In – Week 2

The intern takes over one class in secondary schools (or two with the same prep). The intern takes over one or two subjects in elementary schools (or two groups of the same subject).

Phasing In – Weeks 3 and 4

The intern continues "phasing in" until the intern has full responsibility. The phase-in time varies due to number of preparations, type of class, intern readiness, etc. If the intern does not have full teaching responsibilities by the **beginning** of the 5th week, the university supervisor should be notified.

Full Responsibility – Weeks 5-11

The intern continues teaching full time until the final supervisory visit from Stetson, which is determined for each intern on an individual basis. Again, the length of this phase varies for each intern, but as a general rule is about seven weeks of full responsibility. We encourage cooperating teachers to periodically remove themselves from the classroom so the students will have to engage the intern as the class authority.

Phasing Out – Last Two Weeks

This is usually handled in a similar manner as "phasing in". This means reducing responsibility gradually rather than abruptly ending full responsibility. One to two weeks is the usual amount of time dedicated to phasing out. Many cooperating teachers have found that team-teaching is an excellent way to begin the transition during phase out. During planning or times when the cooperating teacher is teaching, the intern is encouraged to observe other teachers in similar disciplines and/or other grade levels at the assigned school.

Student Teaching Roles and Responsibilities

Student Teachers

Many studies have indicated that the internship is the single most important element of the teacher preparation program. The student teacher must assume the major responsibility for success during the internship. It is important to recognize that improvement in the ability to teach is in direct proportion to the amount of effort that is expended.

The intern's role is two-fold. In the relationship with the cooperating teacher, principal, faculty, and staff, the intern is both a learner and a teacher. As an intern, the student teacher has certain responsibilities.

The student teacher will:

- plan at least one week in advance and have the plans approved by the cooperating teacher (lesson plans must be submitted to the cooperating teacher each Friday evening by 9:00 pm unless requested earlier by the cooperating teacher).
- turn in to the university supervisor a schedule of teaching responsibilities by Wednesday evening at 9:00 for the following week. This is used to schedule supervisory visits. All off-campus trips, team teaching, guest speakers, special programs, and tests must be indicated on this schedule. The time the student teacher will be teaching must be indicated. All classes taught by the intern will be highlighted. If there is a change in schedule that could interfere with an unannounced supervisory visit, the intern must call the university supervisor as soon as the intern is aware of the change. (It is not necessary to call if the intern is teaching different content during the time indicated on the schedule.)
- if **absent**, notify the Undergraduate Education Services Office, the university supervisor, the cooperating teacher, and the Director of Student Teaching. The only valid excuse for an absence is personal illness or death in the immediate family. Student teachers will be required to make up **all** time lost during the student teaching period. The nature and method of makeup work will be determined by the university supervisor.
- adhere to the school calendar, not the university calendar, during student teaching. The intern will observe the school holidays, not the university holidays.
- arrive and leave at the appointed times. Tardiness will not be tolerated!
- follow school policy as found in the school handbook or as established by the principal.
- participate in the required meetings at Stetson during the internship.
- bring any problems or concerns to the university supervisor.
- show initiative and accept constructive criticism.

Cooperating Teachers

The cooperating teacher plays a crucial role in the growth of the student teacher. The cooperating teacher will work with the student teacher as a professional mentor, help the student teacher demonstrate and document the Accomplished Practices required by Stetson University and the State of Florida, and cooperate with the university in matters related to the student teacher's performance.

The cooperating teacher will:

- have materials ready for the intern on the day of the initial visit.
- complete a phase-in schedule with the intern.
- complete two formal Danielson Assessment C observations and two Professional Growth Plan focused observations. Cooperating teachers should encourage and praise interns for a job well done. On the other hand, cooperating teachers should not hesitate to tell an intern about perceived weaknesses. If warranted, cooperating teachers may choose one or two areas for improvement and work on those. Small successes enhance the intern's confidence and self-esteem.
- check all lesson plans prior to the intern teaching the lessons and offer supportive suggestions (student teachers must have lesson plans submitted to cooperating teachers to review each Friday evening unless requested earlier). Interns will load all lesson plans in their google folders – google folder links will be shared by the interns.
- allow the intern ample opportunity to carry your full load. Gradually give the intern some freedom so that he/she will have a feeling of independence. If the intern is making satisfactory progress, you can leave the room for brief intervals when the intern is teaching (cooperating teacher must stay close by in case any problems arise). It is also acceptable for the cooperating teacher to pull small groups for remedial or accelerated help. In some schools, interns may work in a co-teach situation with the cooperating teacher. In this situation, we would prefer the intern take the lead (both planning and teaching) as soon as possible. See Legal Status for Student Teachers in this handbook.
- complete a Danielson, Reading, and Professional Dispositions midterm assessments with university supervisors/reading practicum instructor.
- complete a Danielson, Reading and Professional Dispositions final assessment and the professional disposition assessment at the end of the internship. These assessments must be completed before the student completes the post-intern phase.
- complete a **Cooperating Teacher Demographics Form**.
- be ready to resume classroom responsibilities on Wednesday afternoons when the student teacher returns to Stetson for class.
- stay in close communication with the university supervisor.
- provide feedback to the intern on a regular basis.
- complete the **Cooperating Teacher Survey** at the end of the semester.

Should the intern be doing work of such poor quality and performance that it seems unlikely the intern can successfully complete student teaching, the university supervisor should be notified **immediately** by the cooperating teacher. A conference will follow with all appropriate supervisory personnel.

University Supervisors

The university supervisors act as the liaison between the college and the schools. University supervisors are present to assist the student teachers with any problems, to counsel with the cooperating teachers and the school district administration, and to provide feedback on observations. Supervisors gather and interpret evaluative information concerning the progress of the intern, confer with the cooperating teacher and write formative and summative evaluations. Most importantly, university supervisors work with cooperating teachers in planning and carrying out the intern's required program.

The university supervisor will:

- visit the intern a minimum of four times during the internship. The observations may be announced or unannounced. Each observation will be followed by written feedback in VIA and a verbal conference with the intern within 3 days of the visit. The conference will have three components: 1) reflective self-evaluation, 2) review of the intern's performance by the observer, and 3) collaborative discussion for future teaching. If there are concerns at any time, the intern will be put on a success plan. The university supervisor will complete four Danielson Assessment C observations. The fourth observation includes the Volusia County Schools evaluation cycle (VSET).
- work with the cooperating teacher in planning the intern's phase-in and phase-out schedule.
- discuss with the cooperating teacher a plan for moving the intern to modified lesson plans (when appropriate) and approve format for modified lesson plans.
- approve format for modified lesson plans.
- Review the student teaching google folder weekly. The google folder should include weekly schedules, lesson plans, weekly reflections, and post-observation reflections.
- discuss the intern's professional growth plan at each observation.
- discuss and approve unit topics with interns.
- read and respond to weekly reflections. This is an efficient way for supervisors to communicate with interns.
- Complete a Danielson and Professional Disposition midterm program assessment with the cooperating teacher. Additionally, supervisors will complete a Danielson final program assessment and professional disposition assessment at the end of the internship. The Reading Practicum instructor will complete the final Reading program assessment.
- assess assignments and complete various activities with interns throughout the semester.
- stay in close contact with the cooperating teacher and student teacher and serve as a mentor and resource person.
- consult with the Director of Student Teaching concerning any problems that arise.

Director of Student Teaching

The Director of Student Teaching oversees and directs the student teaching experience. This includes representing the university and explaining the internship program to the consuming public. This also involves conducting seminars for cooperating teachers, conferring with principals, providing leadership in the development of programs for student teaching, and developing in-service programs for cooperating teachers and school officials.

The Director of Student Teaching will:

- work with receiving districts in the placement of student teachers and the selection of cooperating teachers.
- facilitate regular supervisor meetings.
- plan a meeting with cooperating teachers at the beginning of each semester to discuss the student teaching program.
- work closely with university supervisors in the assessment of interns.

Student Teaching Policies

Attendance

All interns must attend school every day and observe the hours and schedules of the cooperating teacher (this includes attending faculty meetings and other school related activities). Interns can only leave their school placements to return to Stetson on Wednesday afternoons for class. The teacher holidays, in-service days, and workdays should be observed as well. There are no automatic "sick days" built into the program. Student teachers need to be prepared to make up any missed time. If absences are extensive, it will be necessary to withdraw and begin again the following term. During the internship, student teachers will follow the school calendar rather than that of the university with regard to holidays.

Conduct

Student teachers are to conduct themselves as professionals in accordance with the Code of Ethics.

Recording of Teaching Lessons

While delivering lessons in the field, evidence of practice, including recording of teaching may be needed. Volusia County Schools permits recording of lesson delivery only when students in the classroom who are being recorded have completed both the district's Media Release parent permission form AND the Stetson University photo/video release forms (Appendix V). NO recordings of Live Streamed lessons are permitted. The classroom teacher disseminates and collects the district's Media Release form while the Stetson student is responsible for distributing and collecting the Stetson photo/video permission form. For interns placed in other districts, both the Stetson media release form and the district's form are also required.

Dress

Stetson interns may not enter schools without appropriate dress/appearance. The Department of Education has strict expectations for professional dress for interns representing Stetson in the public/private schools. The examples listed below can be considered inappropriate dress or appearance. This list is a guide and does not necessarily represent all circumstances in which the school or our department may consider inappropriate dress:

- body piercing such as nose/naval/tongue rings
- unconventional hair styles such as coloring/spikes
- blouses that show midriff when arms are raised
- shorts, tight pants, and short skirts that are immodest
- "sports attire" – sweatpants and muscle shirts, jeans, pajama bottoms
- low cut sweaters and blouses

If the school calls the university concerning an intern's attire, the intern cannot return to the classroom until he/she conferences with the Director of Student Teaching.

Lesson Plans

Planning should be a collaborative endeavor in the beginning of the internship. The intern should be given a reasonable amount of independence in planning for teaching as time goes on.

The key to success in any occupation is preparation. Good teachers plan and do not rely on the inspiration of the moment. Student teachers should never appear before any class poorly or inadequately prepared. Interns need to be prepared to take over the class at any time during the teaching experience in case the cooperating teacher is unexpectedly absent. It is important to remember that success in student teaching is influenced by the carefulness and thoroughness of the intern's preparation. Excellent preparation translates to on-task student learning and good behavior.

Substitute Teaching

Stetson does not permit interns to serve as paid substitutes during their internship, even though they may hold a substitute certificate. If the cooperating teacher is absent, the student teacher may assume full teaching responsibilities for his/her class(es) only. However, a certified substitute must be in the classroom with the senior intern in the event of the cooperating teacher's absence. Additionally, there must be a teacher or administrator designated to act in a supervisory capacity during the cooperating teacher's absence. See Legal Status for Student Teachers.

Identification Badges

Student teachers must wear their Stetson identification badges at all times in addition to any required badge(s) provided by the school district.

Outside Commitments

The student teaching block is a full load. During student teaching, interns will not be excused from any student teaching responsibilities in order to work, take additional classes, or participate in college activities. Student teachers are discouraged

from assuming outside employment if at all possible during their internship. Interns making marginal or unsatisfactory progress will be asked to cease all other employment or withdraw from the internship.

School Policies

It is imperative that school policies be followed. Routines for signing in, parking, etc. should be strictly observed by interns.

Teaching Evaluations

All students will receive a final Danielson program evaluation from their supervisors at the end of the semester as well as a final Danielson program evaluation from their cooperating teachers.

Proctoring for Statewide Assessments

We allow our interns to act as proctors on a limited basis, but prefer that interns stay with their classes during testing weeks. Please check with supervisors for more information.

Evaluation of Student Teachers

During the internship, the student teacher's progress will be monitored by a minimum of four visits from the university supervisor. The visits may be announced or unannounced. The cooperating teacher will also observe lessons and give feedback to the student teacher and the university supervisor. At midterm, the cooperating teacher and the university supervisor will jointly assess the intern's progress as it relates to the Danielson Framework/Accomplished Practices. Earning a score of 1 ("Needs Improvement") after the second Danielson Assessment C observation and/or the Midterm Program Assessment will result in student teachers being placed on a Student Teaching Success Plan. At the end of the semester, the cooperating teacher will again assess the Danielson Framework/Accomplished Practices. The university supervisor will also assess the student teacher's progress toward the demonstration of the Danielson Framework/Accomplished Practices at the end of the semester. Interns must demonstrate teaching skills at a "Developing" level (2) or higher for all components on the final Danielson Assessment C and the Final Danielson Program Assessment to pass student teaching.

Remediation of Unsuccessful Students

At any point during the internship, any student teacher who is having difficulty reaching an acceptable level of overall performance, as measured by the cooperating teacher, university supervisor, and/or the school administrator, will be put on a success plan.

Remediation Procedure:

1. A success plan is to be completed by the university supervisor and cooperating teacher for each student teacher who does not make satisfactory progress. The form is to be signed by the student teacher, cooperating teacher, university supervisor, and the Director of Student Teaching. The form is filed in the Undergraduate Education office.
2. The student teacher will complete the success plan under the direction of an assigned university supervisor. The timeline for completing the plan is determined by the intern's needs.

If the success plan is successfully completed, the student teacher will be back on track. If the success plan is not successfully completed, the intern will be counseled by the university supervisor and advised of several options:

1. The student teacher may withdraw from student teaching with or without a withdrawal notation or grade as determined by the Office of the Registrar and university supervisor. These determinations may be dependent upon the timing or nature of the withdrawal as dictated by the University Course Catalog. The student teacher may retain the option of re-enrolling in another term at a different location.
2. The student teacher may be reassigned to another placement having been advised that the lack of progress to date has placed the student teacher in a marginal position. Such a reassignment most likely will necessitate extended student teaching time and is at the discretion of the university personnel. Reassignment does not guarantee successful completion.

3. The student teacher, with the consent of the cooperating teacher and the university supervisor, may continue in the same placement having been advised of the limitations and difficulties, but choosing to remain. This decision may require extending the internship. If the student fails student teaching, the student may repeat student teaching only once with the approval of the Director of Student Teaching.

Repeating Student Teaching Policy

The student teacher may repeat the internship once with the approval of the Director of Student Teaching. The unsuccessful elementary student teacher may petition the Undergraduate Council for approval to change his/her major to General Studies in Education, which is a non-certification degree. The unsuccessful music student teacher will graduate with a music non-certification degree. Any extenuating circumstances related to this policy are handled on an individual basis.

STETSON UNIVERSITY

Starting a Professional Career

The completion of an approved teacher education program is the means by which school districts can be assured that the individuals they hire to influence and teach children are duly qualified with a minimum level of standards or competencies. The steps for securing a teaching certificate begin with filing application with the State Department of Education in the area in which you want to teach. This application form for Florida is available from the Florida Department of Education website www.fldoe.org. See the Florida Department of Education website for information about the application process.

Obtaining a Professional Teaching Certificate

When you graduate from Stetson's State and CAEP approved program you may apply for a Florida certificate (www.fldoe.org/edcert/level2.asp#01). Details for application are explained in detail during the internship block.

If you wish to see information concerning employment in Florida schools, go to www.teachinflorida.com.

Legal Status for Student Teachers

Legal Status, according to Florida State Legislation, is as follows:

Liability Protection - Florida Statute 1012.39 (formerly 231.1725) states:

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

Substitution - Florida Statute 1012.55 (formerly 231.15) states:

Interns are considered developing novices under the supervision and guidance of certified professionals and the university. Under Florida School Laws (231.15, 1996, p.107), "Each person employed or occupying a position as school supervisor, helping teacher, principal teacher, library media specialist, school counselor, adjunct instructor, athletic coach, or substitute teacher, or other position in which the employee serves in an instructional capacity, in any public school of any district of this state shall hold the certificate required by law and by rules of the state board in fulfilling the requirements of the law for the type of service rendered." If the directing teacher is absent from school, a certified substitute should be appointed as temporary supervising teacher even though the intern is directing and teaching the class. **An intern may not serve as a regular substitute teacher during internship even though the intern may hold a substitute teaching certificate.**

Legally the intern possesses the same status, rights, and protections as a regularly employed teacher.

The intern's legal status is not always matched by the competency level, however, and planned supervision is, of course, necessary during the early days of the internship. The cooperating teacher should be on call at all times when not in the room or have appropriate "back up" person available in case of an emergency. The intern, on the other hand, should not be used in place of a substitute in the absence of another teacher. Asking the intern briefly "to cover" another teacher's class is, of course, reasonable, but these instances should be carefully controlled.

At times the cooperating teacher's schedule or the intern's desire to work in a related area in the school leads to a dual placement with two cooperating teachers. In other instances, the intern may teach a short unit in another course within the department. These combinations are planned to enhance the intern's experience and develop from discussions among cooperating teachers, principals, and the college coordinator. Since most interns are over twenty-one, it is proper that they be asked to perform limited chaperon duties. The intern does not have wide acquaintance with the student body, however, and should not be asked to assume major responsibility for student groups.

Student teachers can purchase liability insurance policies from professional associations and insurance companies.

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Professional Ethics

A close examination of The Code of Ethics and The Principles of Professional Conduct of The Education Profession in Florida should be made by all interns. Violation of any of these principles shall subject the individual to disciplinary action by the Professional Practices Commission and could lead to suspension or revocation of the individual educator's certificate.

Code of Ethics of the Education Profession in Florida (Rule 6B-1.001, FAC)

- (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.

