

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

The 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; Bourdieu, 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.

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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. demonstrate professional dispositions (Developing level (2) or higher on each section of the 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 grade point average 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; and
10. complete fingerprinting clearance as required by county school boards.

All requirements must be met prior to student teaching.

*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. demonstrate professional dispositions (Developing level (2) or higher on each section of the Professional Dispositions) in all coursework and field experiences as outlined by the program.

** Program requirements are subject to change based on Florida Department of Education mandates. 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 (required for all elementary education placements)
- 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 1 week)

During this phase, the intern attends class at the university for approximately one week developing strategies for the purpose of accomplishing instructional goals in the classroom. Interns also participate in 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 14 weeks)

This phase includes field experience in a public school in 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). *See phase in schedule in syllabus.*

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 5-14

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 and supervisor (lesson plans must be submitted to the intern's google folder 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. All off-campus trips, team teaching, guest speakers, special programs, and tests must be indicated on this schedule. The times the student teacher will be teaching must be indicated and 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 assessment with university supervisors/reading practicum instructor.
- complete a Danielson, Reading and Professional Dispositions final 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:

- observe the intern a minimum of four times during the internship (three for elementary majors since they have two

additional reading observations). 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 three Danielson Assessment C observations. The third observation includes the Volusia County Schools evaluation cycle (VSET). The Reading Practicum Instructor will observe each intern a minimum of two times.

- 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). 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 unless otherwise indicated by the district.

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. Elementary majors will also receive a final reading evaluation from the Reading Practicum instructor.

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 (three observations for elementary interns by the university supervisor and two by the reading practicum instructor). 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.

Earning a score of 1 (Needs Improvement) on the midterm Professional Dispositions Assessment will result in candidates being placed on a Performance Plan or Student Teaching Success Plan. Candidates must receive a "Developing" level (2) or higher on each section of the final Professional Dispositions Assessment completed by the university supervisor and cooperating teacher to earn a passing grade.

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.

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.

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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 approved program you may apply for a Florida certificate (<https://www.fldoe.org/teaching/certification/>). 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.

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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

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 B

STETSON UNIVERSITY

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

2025 Florida Teacher Standards for English for Speakers of Other Languages (ESOL) Endorsement

Coding Scheme

Florida has a unique coding scheme defined by 3-character places in an alphanumeric coding: the strand, standard and performance indicator. The strand is a focal group of related standards. The performance indicator is a specific expectation that falls within the standard.

Examples of Coding Scheme:

<i>Strand</i>	<i>Standard</i>	<i>Performance Indicator</i>
CU. Communication and Understanding for English Language Learners (ELLs)	1. Learning of Academic Content and Language for ELLs	3 Collaborate with families, schools, and larger communities to engage ELLs’ families in supporting their children’s education and encourage parental rights and involvement.

<i>Strand</i>	<i>Standard</i>	<i>Performance Indicator</i>
AL. Applied Linguistics	1. Language as a System	2 Apply knowledge of English proficiency levels to support language acquisition across the four language domains (listening, speaking, reading, and writing).

<i>Strand</i>	<i>Standard</i>	<i>Performance Indicator</i>
MT. Methods of Teaching ESOL	2. English Language Acquisition and Development	2 Implement listening, speaking, reading, and writing strategies aligned to evidence-based practices on second language acquisition for ELLs at varying English proficiency levels.

2025 Florida Teacher Standards for English for Speakers of Other Languages (ESOL) Endorsement

Strand: Communication and Understanding for English Language Learners (ELLs) (CU)

CU.1: Learning of Academic Content and Language for ELLs

Teachers demonstrate strategies that support ELLs' learning of academic content and language for measurable academic progress.

Performance Indicators

CU.1.1 Provide instruction and experiences that meet individual student needs.

Clarification 1: Instruction includes analyzing folktales, idiomatic expressions (e.g., "raining cats and dogs," "a piece of cake"), or understanding the U.S. customary system alongside the metric system.

CU.1.2 Model appropriate language and behaviors expected in U.S. school settings and workplaces.

Clarification 1: Instruction includes, but is not limited to, modeling greetings, taking turns, and levels of formality in academic discussions.

CU.1.3 Collaborate with families, schools, and larger communities to engage ELLs' families in supporting their children's education and encourage parental rights and involvement.