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

- (1) The following disciplinary rule shall constitute the Principles of Professional Conduct of the Education Profession in Florida.
- (2) Violation of any of these principles shall subject the individual to revocation or suspension of the individual educator's certificate, or the other penalties as provided by law.
- (3) Obligation to the student requires that the individual:
 - a) Shall make reasonable effort to protect the student from conditions harmful to learning and/or to the student's mental and/or physical health and/or safety.
 - b) Shall not unreasonably restrain a student from independent action in pursuit of learning.
 - 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 services, unless disclosure serves professional purposes or is required by law.
- (4) Obligation to the public requires that the individual:
 - a) Shall take reasonable precautions to distinguish between personal views and those of any educational institution or organization with which the individual is affiliated.
 - b) Shall not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression.
 - 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 judgment of colleagues.
 - g) Shall not misrepresent one's own professional qualifications.
 - h) Shall not submit fraudulent information on any document in connection with professional activities.
 - i) Shall not make any fraudulent statement or fail to disclose a material fact in one's own or another's application for a professional position.
 - j) Shall not withhold information regarding a position from an applicant or misrepresent an assignment or conditions of employment.
 - k) Shall provide upon the request of the certificated individual, a written statement of specific reason for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.
 - l) Shall not assist entry into or continuance in the profession of any person known to be unqualified in accordance with these Principles of Professional Conduct of the Education Profession in Florida and other applicable Florida Statutes and State Board of Education Rules.
 - m) Shall self-report within 48 hours to appropriate authorities (as determined by the district) any arrest/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 a plea of Nolo Contendere for any criminal offense other than a minor traffic violation within 48 hours after the final judgment. When handling sealed and expunged records disclosed under this rule, school districts shall comply with the confidentiality provisions of Sections 943.0585 (4)(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 231.28(1), Florida Statutes.
 - o) Shall seek no reprisal against any individual who has reported any allegation of a violation of the Florida School Code or State Board of Education Rules as defined in Section 231.28(1), Florida Statutes.
 - p) Shall comply with the conditions of an order of the Education Practices Commission imposing probation, imposing a fine, or restricting the authorized scope of practice.
 - q) Shall, as the supervising administrator, cooperate with the Education Practices Commission in monitoring the probation of a subordinate.

STETSON UNIVERSITY

Student Teacher Code of Ethics

Student Teacher and Pupils

1. Keep all information about children confidential.
2. Maintain the dignity necessary to gain the respect of pupils. Always act like an adult.
3. Show high regards for each child; show enthusiasm for each area of the curriculum that you teach.
4. Be sympathetic and courteous toward all pupils.
5. Consider yourself a member of the community in which you are teaching and act accordingly.
6. Disciplinary measures used by the student teacher should be conformed to the policies and instructions of the cooperating/ supervising teacher.
7. Be a good example to your pupils in every way, physically, mentally, and ethically.
8. Be just as interested in and just as ready to assist with improvement of the class as if it were your own.
9. Recognize that each child is an individual, and take into consideration individual abilities, interests, and capacities for learning.
10. Be impartial in dealing with pupils, and strive to be fair while judging a pupil's actions.
11. Refrain from imposing your own religious or political views upon pupils; exhibit a broad-minded, tolerant attitude toward other groups of individuals.

Student Teacher and Cooperating Teacher

1. Consider a cooperating/supervising teacher as one who is helping you to become a competent teacher.
2. Have your lesson plans checked by the teacher in accordance with policies that have been made.
3. When the class begins, concentrate upon the lesson and forget that you are being observed by the teacher.
4. Provide time in which you and the teacher may have a conference in order to discuss any problems or questions you have about teaching.
5. The teacher is eager to help; be appreciative of criticism and seek suggestions.
6. Remember that the teacher is in legal control of the class and is legally responsible for it.
7. You and the teacher should respect one another's professional rights and personal dignity.
8. Accept the teacher's decision concerning the material to be covered and the method of presentation.
9. Assume no authority that has not been specifically delegated by the teacher.
10. Know definitely what is expected of you by the teacher.
11. Complete cooperation should be established between you and the teacher; conferences should be held as scheduled.
12. Support the teacher in matters of school discipline.
13. Cheerfully do any task which will aid the teacher in conducting the class. Be imaginative and creative in making suggestions and in planning.
14. Give due credit to the teacher for all assistance given to you.
15. If you feel you are having difficulty in a situation, you should first consult the teacher. If the results are not satisfactory, you should talk to the university supervisor(s).

Personal Attributes and Professional Growth

1. Respect those with whom you work - cooperating/supervising teacher, supervisors, administrators, and fellow student teachers.
2. Remember that student teaching is a learning situation, be willing and eager to receive suggestions and carry them out.
3. Adapt your behavior and practices to the situation in which you do your student teaching. Be guided by what is considered acceptable in your particular room, school, and district.
4. Acquaint yourself with the professional organizations, read professional literature in education and in special fields.
5. Be an active member of a recognized local, state, or national educational organization.
6. Manifest genuine pride in the teaching profession.
7. Consider yourself a member of the profession and act in all matters according to its Code of Ethics.
8. Know the legal responsibilities of teachers in your district.
9. Strive always to broaden your knowledge and be well informed on current events.

10. Attend and participate in the non-classroom school duties of the cooperating/supervising teacher, such as lunch and playground duty.
11. Be well groomed and practice sound principles of hygiene and good morals.
12. Display a democratic attitude toward all the teachers in the school in which you are placed.

STETSON UNIVERSITY

Security and Emergency Information for Schools

The following emergency codes are standard throughout Volusia County. You must be familiar with the emergency codes for your school district prior to entering the schools.

CODE RED – Lockdown/hostage/weapon

All students and staff are locked in their room(s)/building. Teachers shall continue with the teaching activity, or otherwise engage the students, to promote a calm atmosphere. Students and teachers shall stay away from windows and doors or take a position of cover if necessary.

CODE BLUE: Bomb Threat

All students and staff evacuate areas and leave the classroom doors open. No phone, electronic devices can be used. Do not touch lockers, light switches, suspicious objects. Teacher in charge must take roll and notify security team if a student is missing.

CODE YELLOW: Hazardous Material/Chemical

All students and staff in unlocked rooms/buildings. Do not attempt to assist with any cleanup. This procedure is done by trained personnel.

CODE GREEN: Severe Weather/Tornado

Remain in classrooms/buildings. Students in portables will have instructions where they are to assemble in the main building.

Fire or Explosives Evacuation

This requires swift evacuation to a predestinated area. In leaving, doors are to be closed, but not locked. Roll must be taken at the evacuation site and missing students reported immediately. Teachers must remain with their class until relieved by a member of the security team. Fire drill are a common practice in schools. Accompany your class to evacuation site.

Visitor Sign-In

All visitors to a campus must report to the office before entering classrooms. Each school will have a procedure that you must follow without fail. Even if you are working regularly in a classroom you must sign in each time you are on campus.

Student Sign-Out

Never release a student to anyone who comes to your classroom or play area – not even to a parent. All students must be released through the office.

Clinic Health Issues

Never give any medication to a student or allow a student to self-medicate. This includes cough drops, aspirin etc. Never perform any invasive procedure—do not take out splinters or specks in eyes. Send the students to the clinic. In a medical emergency, the teacher must remain with the injured student and send or call for help. Teachers must administer first aid until help arrives in a medical emergency.

If a child says he/she is hurt, send the student to the clinic. Do not assume the role of medical personnel. In an accident, fill out the required forms. Remember: **When in doubt, fill it out!**

Be aware of all health issues related to your students, including allergies and medications.

Appendices

APPENDIX A

STETSON UNIVERSITY

Field Demographics-Classroom Level

Section One:

Name _____ Semester _____

School _____ Title I Yes No

Course _____ Grade Level/Subject _____

Number of students in class: _____

Female _____ Male _____

Section Two:

A. Indicate the total number of students in your classroom by racial/ethnic description.

White Non Hispanic	Hispanic/Latino	Black or African American	Asian	Native Hawaiian or Pacific Islander	American Indian or Alaskan Native	Two or More Races
_____	_____	_____	_____	_____	_____	_____

B. Indicate the total number of students in your class identified as having a disability.

C. Indicate the total number of students in you class identified as English language learners.

D. Indicate the WIDA scores for each English language learner (ELL) in your class.

Name	Overall Score	Listening Score	Speaking Score	Reading Score	Writing Score
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Section Three: (this section must be word-processed):

Describe additional characteristics of the classroom learning community. This information will be available from your cooperating teacher and other school personnel. **You will use this information as you plan for differentiated instruction.**

The report is not limited to, but should include the following information:

- Description of all ELLs' first language and other pertinent background information
- Description of students with 504 plans
- Description of students with special needs and the resource support available (check IEPs for specifics)
- Description of students with allergies and medications
- Description of students with glasses, hearing aids, etc.
- Description of the ability level of students in the class
- Other important information not listed above, but pertinent to the make-up of the class

APPENDIX B

STETSON UNIVERSITY

The Educator Accomplished Practices

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 (3) essential principles:

- 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.
- The effective educator demonstrates deep and comprehensive knowledge of the subject taught.
- The effective educator exemplifies the standards of the profession.

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:
 - a. Aligns instruction with state-adopted standards at the appropriate level of rigor;
 - b. Sequences lessons and concepts to ensure coherence and required prior knowledge;
 - c. Designs instruction for students to achieve mastery;
 - d. Selects appropriate formative assessments to monitor learning;
 - e. Uses diagnostic student data to plan lessons; and
 - f. 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:
 - a. Organizes, allocates, and manages the resources of time, space, and attention;
 - b. Manages individual and class behaviors through a well-planned management system;
 - c. Conveys high expectations to all students;
 - d. Respects students' cultural linguistic and family background;
 - e. Models clear, acceptable oral and written communication skills;
 - f. Maintains a climate of openness, inquiry, fairness and support;
 - g. Integrates current information and communication technologies;
 - h. Adapts the learning environment to accommodate the differing needs and diversity of students; and

- i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.
3. **Instructional Delivery and Facilitation** - The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:
- a. Deliver engaging and challenging lessons;
 - b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;
 - c. Identify gaps in students' subject matter knowledge;
 - d. Modify instruction to respond to preconceptions or misconceptions;
 - e. Relate and integrate the subject matter with other disciplines and life experiences;
 - f. Employ higher-order questioning techniques;
 - g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;
 - h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;
 - i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and
 - j. Utilize student feedback to monitor instructional needs and to adjust instruction.
4. **Assessment** - The effective educator consistently:
- a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;
 - b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;
 - c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;
 - d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;
 - e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and
 - f. Applies technology to organize and integrate assessment information.

(b) Continuous Improvement, Responsibility and Ethics

1. **Continuous Professional Improvement** - The effective educator consistently:
- a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;
 - b. Examines and uses data-informed research to improve instruction and student achievement;
 - c. 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;
 - d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;
 - e. Engages in targeted professional growth opportunities and reflective practices; and
 - f. 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 Rules 6B-1.001 and 6B-1.006, 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.

APPENDIX C

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Danielson Framework

Domain 1: Planning and Preparation
Component 1. a. Demonstrating Knowledge of Content and Pedagogy
Element 1.a.1. Knowledge of Content and the Structure of the Discipline
Element 1.a.2. Knowledge of Prerequisite Relationships
Element 1.a.3. Knowledge of Content-Related Pedagogy
Component 1. b. Demonstrating Knowledge of Students
Element 1.b.1. Knowledge of Child and Adolescent Development
Element 1.b.2. Knowledge of the Learning Process
Element 1.b.3. Knowledge of Students' Skills, Knowledge, and Language Proficiency
Element 1.b.4. Knowledge of Students' Interests and Cultural Heritage
Element 1.b.5. Knowledge of Students' Special Needs
Component 1. c. Setting Instructional Outcomes
Element 1.c.1. Value, Sequence, and Alignment
Element 1.c.2. Clarity
Element 1.c.3. Balance
Element 1.c.4. Suitability for Diverse Learners
Component 1. d. Demonstrating Knowledge of Resources
Element 1.d.1. Resources for Classroom Use
Element 1.d.2. Resources to Extend Content Knowledge and Pedagogy
Element 1.d.3. Resources for Students
Component 1. e. Designing Coherent Instruction
Element 1.e.1. Learning Activities
Element 1.e.2. Instructional Materials and Resources
Element 1.e.3. Instructional Groups
Element 1.e.4. Lesson and Unit Structure
Component 1. f. Assessing Student Learning
Element 1.f.1. Congruence with Instructional Outcomes
Element 1.f.2. Criteria and Standards
Element 1.f.3. Design of Formative Assessments
Element 1.f.4. Use for Planning

Domain 2: The Classroom Environment
Component 2. a. Creating an Environment of Respect and Rapport
Element 2.a.1. Candidate Interaction with Students
Element 2.a.2. Student Interactions with One Another
Component 2. b. Establishing a Culture for Learning
Element 2.b.1. Importance of the Content
Element 2.b.2. Expectations for Learning and Achievement
Element 2.b.3. Student Pride in Work
Component 2. c. Managing Classroom Procedures
Element 2.c.1. Management of Instructional Groups
Element 2.c.2. Management of Transitions
Element 2.c.3. Management of Materials And Supplies
Element 2.c.4. Performance of Non-Instructional Duties
Element 2.c.5. Supervision of Volunteers And Paraprofessionals
Component 2. d. Managing Student Behavior
Element 2.d.1. Expectations
Element 2.d.2. Monitoring of Student Behavior
Element 2.d.3. Response to Student Misbehavior
Component 2. e. Organizing Physical Space
Element 2.e.1. Safety and Accessibility
Element 2.e.2. Arrangement of Furniture and Use of Physical Resources

Domain 3: Instruction

Component 3. a. Communicating with Students

Element 3.a.1. Expectations for Learning

Element 3.a.2. Directions and Procedures

Element 3.a.3. Explanations of Content

Element 3.a.4. Use of Oral and Written Language

Component 3. b. Using Questioning and Discussion Techniques

Element 3.b.1. Quality of Questions

Element 3.b.2. Discussion Techniques

Element 3.b.3. Student Participation

Component 3. c. Engaging Students in Learning

Element 3.c.1. Activities and Assignments

Element 3.c.2. Grouping of Students

Element 3.c.3. Instructional Materials and Resources

Element 3.c.4. Structure and Pacing

Component 3. d. Using Assessment in Instruction

Element 3.d.1. Assessment Criteria

Element 3.d.2. Monitoring of Student Learning

Element 3.d.3. Feedback to Students

Element 3.d.4. Student Self-Assessment and Monitoring of Progress

Component 3. e. Demonstrating Flexibility and Responsiveness

Element 3.e.1. Lesson Adjustment

Element 3.e.2. Response to Students

Element 3.e.3. Persistence

Domain 4: Professional Responsibilities
Component 4. a. Reflecting on Teaching
Element 4.a.1. Accuracy
Element 4.a.2. Use in Future Teaching
Component 4. b. Maintaining Accurate Records
Element 4.b.1. Student Completion of Assignments
Element 4.b.2. Student Progress in Learning
Element 4.b.3. Non-Instructional Records
Component 4. c. Communicating with Families
Element 4.c.1. Information about the Instructional Program
Element 4.c.2. Information about Individual Students
Element 4.c.3. Engagement of Families in the Instructional Program
Component 4. d. Contributing to the School and District
Element 4.d.1. Relationships with Colleagues
Element 4.d.2. Involvement in a Culture of Professional Inquiry
Element 4.d.3. Service to the School
Element 4.d.4. Participation in School and District Projects
Component 4. e. Growing and Developing Professionally
Element 4.e.1. Enhancement of Content Knowledge and Pedagogical Skill
Element 4.e.2. Receptivity to Feedback from Colleagues
Element 4.e.3. Service to the Profession
Component 4. f. Demonstrating Professionalism
Element 4.f.1. Integrity and Ethical Conduct
Element 4.f.2. Service to Students
Element 4.f.3. Advocacy
Element 4.f.4. Decision Making
Element 4.f.5. Compliance With School and District Regulations

Florida Teacher Standards for ESOL Endorsement 2010

Domain 1: Culture (Cross-Cultural Communications)

Standard 1: Culture as a Factor in ELLs' 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.

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

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

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.

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APPENDIX E

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

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 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

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 learners' 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 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

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

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

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.

Reading Program Assessment Rubric

	Proficient	Developing	Needs Improvement
5.1 Use assessment and data analysis to monitor student progress and guide instruction over time to ensure an increase in student learning.	The candidate effectively demonstrates how to administer and interpret assessments. The candidate effectively compares and contrasts, uses, interprets, and recommends a wide range of assessment tools and practices to monitor student progress and guide effective instruction.	The candidate demonstrates to some extent how to administer and interpret assessments. The candidate compares and contrasts, uses, interprets, and recommends a wide range of assessment tools and practices to monitor student progress and/or guide effective instruction.	The candidate does not demonstrate how to administer and interpret assessments. The candidate does not compare and contrast, use, interpret, and/or recommend a wide range of assessment tools and practices to monitor student progress or guide effective instruction.
5.2 Demonstrate research-based instructional practices for facilitating reading comprehension.	The candidate effectively demonstrates research-based instructional practices for facilitating reading comprehension.	The candidate demonstrates to some extent research-based instructional practices for facilitating reading comprehension.	The candidate does not demonstrate research-based instructional practices for facilitating reading comprehension.
5.3 Demonstrate research-based instructional practices for developing oral/aural language development.	The candidate effectively demonstrates research-based instructional practices for developing oral/aural language development (e.g. language experience approach, Socratic questioning).	The candidate demonstrates to some extent research-based instructional practices for developing oral/aural language development.	The candidate does not demonstrate research-based instructional practices for developing oral/aural language development.
5.4 Demonstrate research-based instructional practices for developing students' phonological awareness.	The candidate effectively demonstrates research-based instructional practices for developing students' phonological awareness.	The candidate demonstrates to some extent research-based instructional practices for developing students' phonological awareness.	The candidate does not demonstrate research-based instructional practices for developing students' phonological awareness.
5.5 Demonstrate research-based instructional practices for developing phonics skills and word recognition.	The candidate effectively demonstrates research-based instructional practices for developing phonics skills and word recognition.	The candidate demonstrates to some extent research-based instructional practices for developing phonics skills and word recognition.	The candidate does not 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.	The candidate effectively demonstrates research-based instructional practices for developing reading fluency (rate, accuracy, prosody) and reading endurance.	The candidate demonstrates to some extent research-based instructional practices for developing reading fluency and reading endurance.	The candidate does not 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.	The candidate effectively demonstrates research-based instructional practices for developing both academic and domain specific vocabulary.	The candidate demonstrates to some extent research-based instructional practices for developing both academic and domain specific vocabulary.	The candidate does not demonstrate research-based instructional practices for developing both academic and domain specific vocabulary.

	Proficient	Developing	Needs Improvement
5.8 Demonstrate research-based instructional practices to facilitate students' monitoring and self-correcting in reading.	The candidate effectively demonstrates research-based instructional practices to facilitate students' monitoring and self-correcting in reading.	The candidate demonstrates to some extent research-based instructional practices to facilitate students' monitoring and self-correcting in reading.	The candidate does not 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.	The candidate effectively demonstrates research-based comprehension instructional practices for developing students' higher order thinking to enhance comprehension.	The candidate demonstrates to some extent research-based comprehension instructional practices for developing students' higher order thinking to enhance comprehension.	The candidate does not 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.	The candidate effectively demonstrates research-based instructional practices for developing students' ability to read critically.	The candidate demonstrates to some extent research-based instructional practices for developing students' ability to read critically.	The candidate does not 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.	The candidate effectively demonstrates differentiation of instruction for all students utilizing increasingly complex print and digital text.	The candidate demonstrates to some extent differentiation of instruction for all students utilizing increasingly complex print and digital text.	The candidate does not 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.	The candidate effectively demonstrates skill in assessment and instruction with English language learners from diverse backgrounds and at varying English proficiency levels.	The candidate demonstrates to some extent skill in assessment and instruction with English language learners from diverse backgrounds and at varying English proficiency levels.	The candidate does not 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.	The candidate selects and uses a range of developmentally appropriate books, technology-based information, and non-print materials that show a wide range of interests, levels, and cultures.	The candidate either selects or uses a range of developmentally appropriate books, technology-based information, and non-print materials. These materials may or may not show a wide range of interests, levels, and cultures.	The candidate shows no evidence of selecting and using a range of developmentally appropriate books, technology-based information, and non-print materials that show a wide range of interests, levels, and cultures.
5.14 Use a variety of instructional practices to motivate and engage students in reading.	The candidate effectively uses a variety of instructional practices to motivate and engage students in reading.	The candidate uses some instructional practices to motivate and engage students in reading.	The candidate does not use instructional practices to motivate or engage students in reading.
5.15 Demonstrate intentional, explicit, systematic writing instruction as it relates to the ability to read written language.	The candidate effectively demonstrates intentional, explicit, systematic writing instruction as it relates to the ability to read written language	The candidate demonstrates to some extent intentional, explicit, systematic writing instruction as it relates to the ability to read written language	The candidate does not demonstrate intentional, explicit, systematic writing instruction as it relates to the ability to read written language

Danielson Program Assessment Rubric

	Proficient	Developing	Needs Improvement
1a. Demonstrating Knowledge of Content and Pedagogy	<p>Teacher displays solid knowledge of the important concepts in the discipline and the ways they relate to one another.</p> <p>Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.</p> <p>Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.</p>	<p>Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another.</p> <p>Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.</p> <p>Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.</p>	<p>In planning and practice, teacher makes content errors or does not correct errors made by students.</p> <p>Teacher's plans and practice display little understanding of prerequisite relationships important to student's learning of the content.</p> <p>Teacher displays little or no understanding of the range of pedagogical approaches suitable to student's learning of the content.</p>
1b. Demonstrating Knowledge of Students	<p>Teacher understands the active nature of student learning, and attains information about levels of development for groups of students. The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.</p>	<p>Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.</p>	<p>Teacher demonstrates little or no understanding of how students learn, and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.</p>
1c. Setting Instructional Outcomes	<p>Most outcomes represent rigorous and important learning in the discipline.</p> <p>All the instructional outcomes are clear, are written in the form of student learning, and suggest viable methods of assessment.</p>	<p>Outcomes represent moderately high expectations and rigor.</p> <p>Some reflect important learning in the discipline and consist of a combination of outcomes and activities.</p> <p>Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration.</p>	<p>Outcomes represent low expectations for students and lack of rigor, and not all of them reflect important learning in the discipline.</p> <p>Outcomes are stated as activities rather than as student learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.</p>

	Proficient	Developing	Needs Improvement
	<p>Outcomes reflect several different types of learning and opportunities for coordination.</p> <p>Outcomes take into account the varying needs of groups of students.</p>	<p>Most of the outcomes are suitable for most of the students in the class in accordance with global assessments of student learning.</p>	
1d. Demonstrating Knowledge of Resources	<p>Teacher displays awareness of resources- not only through the school and district but also through sources external to the school and on the Internet-available for classroom use, for the expansion of his or her own knowledge, and for students.</p>	<p>Teacher displays basic awareness of school or district resources available for classroom use, for the expansion of his or her own knowledge, and for students, but no knowledge of resources available more broadly.</p>	<p>Teacher is unaware of school or district resources for classroom use, for the expansion of his or her own knowledge, or for students.</p>
1e. Designing Coherent Instruction	<p>Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students.</p> <p>The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students.</p> <p>The lesson or unit has a clear structure, with appropriate and varied use of instructional groups.</p>	<p>Some of the learning activities and materials are suitable to the instructional outcomes and represent a moderate cognitive challenge but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort by the teacher at providing some variety.</p> <p>The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.</p>	<p>The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure.</p> <p>The activities are not designed to engage students in active intellectual activity and have unrealistic time allocations. Instructional groups do not support the instructional outcomes and offer no variety.</p>
1f. Assessing Student Learning	<p>Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students.</p> <p>Assessment criteria and standards are clear. Teacher has a well-developed strategy for</p>	<p>Some of the instructional outcomes are assessed through the proposed approach, but others are not. Assessment criteria and standards have been developed, but they are not clear.</p> <p>Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.</p>	<p>Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards. Teacher has no plan to incorporate formative assessment in the lesson or unit nor any plan to use assessment results in designing future instruction.</p>

	Proficient	Developing	Needs Improvement
	<p>using formative assessment and has designed particular approaches to be used.</p> <p>Teacher intends to use assessment results to plan for future instruction for groups of students.</p>	<p>Teacher intends to use assessment results to plan for future instruction for the class as a whole.</p>	
2a. Creating an Environment of Respect and Rapport	<p>Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful.</p> <p>Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.</p>	<p>Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another.</p> <p>Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.</p>	<p>Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict.</p> <p>Teacher does not deal with disrespectful behavior.</p>
2b. Establishing a Culture for Learning	<p>The classroom culture is a cognitively busy place where learning is valued by all, with high expectations for learning being the norm for most students.</p> <p>The teacher conveys that with hard work students can be successful. Students understand their role as learners and consistently expend effort to learn.</p> <p>Classroom interactions support learning and hard work.</p>	<p>The classroom culture is characterized by little commitment to learning by teacher or students.</p> <p>The teacher appears to be only going through the motions, and students indicate that they are interested in completion of a task, rather than quality.</p> <p>The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.</p>	<p>The classroom culture is characterized by a lack of teacher or student commitment to learning and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued.</p> <p>Medium or low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.</p>

	Proficient	Developing	Needs Improvement
2c. Managing Classroom Procedures	<p>There is little loss of instructional time because of effective classroom routines and procedures.</p> <p>The teacher's management of instructional groups and the handling of materials and supplies are consistently successful.</p> <p>With minimal guidance and prompting, students follow established classroom routines.</p>	<p>Some instructional time is lost through only partially effective classroom routines and procedures.</p> <p>The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, the result being some disruption of learning.</p> <p>With regular guidance and prompting, students follow established routines.</p>	<p>Much instructional time is lost through inefficient classroom routines and procedures.</p> <p>There is little or no evidence that the teacher is managing instructional groups, transitions, and/or the handling of materials and supplies effectively.</p> <p>There is little evidence that students know or follow established routines.</p>
2d. Managing Student Behavior	<p>Student behavior is generally appropriate.</p> <p>The teacher monitors student behavior against established standards of conduct.</p> <p>Teacher response to student misbehavior is consistent, proportionate, respectful to students, and effective.</p>	<p>Standards of conduct appear to have been established, but their implementation is inconsistent.</p> <p>Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.</p> <p>There is inconsistent implementation of the standards of conduct.</p>	<p>There appear to be no established standards of conduct and little or no teacher monitoring of student behavior.</p> <p>Students challenge the standards of conduct.</p> <p>Response to students' misbehavior is repressive or disrespectful of student dignity.</p>
2e. Organizing Physical Space	<p>The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities.</p> <p>Teacher makes effective use of physical resources, including computer technology.</p>	<p>The classroom is safe, and essential learning is accessible to most students.</p> <p>The teacher's use of physical resources, including computer technology, is moderately effective.</p> <p>Teacher makes some attempt to modify the physical arrangement to suit learning activities, with partial success.</p>	<p>The physical environment is unsafe, or many students don't have access to learning resources.</p> <p>There is poor coordination between the lesson activities and the arrangement of furniture and resources, including computer technology.</p>
3a. Communicating with Students	<p>The teacher clearly communicates instructional purpose of the lesson, including where it is situated within broader learning, and explains procedures and directions clearly.</p> <p>Teacher's</p>	<p>The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion.</p> <p>The teacher's explanation of the content may contain minor errors; some portions are clear;</p>	<p>The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing.</p> <p>The teacher's explanation of the content contains major errors. The teacher's spoken or written language contains errors of grammar or syntax.</p>

	Proficient	Developing	Needs Improvement
	<p>explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience.</p> <p>During the explanation of content, the teacher invites student intellectual engagement.</p> <p>Teacher's spoken and written language is clear and correct and uses vocabulary appropriate to the students' ages and interests.</p>	<p>other portions are difficult to follow.</p> <p>The teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement.</p> <p>Teacher's spoken language is correct; however, his or her vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.</p>	<p>The teacher's vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</p>
3b. Using Questioning and Discussion Techniques	<p>Although the teacher may use some low- level questions, he or she asks the students questions designed to promote thinking and understanding.</p> <p>Teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate.</p> <p>Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.</p>	<p>Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance.</p> <p>Alternatively, the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved.</p> <p>Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results.</p>	<p>Teacher's questions are of low cognitive challenge, require single correct responses, and are asked in rapid succession.</p> <p>Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.</p> <p>A few students dominate the discussion.</p>
3c. Engaging Students in Learning	<p>The learning tasks and activities are aligned with the instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and</p>	<p>The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most to be passive or merely compliant.</p>	<p>The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only rote responses.</p> <p>The pace of the lesson is too slow or too rushed.</p>

	Proficient	Developing	Needs Improvement
	<p>challenging content and are supported in that engagement by teacher scaffolding.</p> <p>The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</p>	<p>The pacing of the lesson may not provide students the time needed to be intellectually engaged.</p>	<p>Few students are intellectually engaged or interested.</p>
3d. Using Assessment in Instruction	<p>Assessment is used regularly by teacher and/or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment.</p> <p>Questions, prompts, assessments are used to diagnose evidence of learning.</p>	<p>Assessment is used sporadically by teacher and/or students to support instruction through some monitoring of progress in learning. Feedback to students is general, students appear to be only partially aware of the assessment criteria used to evaluate their work, and few assess their own work.</p> <p>Questions, prompts, and assessments are rarely used to diagnose evidence of learning.</p>	<p>There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality.</p> <p>Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.</p>
3e. Demonstrating Flexibility and Responsiveness	<p>Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs, and interests.</p> <p>Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning.</p>	<p>Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success.</p> <p>Teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.</p>	<p>Teacher adheres to the instruction plan in spite of evidence of poor student understanding or lack of interest.</p> <p>Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.</p>
4a. Reflecting on Teaching	<p>Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment.</p>	<p>Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met.</p>	<p>Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or he/she profoundly misjudges the success of a lesson.</p> <p>Teacher has no suggestions for how a lesson could be improved.</p>

	Proficient	Developing	Needs Improvement
	Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Teacher makes general suggestions about how a lesson could be improved.	
4b. Maintaining Accurate Records	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.	Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. Teacher's records for non-instructional activities are adequate but require frequent monitoring to avoid errors.	Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.
4c. Communicating with Families	Teacher communicates frequently with families about the instructional program and conveys information about individual student progress. Teacher makes some attempts to engage families in the instructional program. Information to families is conveyed in a culturally appropriate manner.	Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Communications are one-way and not always appropriate to the cultural norms of those families.	Teacher communication with families- about the instructional program, about individual students-is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.
4d. Participating in the Professional Community	Teacher's relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry. Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Teacher becomes involved in the school's culture of professional inquiry when invited to do so. Teacher participates in school events and school and district projects when specifically asked to do so.	Teacher's relationships with colleagues are negative or self-serving. Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. Teacher avoids becoming involved in school events or school and district projects.
4e. Growing and Developing Professionally	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.	Teacher participates in professional activities to a limited extent when they are convenient.	Teacher engages in no professional development activities to enhance knowledge or skill.

	Proficient	Developing	Needs Improvement
	<p>Teacher welcomes feedback from colleagues- either when made by supervisors or when opportunities arise through professional collaboration.</p> <p>Teacher participates actively in assisting other educators.</p>	<p>Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and colleagues.</p> <p>Teacher finds limited ways to contribute to the profession.</p>	<p>Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues.</p> <p>Teacher makes no effort to share knowledge with others or to assume professional responsibilities.</p>
4f. Showing Professionalism	<p>Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.</p> <p>Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed.</p> <p>Teacher maintains an open mind in team or departmental decision making.</p> <p>Teacher complies fully with school and district regulations.</p>	<p>Teacher is honest in interactions with colleagues, students, and the public.</p> <p>Teacher attempts, though inconsistently, to serve students.</p> <p>Teacher does not knowingly contribute to some students' being ill served by the school.</p> <p>Teacher's decisions and recommendations are based on limited but genuinely professional considerations.</p> <p>Teacher complies minimally with school and district regulations, doing just enough to get by.</p>	<p>Teacher displays dishonesty in interactions with colleagues, students, and the public.</p> <p>Teacher is not alert to students' needs and contributes to school practices that result in some students' being ill served by the school.</p> <p>Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations.</p>

ESOL Assessment C

Components		3 Effective	2 Developing	1 Needs Improvement
DANIELSON -FT 2A ESOL 1.1	Creating an environment of respect and rapport	<ul style="list-style-type: none"> ·Teacher candidate consistently interacts positively and demonstrates respect and/or support for ELs by showing politeness, general warmth, caring and sensitivity appropriate to cultural and linguistic differences of groups of students. 	<ul style="list-style-type: none"> ·Teacher candidate infrequently interacts positively, inconsistently demonstrates respect and/or support for ELs by showing politeness, general warmth, caring and sensitivity appropriate to cultural and linguistic differences of groups of ELs. 	<ul style="list-style-type: none"> ·Teacher candidate does not interact appropriately with students or demonstrates insensitivity or responds inappropriately to cultural and linguistic differences of groups of students.
DANIELSON -FT 3A ESOL 1.1, 5.2, 5.3	Communicating with students	<ul style="list-style-type: none"> ·Teacher candidate consistently communicates instructional purpose to ELs in a comprehensible manner aligned with known proficiency of the EL both in spoken and written language. ·Teacher candidate situates clear expectations for EL learning, including clear directions, and procedures. Home language support is provided when necessary. ·Teacher candidate seeks to reduce student miscommunication and misconceptions in language communication if problems occur. 	<ul style="list-style-type: none"> ·Teacher candidate makes some effort to communicate instructional purpose to ELs in a comprehensible manner aligned with known proficiency of the EL both in spoken and written language but has limited success. ·Teacher candidate inconsistently situates clear expectations for EL learning. Home language support is incomplete or not provided when necessary. ·Teacher candidate sometimes attempts to reduce student miscommunication and misconceptions in language communication successfully. 	<ul style="list-style-type: none"> ·Teacher candidate fails to communicate instructional purpose to ELs in a comprehensible manner and/or does not capture the ELs proficiency needs to make content comprehensible. ·Teacher candidate does not situate clear expectations for EL learning. Home language support not provided. ·Teacher candidate does not attempt to reduce student miscommunication and misconceptions in language communication.
DANIELSON -FT 3B ESOL 2.2 3.2	Using questioning and discussion techniques	<ul style="list-style-type: none"> ·Teacher candidate consistently engages ELs in questioning and/or discussion techniques that are appropriate to the ELs linguistic proficiency and aligned to the WIDA Can-Do descriptors and ELD levels. · Teacher candidate is successful in reducing teacher talk and engaging students in discussion that connects their cultural and linguistic background knowledge to instructional content. · Teacher candidate is mostly successful in questioning through ESOL strategies that are cognitively challenging such as modeling sentence frames, visual aids, grouping and role designation, 	<ul style="list-style-type: none"> Teacher candidate attempts or is somewhat successful in engaging ELs in questioning and/or discussion techniques that are appropriate to the ELs linguistic proficiency and aligned to the WIDA Can-Do descriptors and ELD levels. · Teacher candidate tells more than he/she questions or provides Yes/No questioning. Attempts to question ELs by connecting their cultural and linguistic background knowledge to instructional content with limited success. · Teacher candidate attempts questioning through ESOL strategies but does so infrequently, unevenly or inappropriately for the grade level. ·Teacher candidate 	<ul style="list-style-type: none"> Teacher candidate consistently engages ELs in questioning and/or discussion techniques that are appropriate to the ELs linguistic proficiency as aligned by the WIDA Can-Do descriptors and ELD levels. · Teacher candidate is successful in reducing teacher talk and engaging students in discussion that connects their cultural and linguistic background knowledge to instructional content. ·Teacher candidate does not employ ESOL