C.U.1.4 Incorporate in instruction the roles, rights, and responsibilities of U.S. citizens and ways to support civic engagement.

Strand: Applied Linguistics (AL)

AL.1: Language as a System

Teachers will demonstrate understanding that language is a system to support ELLs' acquisition of English at varying proficiency levels.

Performance Indicators

AL.1.1 Demonstrate understanding of the components of the English language: phonology (sounds), morphology (word structure), syntax (sentence structure), semantics (meaning), and pragmatics (contextual use) as an integrative and communicative system.

AL.1.2 Apply knowledge of English proficiency levels to support language acquisition across the four language domains (listening, speaking, reading, and writing).

AL.1.3 Model proficient oral and written communication skills for ELLs by adjusting language use according to context, audience, and purpose.

Clarification 1: Instruction includes modeling how to shift from informal to formal language based on setting, how to address different speakers, and how to adapt communication for assignments and tasks.

AL.1.4 Identify similarities and differences between English and other languages to inform instructional approaches.

Clarification 1: Instruction includes explaining that the relationship between sounds (phonemes) and written symbols (graphemes) in English may differ from other languages, and sentence structure in English may follow a different order compared to other languages.

Strand: Methods of Teaching ESOL (MT)

MT.1: ESOL Requirements and Practices

Teachers will apply knowledge of evidence-based practices and requirements in the field of ESOL.

Performance Indicators

MT.1.1 Demonstrate knowledge of Florida’s educational statutes and rules when participating in activities regarding the identification, instruction, and progress monitoring of ELLs.

Clarification 1: Instruction includes knowledge of the home language survey to identify students who may need ESOL services, followed by the English Language Proficiency Assessment to determine language proficiency and inform instruction; active participation in the ELL Committee to monitor ELLs’ academic and linguistic progress; and other procedures of the ESOL program.

MT.2: English Language Acquisition and Development

Teachers will apply evidence-based practices to deliver instruction that supports and accelerates English language acquisition.

Performance Indicators

MT.2.1 Demonstrate the use of evidence-based practices in English language acquisition to plan instruction that meets the needs of ELLs at varying English proficiency levels.

MT.2.2 Implement listening, speaking, reading, and writing strategies aligned to evidence-based practices on second language acquisition for ELLs at varying English proficiency levels.

MT.3: Standards-Based ESOL and Content Instruction

Teachers will ensure ELLs have access to benchmarks-aligned academic content to provide language support at varying English proficiency levels.

Performance Indicators

MT.3.1 Use evidence-based strategies to support language acquisition and academic achievement.

MT.3.2 Incorporate strategies for listening and speaking for ELLs at varying English proficiency levels to support learning to read and write in English.

MT.3.3 Deliver reading and writing instruction appropriate for ELLs at varying English proficiency levels.

MT.3.4 Use Florida's English Language Development (ELD) Standards to plan lessons that combine academic content with language objectives.

Strand: ESOL Curriculum and Materials Development (CM)

CM.1: Planning for Standards-Based Instruction for ELLs

Teachers will plan and deliver lessons that include English language acquisition and meet the needs of ELLs at varying English proficiency levels.

Performance Indicators

CM.1.1 Plan for benchmarks-aligned and linguistically appropriate instruction to create a student-centered learning environment.

Clarification 1: Instructional approaches include explicit, systematic, differentiated, scaffolded, and tiered instruction.

CM.1.2 Plan learning tasks to meet the needs of ELLs with interrupted or limited education.

CM.2: Effective Use of Resources and Technologies

Teachers use technological tools and benchmarks-aligned resources to effectively meet the needs of ELLs at varying English proficiency levels.

Performance Indicators

CM.2.1 Use benchmarks-aligned materials and other resources based on ELLs' language proficiency data.

CM.2.2 Integrate applicable technological tools into instruction to support ELLs' development of academic language and content knowledge.

Strand: Testing and Evaluation of ESOL (TE)

TE.1: Key Factors and Considerations in Assessment for ELLs

Instruction is informed by teachers assessing student understanding in multiple ways (e.g., progress monitoring, formative, and summative). Teachers use assessment data to identify the appropriate instructional approach, select appropriate scaffolds, guide differentiation of instruction, and use corrective feedback.