		<p>metacognitive and reflective strategies appropriate to grade level.</p> <ul style="list-style-type: none"> · Teacher candidate provides enough wait time to ELs. 	<p>inconsistently provides enough wait time to ELs.</p>	<p>strategies for questioning.</p> <ul style="list-style-type: none"> · Teacher candidate does not provide wait time to ELs.
<p>DANIELSON -FT 3C</p> <p>ESOL 3.2</p>	<p>Engaging students in learning</p>	<ul style="list-style-type: none"> · Teacher candidate consistently engages EL students in learning by aligning learning tasks and activities appropriately for ELs' language ability levels and cultural backgrounds · Teacher candidate utilizes ESOL strategies to support challenging content; and strategies for eliciting student thinking and increase interaction. · Teacher candidate appropriately groups ELs for learning tasks with WIDA Can-Do descriptors and ELD levels, provides manageable pacing and/or allows for timing accommodations. 	<ul style="list-style-type: none"> · Teacher candidate sometimes or infrequently engages EL students in learning and/ or fails to appropriately align learning tasks and activities ELs based on language ability levels and cultural backgrounds. · Teacher candidate attempts to utilize ESOL strategies to support challenging content with uneven success; student thinking and interaction are limited or lack intellectual engagement for ELs · Teacher candidate struggles to group ELs for learning tasks with WIDA Can-Do descriptors and ELD levels, provides manageable pacing and/or allows for timing accommodations. 	<ul style="list-style-type: none"> · Teacher does not engage ELs in learning. There is little or no evidence of activities and assignments, materials, and /or groupings of ELs by WIDA Can-Do descriptors and ELD levels,
<p>DANIELSON -FT 3D</p> <p>ESOL 5.2, 5.3</p>	<p>Using Assessment in Instruction</p>	<ul style="list-style-type: none"> · Teacher candidate consistently assesses ELs throughout instruction through frequent formal and informal comprehension checks, monitors EL progress throughout learning tasks. · Teacher candidate identifies needs of ELs accurately and provides scaffolding techniques to mitigate language miscommunication. · Teacher candidate provides constructive, positive and comprehensible feedback to the EL 	<ul style="list-style-type: none"> · Teacher candidate sometimes assesses ELs throughout instruction, demonstrating limited monitoring of ELs progress · Teacher candidate inconsistently identifies needs of ELs accurately and provides scaffolding techniques to mitigate language miscommunication. · Teacher candidate provides one word or incomplete, somewhat comprehensible feedback to the EL 	<ul style="list-style-type: none"> · Teacher does not demonstrate use of assessment in instruction for ELs. There is no evidence of feedback to EL.
<p>DANIELSON -FT 3E</p> <p>ESOL 1.1, 4.1</p>	<p>Demonstrating flexibility and responsiveness</p>	<ul style="list-style-type: none"> · Teacher candidate consistently demonstrates flexibility and responsiveness to the instructional plan for ELs of varying language proficiency and instructional needs · Teacher candidate specifically modifies tasks to align with ELs WIDA Can-Do descriptors and ELD levels · Teacher candidate successfully identifies planned and unplanned instructional opportunities for ELs specific linguistic level and cultural background. 	<ul style="list-style-type: none"> · Teacher candidate demonstrates some flexibility and responsiveness to the instructional plan for ELs of varying language proficiency and instructional needs, but with uneven success · Teacher candidate infrequently or incorrectly modifies tasks to align with ELs WIDA Can-Do descriptors and ELD levels. · Teacher candidate seldom identifies planned and unplanned instructional opportunities for ELs specific linguistic level and cultural background or does so with moderate to little success. 	<ul style="list-style-type: none"> · Teacher candidate does not demonstrate flexibility and/or responsiveness to ELs instructional needs. · Teacher candidate is does not address difficulties of content through modification or other ESOL strategies. · Teacher candidate does not demonstrate knowledge of ELs specific linguistic and cultural background.

Danielson Assessment C Rubric

	Proficient	Developing	Needs Improvement
Demonstrating Knowledge of Content and Pedagogy (1a)	<p>Teacher displays solid knowledge of the important concepts in the discipline and the ways they relate to one another.</p> <p>Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.</p> <p>Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.</p>	<p>Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another.</p> <p>Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.</p> <p>Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.</p>	<p>In planning and practice, teacher makes content errors or does not correct errors made by students.</p> <p>Teacher's plans and practice display little understanding of prerequisite relationships important to student's learning of the content.</p> <p>Teacher displays little or no understanding of the range of pedagogical approaches suitable to student's learning of the content.</p>
Designing Coherent Instruction (1e)	<p>Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students.</p> <p>The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students.</p> <p>The lesson or unit has a clear structure, with appropriate and varied use of instructional groups.</p>	<p>Some of the learning activities and materials are suitable to the instructional outcomes and represent a moderate cognitive challenge but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort by the teacher at providing some variety.</p> <p>The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.</p>	<p>The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure.</p> <p>The activities are not designed to engage students in active intellectual activity and have unrealistic time allocations. Instructional groups do not support the instructional outcomes and offer no variety.</p>
Creating an Environment of Respect and Rapport (2a)	<p>Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful.</p> <p>Teacher responds successfully to disrespectful behavior among students. The net result of the</p>	<p>Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another.</p> <p>Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the</p>	<p>Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict.</p> <p>Teacher does not deal with disrespectful behavior.</p>

	Proficient	Developing	Needs Improvement
	interactions is polite and respectful, but impersonal.	interactions is neutral, conveying neither warmth nor conflict.	
Managing Classroom Procedures (2c)	<p>There is little loss of instructional time because of effective classroom routines and procedures.</p> <p>The teacher's management of instructional groups and the handling of materials and supplies are consistently successful.</p> <p>With minimal guidance and prompting, students follow established classroom routines.</p>	<p>Some instructional time is lost through only partially effective classroom routines and procedures.</p> <p>The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, the result being some disruption of learning.</p> <p>With regular guidance and prompting, students follow established routines.</p>	<p>Much instructional time is lost through inefficient classroom routines and procedures.</p> <p>There is little or no evidence that the teacher is managing instructional groups, transitions, and/or the handling of materials and supplies effectively.</p> <p>There is little evidence that students know or follow established routines.</p>
Managing Student Behavior (2d)	<p>Student behavior is generally appropriate.</p> <p>The teacher monitors student behavior against established standards of conduct.</p> <p>Teacher response to student misbehavior is consistent, proportionate, respectful to students, and effective.</p>	<p>Standards of conduct appear to have been established, but their implementation is inconsistent.</p> <p>Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.</p> <p>There is inconsistent implementation of the standards of conduct.</p>	<p>There appear to be no established standards of conduct and little or no teacher monitoring of student behavior.</p> <p>Students challenge the standards of conduct.</p> <p>Response to students' misbehavior is repressive or disrespectful of student dignity.</p>
Communicating with Students (3a)	<p>The teacher clearly communicates instructional purpose of the lesson, including where it is situated within broader learning, and explains procedures and directions clearly.</p> <p>Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience.</p> <p>During the explanation of content, the teacher invites student intellectual engagement.</p> <p>Teacher's spoken and written language is clear and correct and uses vocabulary appropriate to the students' ages and interests.</p>	<p>The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion.</p> <p>The teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow.</p> <p>The teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement.</p> <p>Teacher's spoken language is correct; however, his or her vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.</p>	<p>The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing.</p> <p>The teacher's explanation of the content contains major errors. The teacher's spoken or written language contains errors of grammar or syntax.</p> <p>The teacher's vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</p>

	Proficient	Developing	Needs Improvement
Using Questioning and Discussion Techniques (3b)	<p>Although the teacher may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding.</p> <p>Teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate.</p> <p>Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.</p>	<p>Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance.</p> <p>Alternatively, the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved.</p> <p>Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results.</p>	<p>Teacher's questions are of low cognitive challenge, require single correct responses, and are asked in rapid succession.</p> <p>Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.</p> <p>A few students dominate the discussion.</p>
Engaging Students in Learning (3c)	<p>The learning tasks and activities are aligned with the instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content and are supported in that engagement by teacher scaffolding.</p> <p>The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</p>	<p>The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most to be passive or merely compliant.</p> <p>The pacing of the lesson may not provide students the time needed to be intellectually engaged.</p>	<p>The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only rote responses.</p> <p>The pace of the lesson is too slow or too rushed.</p> <p>Few students are intellectually engaged or interested.</p>
Using Assessment in Instruction (3d)	<p>Assessment is used regularly by teacher and/or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning.</p> <p>Students appear to be aware of the assessment criteria; some of them engage in self-assessment.</p> <p>Questions, prompts, assessments are used to diagnose evidence of learning.</p>	<p>Assessment is used sporadically by teacher and/or students to support instruction through some monitoring of progress in learning. Feedback to students is general, students appear to be only partially aware of the assessment criteria used to evaluate their work, and few assess their own work.</p> <p>Questions, prompts, and assessments are rarely used to diagnose evidence of learning.</p>	<p>There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality.</p> <p>Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.</p>
Showing Professionalism (4f)	<p>Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.</p> <p>Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed.</p>	<p>Teacher is honest in interactions with colleagues, students, and the public.</p> <p>Teacher attempts, though inconsistently, to serve students.</p>	<p>Teacher displays dishonesty in interactions with colleagues, students, and the public.</p> <p>Teacher is not alert to students' needs and contributes to school practices that result in some students' being ill served by the school.</p>

	Proficient	Developing	Needs Improvement
	<p>Teacher maintains an open mind in team or departmental decision making.</p> <p>Teacher complies fully with school and district regulations.</p>	<p>Teacher does not knowingly contribute to some students' being ill served by the school.</p> <p>Teacher's decisions and recommendations are based on limited but genuinely professional considerations.</p> <p>Teacher complies minimally with school and district regulations, doing just enough to get by.</p>	<p>Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations.</p>
<p>ESOL Domains</p> <p>Methods of Instruction incorporate ESOL Strategies and/or differentiated instruction (ESOL 2.3, 3.1, 3.2, 3.3)</p>	<p>Teacher differentiates instruction based on EL's ELP and Can-Do descriptors. Clear expectations are for ELs set. Verbal and nonverbal strategies to provide comprehensible input during oral discussions. ESOL strategies are observed as reflected in lesson plan and to assist EL in participating and meeting instructional goals. Candidate is responsive and flexible with varying ESOL strategies when communication breaks down.</p>	<p>Teacher attempts some differentiated instruction based on ELP proficiency and Can-Do indicators. Verbal and nonverbal strategies are inconsistent or ELP miscommunication. Teacher inconsistently situates clear expectations for EL learning. ESOL strategies are unclear or not connected to instructional goals on lesson plan. Teacher is somewhat responsive and flexible with varying ESOL strategies when communication breaks down.</p>	<p>Fails to demonstrate ability to gear instruction toward EL's specific linguistic needs.</p>
<p>ESOL Domains</p> <p>Curriculum Materials and Assessment of ELs (ESOL 1.1, 2.1, 4.1, 4.2, 5.2, 5.3)</p>	<p>Lesson plan indicated integrated or grouped lesson for ELs and ESOL strategy. Teacher consistently assesses ELs throughout instruction through frequent formal and informal comprehension checks, monitors EL progress throughout learning tasks. Curriculum materials and assessment differentiation are based on ELL's level of ELP and Can-Do descriptors. Accommodations are appropriate for ELP and provided as needed. Home language is used as a resource as needed.</p>	<p>Lesson plan is inconsistent or missing details for ELs in class and/or ESOL specific strategies. Teacher is inconsistent in assessment of ELs or does not monitor EL progress thoroughly. Curriculum materials and assessment differentiation are attempted, but unclear, incomplete or ineffective. Some accommodations are provided. Home language is used inconsistently when needed.</p>	<p>Shows little ability to appropriately select and/or differentiate materials and assessment to meet EL's specific linguistic needs. No accommodations are provided.</p>

Reading Assessment C Rubric

Elements	Proficient (3 pts)	Developing (2 pts)	Needs Improvement (1 pt)	N/A
Phonological Awareness DANIELSON-FT. 3.b., 3.c. FL-RDG-END-COMP-2011.5.4	Models and uses research-based phonological activities (e.g., blending and segmenting syllables, onset-rimes, and phonemes); and Models and uses oral/aural language (e.g., rhyming and alliteration)	Phonological activities and oral/aural language were included and demonstrated with some specificity	Phonological activities and oral/aural language were incompletely addressed or not present	
Phonics DANIELSON-FT. 3.b., 3.c. FL-RDG-END-COMP-2011.5.5	Models and uses research-based practices of appropriate phonic skills and word recognition strategies (e.g., decoding & encoding, analogizing, syllable instruction, structural analysis, and irregular word recognition ability)	Appropriate phonics skills and word recognition strategies were included and demonstrated with some specificity	Appropriate phonics skills and word recognition strategies were incompletely addressed or not present	
Fluency DANIELSON-FT. 3.b., 3.c. FL-RDG-END-COMP-2011.5.6	Models and applies research-based practices to develop reading fluency (rate, accuracy, prosody) and reading endurance	Appropriate practices to develop reading fluency and reading endurance were included and demonstrated with some specificity	Appropriate practices to develop reading fluency and reading endurance were incompletely addressed or not present	
Vocabulary DANIELSON-FT. 3.b., 3.c. FL-RDG-END-COMP-2011.5.7	Models and applies research-based instructional practices for developing both academic and domain specific vocabulary	Appropriate practices to develop academic and domain specific vocabulary were included and demonstrated with some specificity	Appropriate practices to develop academic and domain specific vocabulary were incompletely addressed or not included	
Comprehension DANIELSON-FT. 3.b., 3.c. FL-FEAP-2013. 2a.3f. FL-RDG-END-COMP-2011.5.2, 5.8, 5.9, 5.10	Models and applies research-based instructional practices for facilitating reading comprehension, including student monitoring & self-correcting, higher order thinking, and critical reading	Comprehension strategies were included and demonstrated with some specificity; some scaffolding of higher order thinking, monitoring & self-correcting, and/or critical reading present	Comprehension strategies were incompletely addressed or not present; no scaffolding of higher order thinking, monitoring & self-correcting, or critical reading	
Oral Language DANIELSON-FT. 3.a. FL-FEAP-2013. 2a.2e. FL-RDG-END-COMP-2011.5.3	Models and practices use of appropriate oral/aural language skills instruction (e.g. language experience approach, Socratic questioning)	Oral/Aural language skills instruction was included and demonstrated with some specificity	Oral/Aural language skills instruction was incompletely addressed or not present	
Motivation DANIELSON-FT. 2.b. FL-FEAP-2013. 2a.2c., 2a.2f., 2a.3a., 2a.3i	Models and uses a variety of instructional practices to motivate and engage students in reading, including a range of developmentally appropriate books, technology-based information, and non-print	Some motivational instructional strategies are used to engage students in reading, including some materials that may or may not show a wide range of interests, levels, and cultures.	No motivational strategies are used to engage students in reading	

FL-RDG-END-COMP-2011.5.13, 5.14	materials that show a wide range of interests, levels, and cultures			
Assessment DANIELSON-FT. 3.d. FL-FEAP-2013. 2a.4c. FL-RDG-END-COMP-2011.5.1, 5.12	Use assessment and data analysis to monitor student progress and guide instruction over time to ensure an increase in student learning. Demonstrate skill in assessment with English language learners from diverse backgrounds and at varying English proficiency levels.	Appropriate administration of assessments was included and demonstrated with some specificity; data analysis to inform reading instruction was included and demonstrated with some specificity.	Appropriate administration of assessments was incompletely addressed or not present; data analysis to inform reading instruction was incompletely addressed or not present	
Differentiated Instruction DANIELSON-FT. 3.e. FL-FEAP-2013. 2a.2h., 2a.3h. FL-RDG-END-COMP-2011.5.11, 5.12	Demonstrate differentiation of instruction for all students utilizing increasingly complex print and digital text. Demonstrate skill in instruction with English language learners from diverse backgrounds and at varying English proficiency levels.	Differentiation of reading instruction was included and demonstrated with some specificity; modifications for ELLs were included and demonstrated with some specificity	Differentiation of reading instruction was incompletely addressed or not present; no modifications for ELLs were addressed or present	