Performance Indicators

TE.1.1 Identify appropriate accommodations for assessments and progress monitoring tools to evaluate

ELLs.

Clarification 1: Instructional accommodations include using bilingual dictionaries, glossaries, and other supports.

TE.1.2 Use assessment data to distinguish language proficiency from other learning needs.

Clarification 1: Other learning needs may include, but are not limited to, interventions or specially designed instruction for students with disabilities.

TE.2: Classroom-Based Assessment for ELLs

Teachers use a variety of assessment tools to monitor student progress, achievement, and learning gains.

Performance Indicators

TE.2.1 Select evidence-based tools and techniques to assess listening, speaking, reading, and writing in the content areas.

TE.2.2 Implement linguistic strategies for formative and summative assessments to support ELLs' listening, speaking, reading, and writing in the content areas.

Reading Endorsement Competencies 2022

Guiding Principles

The Florida Reading Endorsement Competencies are aligned with evidence-based instructional and intervention strategies grounded in the science of reading. The competencies address identification of the characteristics of conditions such as dyslexia, implementation of evidence-based classroom instruction and interventions including evidence-based reading instruction and interventions specifically for students with characteristics of dyslexia, and effective progress monitoring. The elements of Florida’s Formula for Success are integrated throughout the Reading Endorsement Competencies by focusing on six components of reading (oral language, phonological awareness, phonics, fluency, vocabulary, comprehension), four types of assessment (screening, progress monitoring, diagnostic, summative), core instruction for all students (Tier 1), targeted interventions for students in need of supplemental support (Tier 2) and intensive interventions for students substantially below grade level in reading (Tier 3).

Teachers will understand and deliver evidence-based reading instruction and interventions specifically designed for students with reading difficulties, including students with characteristics of dyslexia. Evidence-based reading instruction and intervention includes the use of explicit, systematic and sequential approaches to reading instruction developing phonological and phonemic awareness, decoding, and implementing multisensory intervention strategies. Teachers will teach reading as an ongoing strategic process resulting in students comprehending diverse text.

Teachers will apply their knowledge of the Reading Endorsement Competency Performance Indicators to support standards-aligned instruction in reading and writing. 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.

A comprehensive glossary is included. The glossary terms are identified throughout the Reading Endorsement Competencies with bold text.

Competency 1 Introduction

Competency 1 encompasses the reading process with a focus on developing emergent literacy skills and progressing through the phases of word reading, resulting in comprehension as the final outcome. Teachers will develop substantive understanding of six components of reading as a process: oral language, phonological awareness, phonics, fluency, vocabulary and comprehension. The total inventory of Performance Indicators (A-G) satisfies Competency 1. (60 In-service hours)

Competency 2 Introduction

Teachers will apply the principles of explicit, systematic and sequential evidence-based reading instruction and scaffold student learning while integrating the six components of reading. Teachers will engage in the systematic problem-solving process to identify students with reading difficulties, including identification of students with characteristics of dyslexia, provide appropriate interventions and conduct effective progress monitoring. The total inventory of Performance Indicators (A-G) satisfies Competency 2. (60 In-service hours)