APPENDIX K

STETSON UNIVERSITY

Sample Elementary Weekly Schedule

Student Teacher: Ms. Ima Example

School: Caring Elementary

Cooperating Teacher: Mrs. Cooperation

Principal: Dr. Dersheimer

Week No. 3

Dates: **Feb 6 – Feb 10**

Grade/Level: 2

Room	Hour	Monday	Tuesday	Wednesday	Thursday	Friday
410	8:00-8:30	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
410	8:30-10:10	Reading	Reading	Reading	Reading	Reading
	10:10-10:20	Recess	Recess	Recess	Recess	Recess
410	10:20-11:00	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts
	11:00-11:35	Lunch	Lunch	Lunch	Lunch	Lunch
410	11:35-12:00	Journal Writing/Story Time	Journal Writing/Story Time	Journal Writing/Story Time	Journal Writing/Story Time	Journal Writing/Story Time
410	12:00-1:00	Math	Math	Math	Math	Math
410	1 :00-1:40	Planning	Planning	Planning	Planning	Planning
410	1:40-2:20	Science	Science	Science	Science	Science
410	2:20-2:30	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

STETSON UNIVERSITY

Sample Secondary Weekly Schedule

Student Teacher: Michael Musician

School: Central High School

Cooperating Teacher: Miss J. Goode

Principal: Mr. B. Principal

Week No. 3

Dates: **Feb 6 – Feb 10**

Grade/Level: 10 - 12

Period	Room	Hour	Monday	Tuesday	Wednesday	Thursday	Friday
1 st	Band	7:20 8:19	Percussion Ensemble	Percussion Ensemble	Percussion Ensemble	Percussion Ensemble	Percussion Ensemble
2 nd	Band	8:25 9:29	A.P. Theory	A.P. Theory	A.P. Theory	A.P. Theory	A.P. Theory
3 rd	Band	9:35 10:34	Planning	Planning	Planning	Planning	Planning
		10:34 11:04	Lunch	Lunch	Lunch	Lunch	Lunch
4 th	Band	11:10 12:10	Symphonic Band	Symphonic Band	Symphonic Band	Symphonic Band	Symphonic Band
5 th	Band	12:16 1:15	A.P. Theory	A.P. Theory	A.P. Theory	A.P. Theory	A.P. Theory
6 th	Band	1:21 2:20	Wind Ensemble	Wind Ensemble	Wind Ensemble	Wind Ensemble	Wind Ensemble

APPENDIX L

STETSON UNIVERSITY

Student Teaching Phase-In Schedule

Name: _____ School: _____ Grade: _____

Timeline	Dates	Teaching (highlight weeks when unit will be taught)	Other Responsibilities
Week 1			
Week 2			
Week 3			
Week 4			
*Week 5			
Week 6			
Week 7			
Week 8			
Week 9			
Week 10			
Week 11			
Week 12			
Week 13			

**Interns should be fully phased-in by week 5. All phase-in schedules will be approved by your university supervisor. Phase-out will be determined by your university supervisor and cooperating teachers and will occur during the last two weeks of the internship only if ALL observations have been completed.*

STETSON UNIVERSITY

APPENDIX M

Daily Lesson Plan- Elementary

Name:		Date:	Time:	Lesson #
Big Idea/Topic		Grade/ Subject		
CPALMS/ Resource link				
Lesson Structure:		EL: <input type="checkbox"/> Integrated & ESOL Strategy: <input type="checkbox"/> Individualized/Grouped Modification		
Standards: (CCSS/NGSSS/NGSS)				
ESE Access Points. Access points serve students with severe cognitive difficulties. Access points are used only if specified on IEP. http://www.cpalms.org/Standards/AccesspointSearch.aspx				
Instructional outcomes/objectives(s): (Clear objectives written in the form of student learning)				
Language Objective(s): (ELA only: Oral language, listening, reading, writing-must include both productive and receptive)				
Vocabulary : (academic-procedural & content-defined in kid friendly terms). Pre-teach!!		Instructional Materials/Resources/Technology (include hyperlinks to videos & websites)		
High Order Thinking Skills. Bloom's Taxonomy: http://www.edpsycinteractive.org/topics/cognition/bloom.html				
Graphic Organizer/Thinking Map: http://www.enchantedlearning.com/graphicorganizers/				
Diagnostic Data: (ELA only-WIDA, Lexile, Readability, I-Ready)				
ESOL Accommodations <input type="checkbox"/> Flexible environment <input type="checkbox"/> Flexible Scheduling <input type="checkbox"/> Bilingual assistance <input type="checkbox"/> Approved dictionary/glossary <input type="checkbox"/> Flexible seating <input type="checkbox"/> Reading text out-loud				
Lesson Portions:				Pacing
<ul style="list-style-type: none"> ➤ How will you introduce the lesson, assess or activate prior knowledge, motivate students to learn? ➤ How will the lesson develop or proceed? What steps will you follow? What are the students expected to do? ➤ <i>Highlight</i> & label differentiated strategies (content, process, product) ➤ <i>Underline</i> higher order/high quality questions in lesson. ➤ Write 'F.A'. to denote where & how you will monitor progress toward learning objective/student understanding. Use the assessment's name and explain if needed. 				
Vocabulary Speedy Pre-teach (as needed). Use examples and non-examples.				
Introduction/Building Background: (Link to Prior Knowledge)				

<u>Instructional Steps:</u>	
Closures	Pacing
<u>Content:</u> (teacher talk- restate the main take-aways from the lesson) <u>Procedural:</u>	
<u>Assessment of Student Learning:</u> (congruent with instructional objectives- do not restate objectives) Objective 1: Objective 2:	
Post Lesson Analysis	
Lesson Adjustment: (How are you re-teaching objectives for mastery based on formative assessment? Include evidence.)	
Reflection on Teaching: (Analyze and evaluate your lesson and class management.)	
Addressing Pre-PGP: INTEGRATED BLOCK ONLY (Using the <i>three</i> Pre-PGP goals completed in EDUC 393, describe how you progressed, or not, toward improving your practice within those Domains. Include a statement on how your efforts impacted, or not, students' learning experiences.) <i>Complete this box after the 2nd social studies lesson, the 2nd math lesson, the 2nd reading lesson, and one lesson within the science unit.</i> 1. 2. 3.	
Response to Feedback: INTEGRATED BLOCK ONLY To be completed after post-observation meeting: Review and consider provided feedback. Describe how you will implement next steps going forward. Explain how these next steps will impact students' learning experiences.	

Learning trajectory: Review the state or national standards to learn what similar or related content students have worked with prior to the lesson. Preview what standard will compliment this lesson's standards as students' progress in their schooling. (Think, what did they learn about last year & what will they learn about next year?)

Previous Standard: Write code and full text:

Current Standard: Write code and full text:

Next Standard: Write code and full text:

Include each standard for grade levels below & one above from CPALMS, the VCS curriculum maps, Next Generation Science Standards, or another standard-based resource.

STETSON UNIVERSITY

Daily Lesson Plan- Music Education

Name:		Date:	Period:
Ensemble or Class: Which ensemble or class is this lesson plan for? Second grade Mrs. Smith, Beginning Band 1, Accabells		Lesson Topic: If you're running a rehearsal, enter "Rehearsal: (rep. titles)" If you're running a portion of the rehearsal, enter what activity you're doing ie: "warm-up", "sectional", "individual lesson"? If you're teaching Theory, what is today's topic? If you're teaching piano or guitar individually, then indicate that here as well.	
Standards: (CCSS/NGSSS) What standards are being taught today. These might repeat often during a rehearsal cycle or general music unit.			
Long Term Goal: What's the end goal of this lesson? Winter Concert? Solo & Ensemble? Candlelight? MPA? AP Theory Test? Piano/Guitar Recital? Increased music literacy and appreciation? Increase frequency of active listening skills? For what reason are you teaching/rehearsing this lesson?			
Instructional objectives(s): <u>Students will</u> rehearse "Stetson Fight Song" and perform the rhythms at 80% accuracy. <u>Students will</u> rehearse "Ode to Stetson" and perform indicated phrase markings 95% of the time. <u>Student will</u> answer teacher prompted Theory questions with 100% accuracy. <u>These are not your procedures</u> , just your overall objective for the rehearsal or class. What's your main focus for each of today's activities and how accomplished do you want them to be by the end of the period? Use these objectives to guide your procedures and your assessments .			
Key Vocabulary (are you using any new or important musical vocabulary terms today?)		Instructional Materials/Resources/Technology: List any out of the ordinary items/technology you plan to use for today's rehearsal or class? Are you playing a recording? Include hyperlinks to videos & websites	
Critical Thinking: Each rehearsal or lesson must have at least two Critical Thinking (CT) tasks or questions. Tasks or questions must be from the categories of Analyze, Evaluate, or Create to be considered CT. Refer to pdf provided (email). List/describe those questions or tasks here.		Lesson Structure: For example...Announcements, warm-up, sight-reading, and repertoire. What overall structure is today's class or rehearsal?	
Pacing:	Lesson/Rehearsal Procedures:	Assessment:	
How long will you spend on each procedure?	List every step of your lesson/rehearsal. How will you introduce the repertoire or lesson? Assess or activate prior knowledge, motivate students to learn? How will the rehearsal or lesson develop and proceed? What steps will you follow? What are the students expected to do?	Explain briefly how you'll assess each step of the rehearsal or lesson. I'm looking for more than... "observe" or "listen" How do you "know" the trombones are tuning with the tubas? What are you listening for? "Listening for beats between the open P5"	
Post Rehearsal or Lesson Reflections			

Content Adjustment: Based on diagnostic and formative assessments during today's lesson/rehearsal, list any repertoire or activities that were omitted from the plan. Why? Will the omitted items need to be included in tomorrow's lesson/rehearsal?

Rehearsal or Lesson Adjustment: If you were going to re-teach today's lesson/rehearsal, how would you have done it differently.

Reflection on Teaching: Analyze and evaluate your lesson/rehearsal and classroom management.

APPENDIX N

STETSON UNIVERSITY

Modified Lesson Planning Modified Lesson Plan- option 1

Name _____ Grade Level _____

Subject _____ Week _____

Monday

- I. Objective(s) and Standards (NGSSS, CCSS) and materials
 - II. Brief description of lesson (including scripted higher-level questions and ESOL modifications)
 - III. Assessment
 - IV. Lesson Differentiation
 - V. Lesson Reflections
-

Tuesday

- I. Objective(s) and Standards (NGSSS, CCSS) and materials
 - II. Brief description of lesson (including scripted higher-level questions and ESOL modifications)
 - III. Assessment
 - IV. Lesson Differentiation
 - V. Lesson Reflections
-

Wednesday

- I. Objective(s) and Standards (NGSSS, CCSS) and materials
 - II. Brief description of lesson (including scripted higher-level questions and ESOL modifications)
 - III. Assessment
 - IV. Lesson Differentiation
 - V. Lesson Reflections
-

Thursday

- I. Objective(s) and Standards (NGSSS, CCSS) and materials
 - II. Brief description of lesson (including scripted higher-level questions and ESOL modifications)
 - III. Assessment
 - IV. Lesson Differentiation
 - V. Lesson Reflections
-

Friday

- I. Objective(s) and Standards (NGSSS, CCSS)
- II. Brief description of lesson (including scripted higher-level questions and ESOL modifications)
- III. Assessment
- IV. Lesson Differentiation
- V. Lesson Reflections

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Modified Lesson Plan- option 2

Name:		Week:		
Subject:		Grade Level:		
Monday	Tuesday	Wednesday	Thursday	Friday
Objective/Standards (NGSS.CCSS)	Objective/Standards (NGSS.CCSS)	Objective/Standards (NGSS.CCSS)	Objective/Standards (NGSS.CCSS)	Objective/Standards (NGSS.CCSS)
Lesson Description: (including higher-level questions and lesson differentiation)	Lesson Description: (including higher-level questions and lesson differentiation)	Lesson Description: (including higher-level questions and lesson differentiation)	Lesson Description: (including higher-level questions and lesson differentiation)	Lesson Description: (including higher-level questions and lesson differentiation)
Assessment:	Assessment:	Assessment:	Assessment:	Assessment:
ESOL Modifications:	ESOL Modifications:	ESOL Modifications:	ESOL Modifications:	ESOL Modifications:
Lesson Reflections:	Lesson Reflections:	Lesson Reflections:	Lesson Reflections:	Lesson Reflections:
Weekly Routines:		Materials and Resources:		

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Modified Lesson Plan- option 3

Name _____

Grade Level _____

Day: M T W Th F

Date: _____ / _____

Subject:

Time:

Objective/Standards (NGSSS/CCSS)

Materials

Lesson Description with scripted higher-level questions and ESOL Modifications

Assessment

Lesson Differentiation

Lesson Reflections

Subject:

Time:

Objective/Standards (NGSSS/CCSS)

Materials

Lesson Description with scripted higher-level questions and ESOL Modifications

Assessment

Lesson Differentiation

Lesson Reflections

Subject:

Time:

Objective/Standards (NGSSS/CCSS)

Materials

Lesson Description with scripted higher-level questions and ESOL Modifications

Assessment

Lesson Differentiation

Lesson Reflections

Subject:

Time:

Objective/Standards (NGSSS/CCSS)

Materials

Lesson Description with scripted higher-level questions and ESOL Modifications

Assessment

Lesson Differentiation

Lesson Reflections

Microteach Written Critique Guide

Your written critique will include the following items:

1. **Cover Sheet** – Name, school, title of lesson, university supervisor, date
2. **Description of the Class**
 - Grade level:
 - Subject:
 - Age of students:
 - Sex distribution: girls/boys
 - Estimate the ability level of the students
 - Socio-economic background
 - Race distribution and ethnic diversity
 - English language learners (background and levels)
 - Students with special needs including 504 plans
 - Other factors that might influence your lesson
3. **Lesson Plan** – Develop a **20-minute** lesson plan using the Stetson University Lesson Plan with extreme detail. You will most likely want to address only one or two objectives in a short lesson. Record your lesson and bring it and your lesson plan with you to the critique session.
4. **Assessment C** (self-assessment) – Evaluate your lesson using the Assessment C observation form (include scores and comments for each Danielson component). For each component, write a paragraph explaining your scores. Which were your lowest and highest scores? Why? Refer to the Danielson rubric for this section.
5. **Assessment C** (peer assessments) - How did your peers score you on each component on Assessment C? Were there any discrepancies among scores? What are your lowest scores? Highest scores? Refer to the Danielson rubric for this section.
6. **Commendations and Recommendations** – List favorable comments from your group. Which do you think are valid and why? List recommendations from your group for improvement. Which (if any) would you not implement and why?
7. **Reflection** – Reflect on your own teaching by answering the following questions:
 - (a) Were your teaching objectives appropriate? Did you meet your objectives? How do you know?
 - (b) Were your teaching strategies effective or ineffective? Explain.
 - (c) Were your assessment strategies effective or ineffective (think formative assessment)? Explain.
 - (d) How did you differentiate your lesson for diverse learners (think content, process, product, and environment)? Were the differentiation strategies effective? Explain how you used section 2 to plan instruction?
 - (e) Were your questions high quality and higher-order? Explain. How did you facilitate students' responses?
 - (f) Explain the impact your teaching strategies had on student learning. What evidence proves the impact on student learning?
 - (g) How will you reteach any part of this lesson, if needed?
 - (h) How would change your lesson if you were to teach it again?
8. **Summary** – Write a summary paragraph for the entire critique. What have you concluded about your planning, teaching, etc. based on this experience? Which Danielson components should you focus on? What can you do to improve in those areas?

STETSON UNIVERSITY

Name _____

Date _____

Microteach Critique Scoring Sheet

	Acceptable	Instructor Comments
Description of Student Population	Description is thorough and accurate; describes factors that may influence lesson implementation	/10
Lesson Plan	Appropriate/comprehensive plan; sequential plan; appropriate adaptations included for all stated student diversities (in description of student population) correct format; includes identifying state standards; materials listed and provided where necessary; lesson assessment appropriate for objective(s)	/20
Assessment C	Assessment C is thoroughly completed and explained. Peer scores are summarized and discrepancies among scores are described.	/20
Commendations/ Recommendations	Group recommendations and commendations are analyzed	/10
Reflection	All questions are thoroughly addressed	/20
Summary	Summary paragraph is clearly written	/10
Written Report	Spelling and grammar errors eliminated; report is professional in appearance and content. Cover sheet is included. All sections are included.	/10

TOTAL POINTS: /100

APPENDIX P STETSON UNIVERSITY

Unit Planning Guide- Elementary Education

Senior Level Spring 2022

1. COVER SHEET

Create a cover sheet that includes your name, name of class, unit topic, length of unit (minimum 10 lessons), dates of unit instruction, course prefix and number, university supervisor, and date.

2. DESCRIPTION OF STUDENT POPULATION

Describe the student population including grade level, age, gender, race, ESOL distribution (including English language proficiency levels), estimate of ability level, socio-economic background (not required), students with an IEP and/or a 504 plan, and other factors that might influence teaching of the unit. Information should mirror data input in GraphMaker.

3. RATIONALE

Explain why it is important for students to study the selected topic. Provide a rationale for selecting this unit topic based on students’ developmental levels and academic appropriateness as reflected on the district curriculum map (identify prerequisite and expected skills). You must include the Next Generation Science Standards and Next Generation Sunshine State Standards. Include BEST standards when applicable. **No more than 3 content standards that address your unit topic should be included.**

4. DIFFERENTIATING INSTRUCTION TO MEET THE NEEDS OF ALL STUDENTS (FEAP - 2a1d, 2a3h) (Danielson – 1b, 1f) (ESOL - 1.1, 3.1, 3.2, 3.3, 4.1, 5.2)

- A. Describe, in one paragraph, how the unit and lessons incorporate the ethnic/cultural/socioeconomic backgrounds of the students. Show awareness of how the backgrounds of the children are integrated into class learning and explain how you educated yourself to teach this group of students.
- B. Detail, in one paragraph, several (2-3) ways you will alter your instruction throughout the unit based on the needs of the students. For example, if a child is excelling in a particular lesson, how will you provide an enrichment activity? Conversely, if a child is struggling to understand, how will you remediate? To adequately show this, you must anticipate students’ needs and be prepared to act on them during the course of the lesson. Remember that you can differentiate instruction through content, process, product, and learning environment.
- C. Using the table below, identify how you will differentiate in each lesson. Complete the table below. This table will be inserted on the differentiation page below the narrative paragraphs 4A & 4B.

Table 1: Lesson Differentiation Chart

Lesson	Type of Differentiation	Brief Description of Strategy
Lesson 1	Product	Students will select an end of lesson activity- make a movie, create a commercial or write an expository essay.
Lesson 2		

5. STANDARDS, GOALS, AND OBJECTIVES (FEAP - 2a1a, 2a3e) (Danielson - 1a, 1c, 1d, 1e) (ESOL - 3.1, 3.2, 3.3, 4.1, 4.2)

Parts 5 A-C will be detailed in a table. Title the page ‘Standards, Goals and Objectives’. Insert Table 2 into the body of the unit. The table must contain:

- A. List state standards (Next Generation Science Standards / Next Generation Sunshine State Standards / BEST State

Standards) that are appropriate for the unit topic and based on an analysis of the student population being taught (the complete standards must be written out).

- B. Describe unit goals (3-5 goals) and align each goal with appropriate standards. Remember that goal statements should align with the ‘Big Idea’ as stated in district curriculum map. Goals are not ‘measurable’ as objectives must be. Goals are ‘umbrella’ terms and must be student centered.
- C. ALL unit objectives that appear in lesson plans must be included. **Each objective must be aligned with identified standards.**

Table 2: Standards, Goals and Objectives

Unit Title		
Unit Topic		
Unit Goals	Standards (code & full text)	Objectives

6. PLANNING FOR INSTRUCTION (FEAP - 2a1a, 2a1b, 2a1c, 2a1e, 2a1f, 2a3a, 2a3e, 2a3g, 2a3h) (Danielson - 1a, 1b, 1c, 1d, 1e, 1f) (ESOL - 1.1, 3.1, 3.2, 3.3, 4.1, 4.2, 5.2)

- A. In one succinct, but detailed, paragraph, describe *diagnostic data* including formal reading inventories and prerequisite content skills as outlined in the district curriculum map (e.g. district assessments, FSA data, pretest data, teacher checklists) used to plan instruction. Discuss how the *diagnostic data* supports unit planning.
- B. In one paragraph, describe the connection between the motivational activity and the application of the subject matter being taught. Detail the relevance of the hands-on summative performance-based assessment. Explain how the culminating experience ties the unit together. The motivational activity, summative performance-based assessment, and culminating lessons must be labeled on the lesson plans **and included in Table 3.**
- C. Complete table 3.

Table 3: Types of Learning Experiences

Lesson Number	Type of Learning Experience	Higher Order Questions to Support Learning	Succinctly explain how the H.O.T question extends students’ learning	Bloom’s Classification & Definition	Lesson Integration (art, technology, another content area)
1	Whole group	Keeping in mind Newton’s Laws of Motion, how can a marble move through a track without being touched?	Employ the Laws of Motion to move a marble through a maze.	Application. Apply knowledge to actual situations.	
2					
3					

- D. The unit will include a minimum of 10 content lessons, one motivational activity to engage students in the entire unit, one unit-based culminating activity, a hands-on summative performance assessment, and a pretest and posttest. At least one lesson must integrate another content area (math, reading or social studies) and one lesson will incorporate the arts. One lesson will have students using technology.

The unit must begin with a motivational introductory lesson and end with a culminating experience. *The pretest and posttest cannot be used as the motivational/culminating experiences and are NOT considered to be part of the ten lessons.*

These lessons must be constructed on the Stetson lesson plan template and *submitted as doc. or docx. file- ONLY*. Lesson activities must be at the appropriate levels of rigor and developmentally appropriate. Lessons must be sequenced to ensure coherence and incorporate strategies to activate prior knowledge (each lesson must include specifics regarding the building of background knowledge). All lessons must be complete with special attention to include the following:

- a. There must be a minimum of three different types of learning experiences (e.g. whole group, small group, direct instruction, cooperative groups, projects, hand-on activities, experiments, simulations, inquiry, problem solving, learning centers) in the unit. Each lesson must be labeled with the lesson number, type of learning experience, and content integration planned on the top right corner of the lesson plan.
 - b. Each lesson and learning type must be recorded in **Table 3** - Types of Learning Experiences.
 - c. Every lesson plan must include an anticipated use of time allocated to each activity.
 - d. Every lesson plan must include at least three higher order thinking questions. Underline the questions on the lesson plan and include the questions on Table 3. *H.O.T. questions are above the knowledge (remember) and comprehension (understand) levels.* See <https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>
 - e. Identify other methods of diversifying instruction (concept maps or graphic organizers) on the lesson plan as appropriate.
 - f. Include differentiated instruction beyond ELL and ESE modifications/accommodations.
 - g. Develop formative assessments to be used daily. Label as 'F.A.' on lesson plan. Copy each assessment onto table 4.
 - h. Include all materials, (including handouts, quizzes, PowerPoint presentations) directly behind each respective lesson. Resources/texts selected must be appropriate to the instruction provided and identified for each lesson (texts must be appropriate to students' age, interests, and reading proficiency). Formative assessments must be included and labeled as 'Formative Assessment'.
- E. Lessons must identify the ESE access points.
- F. Student work samples must be included after two lessons. A total of three work samples per lesson are sufficient and should represent high, average, and low work (e.g. exit tickets, worksheets, checklists, drawings, lab reports, center product, mini-quizzes, quick writes). Work samples must be labeled in the upper right corner as *high, average, or low work*. Work samples will be inserted directly behind the lesson plan they support.
- G. List all the resources used. Include existing lesson plans found online, books, articles, teacher manuals, media, and online resources that were used in developing and implementing the unit.

7. TECHNOLOGY INTEGRATION COMPONENT (FEAP - 2a3g) (Danielson - 1d)

- A. Describe the assistive technologies (e.g. voice amplification systems, voice over, books on tape, tape recorder, screen enlargement, touch screens) utilized to adapt instruction to assure high quality communication interactions.
- B. Develop and implement a lesson plan that involves students using technology. Begin with the lesson plan number (LP#) and then write a description of how the technology was used by the students and provide student work samples.

8. FAMILY COMMUNICATION (FEAP – 2a2g, 2a4e, 2b1d) (Danielson - 4c)

- A. Compose an introductory letter to the family/caregivers explaining the unit of study to be taught and how the

family can help at home or contribute at school. The letter will include specific invitations to participate and support the unit being taught (e.g. websites, podcasts, books, discussion starters, fieldtrip chaperones, plays, performances, experiments) and in family friendly terms avoiding educational jargon. Encourage two-way communications with families (i.e., google form, wiki). Post family engagement activities to your teacher’s class website or newsletter throughout the unit (include copies of website and newsletters). Address the letter to “Dear Family.” *NOTE: Letters must be approved by the cooperating teacher before sending home. Send the letters to families via email. If families do not have an email address, send the letters in weekly folders.*

- B. Translate the family letters into the native language of students in the class, if feasible. *NOTE: Letters must be approved by the cooperating teacher before sending home.*
- C. Compose a concluding/summary letter to the family/caregivers describing the learning outcomes based on results from pre/posttest and summary performance-based assessments. The letter must include an explanation of the alignment between the assessments, the standards taught and the level of proficiency achieved by the student in family friendly terms avoiding educational jargon. Include appropriate websites for continued learning on the unit topic and post follow-up activities to your teacher’s class website or newsletter. *Send the letters to families via email. If families do not have an email address, send the letters in weekly folders.*
- D. During the unit, contact at least three parents/guardians via phone, text, or other approved school communication tool to discuss their child’s progress. Include a record of conversations and a brief summary for each parent/guardian contact (include the communication tool, date, time, duration, and outcome of communication). These communications should be positive in nature.

9. ASSESSMENT STRATEGIES and DATA COLLECTION (FEAP - 2a1c, 2a1d, 2a1e, 2a3c, 2a4a, 2a4b, 2a4c) (Danielson – 1b, 1e, 1f, 3d) (ESOL - 1.1, 5.2, 5.3)

****Do not send student work home until you are certain you have collected all relevant data. Sending work home without collecting needed information will result in an incomplete unit and you will earn a score no higher than 60% on the unit.**

- A. Title this page of the unit ‘Assessment Strategies and Data Collection’ and complete Table 4 on that page.
- B. Identify and explain how each unit standard is assessed in the table below. All standards must be included and matched to formative assessments. Insert assessments on table 4, including those modified for ESOL and ESE students, labeled by lesson number and name of assessment.

Table 4: Formative Assessment

Lesson Number	Standard (Write out full text)	Objective	Assessment Name	Assessment Description	What did you change in subsequent lessons based on this assessment?
1					
2					
3					

- C. In one paragraph, describe student academic readiness based on the pretest and other diagnostic data. Explain how the pretest data exemplifies the preconceptions or misconceptions students may bring with them. Title this paragraph, ‘Academic Readiness’ and place on a new page, after table 4.
- D. Develop **two summative assessments** for this unit of study. One summative assessment must be a traditional paper-and-pencil assessment and the other summative must be a performance-based task/assessment. *Remember standards and objectives can be assessed through a paper-and-pencil traditional test and a performance-based assessment.*

This written pretest must be used as the summative unit posttest. Obtain the existing chapter test from your classroom’s science textbook. Use that test as a foundation for composing your pretest. Select questions that

align with the standard(s) you are teaching and use as part of your pretest. Modify and create new questions that align with your objectives and standards. Each pretest question must be linked to an objective and standard. Ensure at least half of the questions are at the comprehension level and/or higher. **A minimum of 8 questions per standard must be included on the pre/post assessments.** Kindergarten or early first grade can be an oral assessment. If an oral exam is given, the exact questions asked each student individually must be listed. ***The summative performance-based assessment must be a hands-on and creative activity.***

The traditional summative assessment must include:

- a copy of the pretest and posttest (remember that these must be the same)
- answer key(s).

The performance-based summative assessment must include:

- standards and objectives assessed through the performance-based assessment
- description of the learning/performance task
- the assessment tool developed to score the learning task (rating scale, checklist, rubric)
- sample or photo of student product or performance

E. Complete Table 5 and insert on a new sheet of paper.

Table 5: Standards, Objectives, and Test Question Alignment for Pre/Post Test

Standard(s) (write out completely)	Objectives	Test Question	Level of Question https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/

10. ASSESSMENT ANALYSIS and REFLECTION (FEAP - 2a3d) (Danielson - 3e)

A. Complete the item analysis for each item on the pre and posttest along with a paragraph summary for each (pre and posttest). An Excel spreadsheet has been created and is posted on Canvas (Item Analysis Spreadsheet). Enter the data and analysis, then print and include the spreadsheet for both pre and posttest analysis in this section of the unit. You may elect to create a table in Microsoft Word and manually enter all data. Either is acceptable.

Please note. The item analysis of the pretest must be emailed to your supervisor within two days of administering the pretest along with the paragraph that describes how this data will inform your instruction throughout the unit.

Title the first page of this section ‘Pretest Item Analysis Summary’. Place the paragraph on the same page beneath the title and the item analysis after the paragraph. Title the next page ‘Posttest Item Analysis Summary’. Place the paragraph on the same page beneath the title and the item analysis table after the paragraph.

B. Enter pretest and posttest assessment data by standard into the Stetson Data Analysis Spreadsheet (GraphMaker). The GraphMaker Excel spreadsheet is posted on Canvas. This assessment tool allows you to examine your impact on student learning across subgroups. Therefore, you are required to collect and enter the following data on each student in the Stetson Data Analysis Spreadsheet:

- School demographics (total population, gender, ethnicity, socioeconomic status, ELL, ESE). This site may be helpful in gather data on your school: <https://www.vcsedu.org/federal-programs-and-grants/title-i-schools>
- Student demographics (grade, gender, ethnicity, economically disadvantaged (not required), ELL, ESE)

C. The Stetson Data Analysis Spreadsheet provides multiple data for each standard by student, class, sub groups, learning gains and more. Print and attach all the associated graphs. Shrinking graphs to fit at least two per page is required.

D. Below each graph write a brief interpretive analysis of the data presented in each graph. Do not restate given

data, rather, explain what the data tells you about your instruction. For example, ‘Based on the information in this graph I believe my teaching was...’, or ‘This data tells me my teaching was...’, or ‘These numbers indicate I must...’. You are welcome to use these stems or create your own.

- E. Complete Table 6. Insert on a new page after the Graphmaker information. Title the page ‘Impact on Student Learning Summary Table.’

Table 6: Impact on Student Learning Summary Table

Candidate Name	Grade Level	Unit Topic	Number of students in class	Standards Taught	Number and percent of students with learning gains per standard (any increase from pretest to posttest)	Number and percent of students at proficiency after posttest per standard	Number and percent of students at proficiency level after reteach & reassessment per standard	Categories of Concern per Standard If 50% or more of any subgroup fails to meet the benchmark, identify the subgroup here.

- F. Review the students’ summative performance-based assessments. In one paragraph, explain; How did the actual experience compare to your planned experience? How did students score? What changes need to be made to the performance assessment to improve the experience? If students completed a self-assessment, how do their scores compare to your scores?
- G. Complete an overall written reflection on how all the results of these data (traditional and performance tasks, item analyses, impact on student learning) will be used for instructional decision-making. This should be a succinct and detailed paragraph. Insert this paragraph below Table 6.
- H. Analyze and address possible discrepancies among the formative assessments, summative performance task, and traditional assessment in a succinct and detailed paragraph. Refer to the assessments by name. Insert this beneath the overall reflection on the same page as Table 6.

11. RETEACHING AND REASSESSMENT (FEAP - 2a1c, 2a3d, 2a3h) (Danielson – 1b, 1e, 1f, 3e)

- A. After the posttest, identify which standards need to be retaught and which students need additional instruction. Reteach and reassess each standard not mastered. Data will be displayed in the Reteaching and Reassessment table (see Table 7). On that table, *describe* what differentiated instructional strategies were used, how and why those strategies were used, and how successful those strategies were in improving students’ understanding of the standards. If reteaching is not permitted in the classroom, the table must detail how you *would have* retaught and reassessed if permitted. **Using this option must be approved by your university supervisor.**

Table 7: Reteaching and Reassessment Table

Standards needing reteaching (full code & text)	Name(s) of students needing additional instruction	Description of instructional strategy used to reteach	Justification of why particular strategies were employed	Explanation of how reteaching was scheduled (when/how was reteaching done)	How do you know reattaching was successful?

- B. If reteaching occurs, update the Data Analysis Spreadsheet (GraphMaker). Create a new spreadsheet and save as 'Reteach Analysis' (use the original pretest scores and new posttest scores -- include only the students who were retaught and reassessed on the new spreadsheet) and update **Table 6** using the reteaching posttest scores and submit a written reflection of the effectiveness of the reteaching and how the results of the data will be used for instructional decision-making.
- C. Based on data generated in the unit and other classroom performance (reading/math/social studies) identify specific student(s), if any, showing a pattern of low academic achievement. Create a chart or paragraph detailing students' pattern of low achievement and include at least one way you will continue to work with the student(s).

12. GRADING STRATEGIES (FEAP – 2a4f) (Danielson – 4b)

- A. In one paragraph, describe the grading procedures used throughout the unit. Include what was graded, assignment weights, how scores/grades were used, etc. In collaboration with the cooperating teacher, identify the point values and weights for all assessments to be included.
- B. All grades given during the unit plus the overall unit grade for each student must be included on the Unit Grades table (**Table 8**).

Table 8: Unit Grades

Student	Pretest	Assignment 1: (Write name of assignment)	Assignment 2: (Write name of assignment)	Assignment 2: (Write name of assignment)	Posttest	Overall

13. DAILY AND OVERALL REFLECTIONS (FEAP 2b1e) (Danielson – 4a)

- A. Complete a daily reflection for each lesson taught as outlined in the lesson plan template. Reflections must be at least one detailed paragraph supported with evidence (facts).
- B. Include an end of the unit reflection titled, 'End of Unit Reflections' that includes direct references to daily lesson plan reflections. The multi-paragraph reflection will identify the strengths and weaknesses of the unit, outline modifications for future use, and explain the impact of classroom management on student learning. A final paragraph will explain how the planning and teaching of the unit impacted your growth as a professional.

14. QUALITY OF UNIT

Present the unit in a professional manner. Use one font style and size 12 on all parts of the every document. Document must be submitted as a doc. or docx. file. The unit should be free of spelling, capitalization, punctuation, and grammatical errors. Words must be written in formal English. For example, the word 'be' must be written out rather than using the letter 'b'. Written components should be clear, cohesive and demonstrate reflection and *depth* of thinking. Items mentioned must be attached to each section in which they are referenced, even if that means the items are found in multiple sections.

Be sure lessons include citations for all materials used in planning and teaching the unit. This includes all books, websites, curriculum guides, etc. *All parts of this unit must be typed using a word processing program, unless otherwise requested by instructor.*

Complete two forms of the unit - a hard copy and an electronic copy.

For grading, a hard copy, with ALL text in one font and using size 12, in a three-ring binder will be submitted. Within the binder, each section must be divided by a labeled tab and a section heading (the same headings outlined on this document) **BOLDED** on the top center of the page on which the section begins. Each subsection must be correctly identified (i.e., 6a, 6b, 6c). Include a tab (divider) for each lesson plan. Each section begins on a new sheet of paper. *Do not put your unit in plastic protectors.* Print and include a copy of the scoring rubric in the front cover of the binder.

Electronic submissions to VIA must be completed by the assignment due date and time. The uploaded unit must be submitted as one complete word document. Label the file as 'Unit_final_your last name'. Electronic submissions of this size require time to scan and upload. Go to the library and ask for help. Do not wait until the final moment to upload your work.

APPENDIX Q STETSON UNIVERSITY

Unit Planning Guide- Music Education

Senior Level Music - Fall 2021

1. COVER SHEET

The candidate will provide a cover sheet that includes her/his name, name of class, unit topic, length of unit (minimum **4** lessons for elementary and **10** rehearsals for secondary), dates of unit instruction, course prefix and number, university supervisor, and date.

2. DESCRIPTION OF STUDENT POPULATION

The candidate will describe the student population including grade level, age, gender, race, ESOL distribution (including English language proficiency levels), estimate of ability level (including your observations of musical knowledge and skill), socio-economic background, students with an IEP and/or a 504 plan, and other factors that might influence teaching of the unit. Information should mirror data input in GraphMaker.

3. RATIONALE

The purpose of this Unit is to assess the individual musical achievement of students within a performance-based environment. As such, candidates interning in secondary schools will assess an entire ensemble at the individual level and candidates interning in the elementary school will assess an entire class at the individual level. The candidate will provide a rationale for selecting this unit topic based on students' developmental levels and musical appropriateness as reflected on the district curriculum map (where appropriate). You must include the Florida Music Standards from CPALMS in your rationale. Standards from other professional organizations or districts may be used to support your reason for teaching this unit. You must explain why it is important for the students to study, rehearse, and perform this topic. **No more than 3 content standards that address your unit topic should be included.**

4. STANDARDS, GOALS, AND OBJECTIVES (FEAP - 2a1a, 2a3e) (Danielson - 1a) (ESOL - 3.2.a, 4.1.a)

The following components will be detailed in a table. Title the page, 'Standards, Goals and Objectives'. Insert table 1 into the body of the unit. The table must contain:

- A. The candidate will list state standards (CPALMS) that are appropriate for the unit topic and based on an analysis of the student population being taught (the complete standards must be written out). All standards addressing the topic must be included in the Standards, Goals, and Objectives table (**see Table 1**).
- B. The candidate will describe unit goals (1-2 goals) and align each goal with appropriate standards. Remember that goal statements should align with the 'Big Idea' as stated in the Standards. Goals are not "measurable" as objectives must be. Goals are long-term aspirations for the class or ensemble.
- C. ALL unit objectives that appear in lesson plans must be included. Each objective must be aligned with identified standards.

Table 1: Standards, Goals, & Objectives Table

Unit Title		
Unit Topic		
Unit Goals	Objectives	Standards (code & full text)

5. PLANNING FOR INSTRUCTION (FEAP - 2a1a, 2a1b, 2a1c, 2a1e, 2a1f, 2a2a, 2a2f, 2a3b, 2a3e, 2a3f, 2a3g, 2a3h) (Danielson - 1a, 1b, 1c, 1d, 1e, 1f, 2a, 2b, 2c, 2d, 2e, 3a, 3b, 3c, 3d, 3e) (ESOL - 3.2.a, 3.2.j, 3.3.c, 4.1.a, 4.1.e) (Reading - 1.F.4, 1.G.1, 2.A.1, 2.A.5, 2.G.3, 3.7)

- A. The candidate will describe diagnostic data including observed musical knowledge and skill, individual practice and participation discipline behaviors, daily rehearsal or lesson preparedness, internal audition results, district and/or state honor ensemble audition results, and any relevant feedback from district or state Solo & Ensemble.
- B. The candidate will provide a detailed description of all relevant information that the students will need to demonstrate mastery of content knowledge and skills. This can be written in a *Program Notes* format but must be directed at student needs and outcomes rather than the needs of an audience. Include the following when completing this section:
 - a. Basic information of the piece: Include title, composer, arranger/transcriber/editor, publisher, grade, style, text = sacred or secular—textual theme, key(s), meter(s), tempo indication(s), performance time, instrumentation, voice parts, score = accompanied (what instrument(s))—a cappella, range concerns, unusual requirements, etc.
 - b. Formal Analysis for each piece (sections, key areas, scoring, etc.)
 - c. Glossary of Terms (include all terms and definitions for terms found in the music and related to the music)
 - d. Major concepts or skills required to perform the chosen work (e.g. vowel unification, transparency, etc.)—each paired with at least two appropriate teaching strategies.
 - e. Resources (include print and internet sources, recordings, and a list of similar works by the composers of your pieces and other composers)

Candidates in elementary schools are expected to complete an equally thorough description of the music, songs, and activities selected for their unit, however, not all points listed above will be applicable.

- C. The unit will include a minimum of **4 lessons** (elementary) or **10 rehearsals** (secondary). These lessons must be constructed on the Stetson lesson plan template. Lesson/rehearsal activities must be at appropriate levels of rigor and developmentally appropriate.
- D. Lessons or rehearsals must be sequenced to ensure coherence and incorporate strategies to activate prior knowledge (each lesson must include specifics regarding the building of background knowledge). Lessons must include the anticipated use of time allocated to each activity for both teachers and students. All materials, (including handouts, quizzes, PowerPoint presentations) must be directly behind each respective lesson plan. Resources/texts/music selected must be appropriate to the instruction provided and identified for each lesson. Each lesson plan must be labeled with the lesson number AND at least one type of learning experience planned (in heading of lesson plan) and each lesson and learning type must be recorded in **Table 2**.

Table 2: Types of Learning Experiences

Lesson Number	Type of Learning Experience	Objective during this Learning Experience
1		
2		

ALL lessons must include a minimum of three types of learning experiences. Choose from: whole group, small group, cooperative groups, projects, hand-on activities, sectional, simulations, inquiry, problem solving, learning centers⁸⁷ -

- E. The unit must begin with a motivational introductory lesson (lesson/rehearsal one) and end with a culminating experience (lesson 4 or rehearsal 10). The pretest and posttest can be used as the motivational/culminating experiences and can be part of the 4 lessons or 10 rehearsals. The candidate will include a simple narrative describing the connection between the motivational activity and the application of the subject matter being taught. The candidate will also explain how the culminating experience ties the unit together. The introductory and culminating lessons must be labeled on the lesson plans.
- F. **Each lesson or rehearsal must script Critical Thinking questions or activities.** As outlined in the Stetson lesson plan, the candidate must include a minimum of two Critical Thinking (CT) questions or tasks in each lesson or rehearsal. Each CT experience must be directly related to one of the stated objectives for the lesson or rehearsal.
- G. Lessons and rehearsals must identify the ESE access points. All lessons must include modifications to meet the needs of the EL students' levels of English proficiency. These levels and points must be used in the context of the lesson preparation. The candidate will identify questions specifically designed to support the learning of ESOL students.
- H. At least one lesson or rehearsal must integrate technology (e.g., iPads, student PowerPoints, interactive whiteboard, computers, digital texts, software applications, student/class response systems) and one lesson must integrate another content area. You may have several of these within a unit, but you must have at least one. All integration of technology must be identified in the proper box of the lesson plan.

6. TECHNOLOGY INTEGRATION COMPONENT (FEAP - 2a2i, 2a3g) (Danielson – 1e) (ESOL - 3.3.c, 4.2.c)

- A. The candidate will describe the assistive technologies (e.g., voice amplification systems, voice over, metronome, tuners, pitch devices, tape recorder, screen enlargement, touch screens) utilized to adapt instruction to assure high quality communication interactions.
- B. The candidate will develop and implement a lesson plan that involves students using technology (see section 5). The candidate will write a description of how the technology was used by the students and provide student work samples.
- C. The candidate will describe how he/she used technology as a professional tool throughout the unit (e.g., student response systems, PowerPoint, Prezi, interactive whiteboard, streaming video).

7. FAMILY COMMUNICATION (FEAP - 2a2e, 2a4e, 2b1d) (Danielson – 3a, 3d) (ESOL - 1.1.e)

- A. At the beginning of the unit, the candidate will write a letter to the family/caregivers explaining the unit of study to be taught and how the family can help at home or contribute at school. The letter will include specific invitations to participate and/or support the unit being taught (e.g., websites, fieldtrip chaperone, plays, performances, experiments). Address the letter to “Dear Family.” *NOTE: Letters must be approved by the cooperating teacher before sending home.*
- B. The candidate will provide ESOL parents/families with letters in their native language, if feasible. *NOTE: Letters must be approved by the cooperating teacher before sending home.*
- C. At the end of the unit, the candidate will write a letter to the family/caregivers describing the learning outcomes based on results from pre-test, posttest and performance-based assessments conducted by the

candidate. The letter will include an explanation of the alignment between the assessment, the standards taught, and the level of proficiency achieved by the student.

- D. During the unit, the candidate will contact at least three parents/guardians via phone to discuss their child’s progress. The candidate will include a record of phone conversations and a brief summary for each parent/guardian contact (include the date, time, duration, and outcome of conversation). These phone calls should be positive in nature.

8. ASSESSMENT STRATEGIES and DATA COLLECTION (FEAP - 2a1c, 2a1d, 2a1e, 2a3c, 2a3h, 2a4a, 2a4b, 2a4c) (Danielson - 1e, 1f, 3a, 3b, 3c, 3d, 3e) (ESOL - 5.1.b, 5.2.b, 5.3.b, 5.3.c)

****Do not send student work home until you are certain you have collected all relevant data. Sending work home without collecting needed information will result in an incomplete unit and you will earn a score no higher than 60% on the unit.**

- A. The candidate will identify and explain how each unit standard is assessed. All standards must be included and matched to formative or summative assessments. Assessments, including those modified for ESOL and ESE students must be briefly described in paragraph form, labeled and included in this section.
- B. The candidate will develop a pre-assessment. **This pretest should also be used as the posttest but can differ where appropriate.** Both tests will be performance based and can be given individually, in small groups, in sections, or to the entire class or ensemble. The candidate will describe student academic readiness based on the pretest and other diagnostic data. Be sure your pretest matches the standards you are teaching. **A minimum of 8 questions per standard must be included on pre/post assessments.** “Questions” in this case is option to interpretation and could include any of the following: measures, notes, rhythms, diction, releases, pitches, etc.
- C. The candidate will develop formative assessments to be used throughout the unit. These assessments, written or performance-based, are used to inform the candidate as to current level of achievement in the class or ensemble as related to the Unit. The Formative Assessment table (see **Table 3**) will be completed describing at least one formative assessment per lesson or rehearsal and explaining how the assessment informs teaching.

Table 3: Formative Assessment Table

Lesson Number	Objective (Write code and full text)	Assessment Name	Assessment Description	How does this assessment guide your teaching?
1				
2				

- D. All assessments must be modified to meet the needs of the ELL students’ levels of English proficiency and ESE students’ testing modifications as identified on IEPs. Copies of modified assessments must include the label, ‘ELL and/or ESE Modified Test’ and be included in the assessment section of the unit.
- E. The candidate will complete the item analysis for each item on the posttest. An Excel spreadsheet has been created for you and is posted on Blackboard (Item Analysis Spreadsheet). Enter your data and analysis, then print and include the spreadsheet in the assessment section of the unit. You may elect to create a table in Microsoft Word and manually enter all data. Either is acceptable. Be sure to label the item, ‘Item Analysis Spreadsheet’.
- F. The candidate will enter pretest and posttest assessment data by standard into the Stetson Data Analysis Spreadsheet (GraphMaker). The GraphMaker Excel spreadsheet is posted on Blackboard. This assessment tool will allow the candidate to examine her or his impact on student learning across

subgroups. Therefore, the candidate is required to collect and enter the following data on each student in the Stetson Data Analysis Spreadsheet:

- School demographics (total population, gender, ethnicity, socioeconomic status, ELL, ESE)
- Student demographics (grade, gender, ethnicity, economically disadvantaged, ELL, ESE)

G. The Stetson Data Analysis Spreadsheet provides data for each standard by student, class, subgroups, and learning gains. The candidate will print and attach the associated graphs.

H. A table must be presented that summarizes the impact of student learning based on posttest results (see Table 4).

Table 4: Impact on Student Learning Summary Table

Candidate Name	Grade Level	Unit Topic	Number of students in class	Standards Taught	Number and percent of students with learning gains per standard (any increase from pretest to posttest)	Number and percent of students at proficiency after post-test per standard	Number and percent of students at proficiency level after reteach & reassessment per standard	Categories of Concern per Standard

9. ASSESSMENT REFLECTION (FEAP - 2a3c, 2a3d, 2a4d) (Danielson - 3a, 3b, 3c, 3d, 3e) (ESOL - 5.1.a, 5.1.b, 5.1.d)

- The candidate will write a narrative describing the data in *each* GraphMaker chart. Every graph created must be specifically addressed in a reflective narrative.
- The candidate will complete an overall written reflection on how all the results of these data (traditional and performance task) will be used for instructional decision-making.
- The candidate will reflect and address possible discrepancies among the formative, performance task, and any other traditional assessments.

10. RETEACHING AND REASSESSMENT (FEAP - 2a1c, 2a3d, 2a3h) (Danielson - 1e, 3a, 3b, 3c, 3d, 3e) (ESOL - 4.1.e, 5.3.c)

- After the posttest, the candidate will identify which standards need to be retaught and which students need additional instruction. The candidate will reteach and reassess each standard not mastered. Data will be displayed in the Reteaching and Reassessment table (see Table 5). On that table, the candidate will *describe* what differentiated instructional strategies were used, how and why those strategies were used, and how successful were those strategies in improving students' understanding of the standards. If reteaching is not permitted in the classroom, the table must be detail how you *would have* retaught & reassessed if permitted.

Table 5: Reteaching and Reassessment Table

Standards needing reteaching (full code & text)	Name(s) of students needing additional instruction	Description of instructional strategy used to reteach	Justification of why particular strategies were employed	Explanation of how reteaching was scheduled (when/how was reteaching done)	How do you know reattaching was successful?

- The candidate will update the Data Analysis Spreadsheet (GraphMaker). Create a new spreadsheet and save as 'Reteach Analysis' (use the original pretest scores and new posttest scores -- include only the students who were retaught and reassessed on the new spreadsheet). Also, update Table 3 (column 8)

using the reteaching posttest scores and submit a written reflection of the effectiveness of the reteaching and how the results of the data will be used for instructional decision-making.

- C. Based on data generated in the unit and other classroom performance (theory, scales, sight-reading, etc.) identify specific student(s), if any, candidates will identify students showing a pattern of low academic achievement.

11. GRADING STRATEGIES (FEAP – 2a4e, 2a4f) (Danielson – 3d)

- A. The candidate will describe the grading procedures used throughout the unit (what was graded, assignment weights, how were scores/grades used, etc.). The candidate, in collaboration with the cooperating teacher, will identify the point values and weights for all assessments to be included.
- B. All grades given during the unit plus the overall unit grade for each student must be included on the Unit Grades table (see **Table 6**).

Table 6: Unit Grades

Student	Pretest	Formative Assessment 1: (Write name of assignment)	Formative Assessment 2: (Write name of assignment)	Formative Assessment 3: (Write name of assignment)	Posttest	Overall

12. DIFFERENTIATING INSTRUCTION TO MEET THE NEEDS OF ALL STUDENTS (FEAP - 2a2f, 2a3d) (Danielson - 2a, 2b, 3a, 3b, 3c, 3d, 3e) (ESOL - 1.1.b, 1.1.f, 3.3.a, 3.3.b, 4.1.c, 5.2.b, 5.3.c)

The candidate will describe how the unit and lessons/rehearsals incorporate differentiation. *How did you tailor instruction to meet the individual needs of the students? Did you differentiate content, process, product or the environment?* The candidate should show awareness of how the backgrounds of the children are integrated into class learning and explain how he/she educated himself/herself to teach this group of students.

13. DAILY AND OVERALL REFLECTIONS (FEAP 2a1c, 2a2b, 2a1e, 2a3j, 2b1e, 2b1f) (Danielson – 1e, 2d, 3a, 3e, 4a)

- A. The candidate will complete a daily reflection for each lesson taught as outlined in the lesson plan template.
- B. The candidate will include an end of the unit reflection titled, ‘End of Unit Reflections’ that includes direct references to daily lesson plan reflections. The reflection will identify the strengths and weaknesses of the unit and outline modifications for future use. The candidate will also reflect on the impact of classroom behavior on student learning. Further, the candidate will describe how the planning and teaching of the unit impacted his/her growth as a professional.

14. BIBLIOGRAPHY/ RESOURCES/ MATERIALS (FEAP – 2a3g) (Danielson – 1e)

The candidate will list the resources, including existing lesson plans found on-line, that were used in developing and implementing the unit. A minimum of 10 resources must be identified. This section requires a bibliography in APA style that references the texts (books, articles, teacher manuals), media, and online resources used in its creation.

15. QUALITY OF UNIT

The candidate will present the unit in a professional manner. The unit should be free of spelling, capitalization, punctuation, and grammatical errors. Written components should be clear, cohesive and demonstrate reflection and *depth* of thinking. Items mentioned must be attached to each section in which they are referenced, even if

that means the items are found in multiple sections. All tables (1-6) will be included in the final section of the unit under the heading, 'Appendices'. Each table must be printed on its own page and include the title of the table as provided in the samples.

Two forms of the unit will be completed. For grading, a hard copy, in a three-ring binder will be submitted. Within the binder, each section must be divided by a tab, a section heading **BOLDED** on the center of the page, and each section on a new sheet of paper. **Do not put your unit in plastic protectors. When uploading to VIA, the entire unit must be in one word document.**

APPENDIX R

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Weekly Reflections on Teaching- Elementary Education

Week of _____

Consider your accomplishments in the areas of:

Instruction

Differentiation

Assessment

Material Selection

Personal Professional Development

What would you do differently in the areas of:

Instruction

Differentiation

Assessment

Material Selection

Personal Professional Development

Question or Revelation for the week (What are you wondering, pondering? What did you discover or uncover?)

What support do you need? What other concerns do you have?

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Weekly Email Reflection Guide- Music Education

Looking Back

My accomplishments last week were:

Things I would do differently are:

Looking Forward

Aspects of teaching (and activities) I am working on this week include:

The support I need is:

Other concerns:

Senior Showcase Portfolio Framework

The senior showcase portfolio sections are to be completed reflectively and accurately based on personal beliefs and experiences. This portfolio is created in an electronic format (e.g., wiki, Weebly, Livebinder, PowerPoint, e-portfolio available through VIA do not use Word to create your portfolio). *Within sections a rationale for success as a professional teacher is required. The rationale explains why specific artifacts supporting that section were chosen. The rationale solidifies the alignment of the portfolio sections with a conceptual picture of who you are as a preservice teacher and how you have grown professionally.* Sections can be completed in any order except for the introduction, philosophy, and conclusion. The senior showcase portfolio is an extension of your junior showcase portfolio. Some sections might be similar and some might be completely new. **All sections must have titles, all artifacts must be labeled, and all pictures must have captions!**

Introduction: The introduction is a brief statement describing the purpose of the portfolio and provides an overview of the portfolio. **A table of contents must be included.**

Philosophy: A philosophy of teaching demonstrates one's beliefs and ideals within the teaching profession. This section of the showcase portfolio may contain hyperlinks to other sections and links to evidence supporting the tenets of your philosophy. Be creative here!

Resume: This document is a snapshot of you as a teacher. It includes experiences, accomplishments and previous jobs that relate to teaching. It should be free of spelling and grammatical errors. Please include hyperlinks to evidence supporting sections of the resume, if appropriate.

Lesson Plan: Showcase at least 2 successful lessons by including the lesson plans that included higher order questions and planned responses intended to advance the lessons and promote student learning. The lesson plans serve as artifacts supporting the successful lessons. The lesson plans are likely from a unit once taught. Include support and resource materials for the lessons as well as sample student work. Analysis and reflection of teaching for each lesson must be included. *These artifacts must include descriptions and rationale statements on why you selected them for your portfolio. Why are these excellent lesson plan? What does it demonstrate about your teaching? Planning?*

Differentiation of Instruction: Display a pattern of differentiation within a unit of study. This display must be in table format and include sequence of lesson, type of differentiation, a brief description of strategy employed, and how it worked. Other artifacts that highlight your ability to differentiate should also be include (i.e., lesson plans, student work products, student feedback). Include 2 artifacts in this section. *These artifacts must include a description and rationale statement on why they are included in your portfolio. How do these artifacts show that you can differentiate your instruction? Why is this important? Describe specific lessons where you differentiated your instruction and how that supported your students' learning.*

Formative Assessment: Select two lessons. Describe the formative assessments used in the teaching by completing the chart below. Include copies of the complete lesson plans (new lessons - not previously used in the portfolio). *These artifacts must include descriptions and rationale statements on why you selected them for your portfolio. How do the artifacts demonstrate your use of formative assessment? Why is this important?*

Lesson Number	Standard (Write out full text)	Objective	Assessment Name	Assessment Description	How did this assessment guide your teaching?
1					
2					

Data Analysis: Embedded within the unit previously taught is data detailing how well students accomplished the objectives that were taught. Accurate interpretation of data is critical in determining the next steps to move the students forward in their learning experiences. Describe how you gathered data in your unit, how the data helped or hindered your instruction and the learning opportunities of the class. Use evidence. ***How did the analysis help you make instructional decisions for your class and individual students?*** Include charts and graphs. ***These artifacts must include descriptions and rationale statements. What do these artifacts tell us about your ability to analyze data? Why is this important?***

Rules and Procedure Handbook: This informative document demonstrates an understanding of classroom management and its dependence upon rules and procedures in an atmosphere conducive to learning. ***This artifact must include a description and rationale statement. Why did you create a rules and procedures handbook? How does this demonstrate your philosophy about managing a classroom?***

Diversity: Include at least 2 artifacts that highlight your work as a responder to diversity. ***These artifacts must include descriptions and rationale statements. What have you done to meet the needs of diverse learners? Did it work? What else would you like to try?***

Technology: An important part of technology integration includes how you use technology (as a professional), how you integrate technology in your teaching, and how students use technology to master academic content. Select at least 2 artifacts that highlight your work in these areas. ***These artifacts must include descriptions and rationale statements. Why did you select the artifacts for your portfolio? What does it show us about your use of technology in the classroom? What are you highlighting with these artifacts?***

Professional Growth Plan (PGP): The PGP is a document that demonstrates your growth as a professional. Please include part 1 from your junior block and part 2 from your internship. ***This artifact must include a description and rationale statement. Why is this an important artifact to demonstrate your growth as a teacher?***

Additional Showcase Opportunity: Include a stellar piece of evidence particular to you that showcases your teaching skills which has not been included in the portfolio. ***This artifact must include a description and rationale statement. Why did you include it in your portfolio? What does it show the reader about you as a professional?***

Conclusion: This section is a concluding comment or brief summary statement. Your contact information is included here. As you wrap-up, use your philosophy and documents included here to summarize your beliefs as an emerging professional.

Student Teaching Success Plan

Intern:

University Supervisor:

Cooperating Teacher:

School:

PART 1 – Completed at initial meeting

A. List behaviors indicating intern’s performance is below average or failing (or not observed)

B. Suggested Measures of Assuring Success

C. Progress Toward Success (please list dates and behaviors if applicable)

D. Date of Successful Completion of Plan

My signature acknowledges that I have received a copy of this plan.

Student Intern

Date

University Supervisor

Date

Cooperating Teacher

Date

Director of Student Teaching

Date

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Student Teaching Success Plan

Intern: _____

University Supervisor: _____

Cooperating Teacher: _____

School: _____

PART II – Completed at follow-up meeting.

A. Final Evaluation – Was the plan successfully completed?

B. Recommendation(s)

C. Action Taken:

___ 1. Continues to work to improve and pass with satisfactory evaluation.

___ 2. Withdraws from student teaching – able to repeat student teaching once with approval.*

___ 3. Receives an incomplete in student teaching and extends internship in same placement.

___ 4. Is reassigned to another placement and internship is extended.

___ 5. Other

My signature acknowledges that I have received a copy of this plan.

Student Intern

Date

University Supervisor

Date

Cooperating Teacher

Date

Director of Student Teaching

Date

**The student teacher may withdraw from student teaching with or without a withdrawal notation or grade as determined by the Office of the Registrar and university supervisor. These determinations may be dependent upon the timing or nature of the withdrawal as dictated by the University Course Catalog. The student teacher may retain the option of re-enrolling in another term at a different location.*

Post Observation Reflections

Danielson Assessment C-Post Observation Reflection Questions

(Due to supervisors by 9:00 pm on the day of the observation.)

1. In general, how successful was this lesson? Did the students learn what you intended for them to learn? How do you know? How do you rate yourself in 3d (use the Danielson rubric)? Why?

(Danielson Framework Component 3d: Using Assessment in Instruction)

2. How did your classroom procedures and student conduct contribute to student learning? Why? How do you rate yourself in 2c and 2d (use the Danielson rubric)? Why?

(Danielson Framework Components 2c: Managing Classroom Procedures, Danielson Framework Component 2d: Managing Student Behavior)

3. How effective was your instructional delivery (activities, discussions, grouping of students, materials, resources, etc.) in this lesson? Why? How do you rate yourself in 2a, 2b, 3a, 3b, and 3c (use the Danielson rubric)? Why?

(Danielson Framework Components 2a: Creating an Environment of Respect and Rapport, 2b: Establishing a Culture for Learning, 3a: Communicating with Students, 3b: Using Questioning and Discussion Techniques, 3c: Engaging Students in Learning)

4. What adjustments to your original plan (if any) did you make during the lesson? Why did you determine those adjustments were necessary?

(Danielson Framework Component 3d: Using Assessment in Instruction)

5. What do student work samples reveal about student engagement and understanding?

(Danielson Framework Components 3d: Using Assessment in Instruction, Danielson Framework Component 3c: Engaging Students in Learning)

6. If you had a chance to teach this lesson again to the same group of students, what would you do differently?

(Danielson Framework Component 4a: Reflecting on Teaching)

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Observation Conference -Post Observation Reflection Questions

(Due to supervisors by 9:00 pm on the day of the post-observation conference.)

- 1. Response to Feedback:** Review and consider provided feedback. Describe how you will implement next steps going forward. Explain how these next steps will impact students' learning experiences.
- 2. Addressing your PGP:** Describe how you progressed, or not, toward your PGP goal. Include a statement on how your efforts impacted, or not, students' learning experiences.

Your supervisor will load your reflection questions in VIA for each observation.

Reading Assessment C – Post Observation Reflection Questions

(Due to practicum instructor by 9:00 pm on the day of the observation.)

1. In general, how successful was this lesson? Did the students learn what you intended for them to learn? How do you know? How do you rate yourself in 5.1 (use the Reading Program Assessment rubric)? Why? (*RDG Competency Indicator 5.1*)
2. How effective was your instructional delivery (activities, discussions, grouping of students, materials, resources, etc.) in this lesson? Why? How do you rate yourself in 5.3, 5.11, 5.12, 5.13, and 5.14 (use the Reading Program Assessment rubric)? Why? (*RDG Competency Indicators 5.3, 5.11, 5.12, 5.13, and 5.14*)
3. What adjustments to your original plan (if any) did you make during the lesson? Why did you determine those adjustments were necessary? (*RDG Competency Indicators 5.11 and 5.12*)
4. What do student work samples reveal about student engagement and understanding? (*RDG Competency Indicators 5.13 and 5.14*)
5. If you had a chance to teach this lesson again to the same group of students, what would you do differently?

Reading Observation- Post Observation Reflection Questions

(Due to practicum instructor by 9:00 pm on the day of the post-observation conference.)

Response to Feedback: Review and consider provided feedback. Describe how you will implement next steps going forward. Explain how these next steps will impact students' learning experiences.

Your practicum instructor will load your reflection questions in VIA for each observation.

ESOL Assessment C- Post-Observation Reflection Questions

(Due to practicum instructor by 9:00 pm on the day of the observation.)

1. In general, how successful was this lesson for the ELLs present? Did the students learn what you intended for them to learn? How do you know? How do you rate yourself in 3.2 (use the ESOL C Assessment rubric)? Why?

(ESOL 3.2)

2. How effective was your instructional delivery (activities, discussions, grouping of students, materials, resources, etc.) for ELLs in this lesson? Why? How do you rate yourself in 1.1, 2.2, 5.2, and 5.3 (use the ESOL C Assessment rubric)? Why?

(ESOL 1.1, 2.2, 5.2, and 5.3)

3. How did you demonstrate flexibility during the lesson? What adjustments to your original plan (if any) did you make during the lesson? Why did you determine those adjustments were necessary? How did you respond to your ELL's unanticipated needs during the lesson?

(ESOL 1.1, 4.1)

4. What did your ELL's work during the lesson reveal about student engagement and understanding?

(ESOL 1.1, 3.2, 4.1)

5. If you had a chance to teach this lesson again to other ELLs of varying proficiency, what would you do differently?

Your reflection questions must be loaded in VIA alongside the ESOL C Observation Form.

APPENDIX V

STETSON UNIVERSITY

Photo/Video Release

I am excited to work with your child in Ms./Mrs./Mr. _____'s classroom at _____ School over the course of the next few weeks. Please allow me to introduce myself. My name is _____ and I am an education major at Stetson University. As part of my program requirements for graduation and State of Florida requirements to obtain a teacher license, some of my lessons must be videotaped and/or photographed. Additionally, I may need to collect copies of your child's work (for example, completed worksheets or an essay). The purpose of these activities is for my teaching to be analyzed by my peers and University professors so that we can reflect on teaching and improve every child's learning. The focus of the material collected is on my instruction, not on individual students in the class. My professors may also use some of the material I share with them for additional educational purposes, including program improvement and conference presentations so that other teachers can learn from my and your child's experience. Students' names will be removed from all work before dissemination and none of the material will be published on social media or be available for public viewing.

While I would love to photograph and/or videotape the entire class, and share your child's work for the purposes explained above, I understand that you may not be comfortable with your child to be included in this documentation process. Therefore, if you choose not to allow your child to be part of this process, he or she will still participate in class, but will be moved outside of the camera, and I will not collect the sample work.

Please complete and return the Permission Form to document your permission for these activities. Thank you so much for your time and for considering my request. I look forward to continuing my work with your child as we learn from each other. If you have any questions please contact my instructor: (insert name of instructor)

PERMISSION FORM

Student Name: _____

In connection with the video-recordings, photographs, and work samples of my child's participation in classroom lessons, I hereby authorize the recording of my child's voice, likeness and image, and his or her writings, drawings, or presentations, and use of these materials for purposes of course assignments for the limited purposes mentioned above.

I acknowledge that Stetson University owns all rights to the aforementioned recordings, and I understand that neither my child nor I will be paid for participation or appearance in the recording. I hereby grant permission on my behalf and on behalf of my child, all of our collective right, title, interests in and use of the recording for educational purposes.

I further release and relieve Stetson University, its Board of Trustees, faculty, and other representatives from any liabilities, known or unknown, arising out of the use of this material.

I certify that I have read this release before signing it and that I fully understand its contents and acknowledge Stetson University's reliance upon it.

Parent/Guardian Signature: _____

Date: _____

STETSON UNIVERSITY

Me agrada poder trabajar con su hijo(a) en la clase del señor(a) _____ en la escuela _____. Mi nombre es _____ y estoy estudiando _____ en Stetson University. Como parte de los requisitos para graduación y también obtener la licencia de profesor en el estado de la Florida, necesitaré filmar y fotografiar algunas de mis clases. Además, también necesitaré recoger copias del trabajo de su hijo(a) (por ejemplo: hojas de trabajo o ensayos). El propósito de estas actividades es para que mi docencia sea analizada por mis compañeros y profesores universitarios y así, reflexionar sobre la enseñanza y mejorar el aprendizaje de cada joven. El enfoque del material obtenido es sobre mi instrucción, no sobre los estudiantes. Mis profesores universitarios también podrán usar algo del material que les he compartido para propósitos educativos adicionales, que incluye mejoras al programa y presentaciones en conferencias donde otros profesores podrán aprender de mis experiencias y las de su hijo(a). El nombre de su hijo(a) será removido de los materiales antes de su difusión. Ninguno de los materiales será publicado en redes sociales o estará disponible para el público.

Me gustaría filmar y fotografiar a toda la clase pero yo entiendo que tal vez no se sienta cómodo(a) con su hijo(a) incluido en este proceso. Por lo tanto, si usted elige no permitir que su hijo(a) participe, él/ella seguirá participando en la clase pero será movido fuera de la cámara. Tampoco recogeré su trabajo.

Por favor complete y devuelva el formulario de permiso con su decisión sobre esta actividad. Gracias por su tiempo y por considerar mi solicitud. Espero continuar mi trabajo con su hijo(a) para que sigamos aprendiendo el uno del otro. Si tiene alguna pregunta por favor contacte: [NOMBRE Y CORREO ELECTRONICO].

Formulario de Permiso

Nombre del Estudiante: _____

En relación con las grabaciones de video, fotografías y muestras de trabajo de la participación de mi hijo(a) en la clase, yo autorizo la grabación de la voz de mi hijo(a), al igual que su imagen y sus escritos, dibujos o presentaciones, y el uso de estos materiales para el propósito de las asignaciones de este curso para el propósito limitado mencionado previamente.

Reconozco que Stetson University tiene derecho a las grabaciones mencionadas, y entiendo que ni mi hijo(a) ni yo, recibiremos pago por la participación o por aparecer en la grabación. Doy permiso en mi nombre y en nombre de mi hijo(a), todos nuestros derechos colectivos, título, intereses y uso de las grabaciones para propósitos educativos.

Yo exonero a Stetson University, al consejo de administración, la facultad, y todos los representantes de todas obligaciones conocidas o no, que puedan surgir del uso de este material.

Certifico que he leído este documento antes de firmarlo y que entiendo completamente su contenido y reconozco la confianza de Stetson University en el.

Firma de Padre o Acudiente: _____ Fecha: _____