<p style="text-align: center;">Competency 1 <i>Foundations of Reading Instruction</i></p>	<p style="text-align: center;">Competency 2 <i>Application of Evidence-based Instructional Practices</i></p>
Performance Indicator A: Oral Language	
<p>1.A.1 Understand how the students’ development of oral language (i.e., phonology, morphology, syntax, semantics and pragmatics) relates to language comprehension.</p>	<p>2.A.1 Apply intentional, explicit, systematic and sequential instructional practices for scaffolding development of oral/aural language skills.</p>
<p>1.A.2 Understand the differences between social and academic language.</p>	<p>2.A.2 Create an environment where students practice appropriate social and academic language to discuss diverse texts.</p>
<p>1.A.3 Understand that writing enhances the development of oral language.</p>	<p>2.A.3 Use word building and writing experiences to enhance oral language (e.g., homophone word building and spelling, interactive writing, student to teacher sentence dictation).</p>
<p>1.A.4 Understand that the variation in students’ oral language exposure and development requires differentiated instruction, including evidence-based practices for students with reading difficulties and characteristics of dyslexia.</p>	<p>2.A.4 Differentiate instruction to account for variation in students’ oral language exposure and development, including evidence-based practices for students with reading difficulties and characteristics of dyslexia.</p>
<p>1.A.5 Understand the importance of providing and documenting extended discussion in discerning text meaning and interpretation.</p>	<p>2.A.5 Provide and document opportunities for extended discussion in discerning text meaning and interpretation.</p>
<p>1.A.6 Understand the distinguishing characteristics of students with reading difficulties, including students with dyslexia, and how they affect oral language development.</p>	<p>2.A.6 Apply evidence-based practices for students with reading difficulties, including students with dyslexia, based on their strengths and needs to improve oral language development.</p>
<p>1.A.7 Recognize the importance of English learners’ home languages and their significance in learning to read English.</p>	<p>2.A.7 Apply an English learner’s home language proficiency as a foundation and strength to support the development of oral language in English and scaffold discussions to facilitate the comprehension of text for students with varying English proficiency levels.</p>
<p>1.A.8 Understand the role of oral language informal and formal assessment, including documentation of results to inform instruction determined by individual student strengths and needs.</p>	<p>2.A.8 Administer and document appropriate oral language informal and formal assessments to inform instruction determined by individual student strengths and needs.</p>

<p style="text-align: center;">Competency 1 <i>Foundations of Reading Instruction</i></p>	<p style="text-align: center;">Competency 2 <i>Application of Evidence-based Instructional Practices</i></p>
<p>Performance Indicator B: Phonological Awareness</p>	
<p>1.B.1 Understand the differences between phonological awareness (e.g., words, syllables, rimes) and phonemic awareness (phonemes) and that they develop independently from one another.</p>	<p>2.B.1 Apply explicit, systematic and sequential evidence-based practices in phonological awareness and phonemic awareness.</p>
<p>1.B.2 Understand the role and importance of phonemic awareness in the development of phonic decoding skills that lead to independent reading capacity.</p>	<p>2.B.2 Apply evidence-based phonemic awareness instruction for the development of phonic decoding skills that lead to independent reading capacity.</p>
<p>1.B.3 Understand evidence-based and multisensory practices to develop students' phonemic awareness (e.g., Elkonin boxes or magnetic letters).</p>	<p>2.B.3 Provide opportunities using evidence-based and multisensory practices for students to develop phonemic awareness (e.g., Elkonin boxes or magnetic letters).</p>
<p>1.B.4 Understand how variations in phonology across dialects and speech patterns can affect phonemic awareness as it relates to language. development and reading (e.g., phonological processing, body-coda, phonemic analysis and synthesis).</p>	<p>2.B.4 Apply knowledge of how variations in phonology across dialects and speech patterns affect the development of phonemic awareness.</p>
<p>1.B.5 Understand how variations in phonology across dialects and speech patterns affect written and oral language (e.g., speech and language disorders, language and dialect differences).</p>	<p>2.B.5 Apply knowledge of how variations in phonology across dialects and speech patterns affect written and oral language. (e.g., speech and language disorders, language and dialect differences).</p>
<p>1.B.6 Understand that evidence-based phonics instruction improves phonemic awareness and results in enhanced encoding and decoding skills.</p>	<p>2.B.6 Provide evidence-based phonics instruction to improve phonemic awareness and enhance encoding and decoding skills.</p>
<p>1.B.7 Understand the distinguishing characteristics of students with reading difficulties, including students with dyslexia, and how they affect phonemic awareness.</p>	<p>2.B.7 Apply evidence-based practices for students with characteristics of reading difficulties, including students with dyslexia, based on their strengths and needs to improve phonemic awareness.</p>
<p>1.B.8 Understand evidence-based practices for teaching phonemic awareness to English learners.</p>	<p>2.B.8 Apply evidence-based practices for teaching phonemic awareness to English learners.</p>
<p>1.B.9 Understand the role of phonological awareness informal and formal assessment, including documentation of results, to inform instructional decisions to meet individual student strengths and needs.</p>	<p>2.B.9 Administer and document appropriate phonological awareness informal and formal assessments to inform instruction to meet individual student strengths and needs.</p>

Competency 1 <i>Foundations of Reading Instruction</i>	Competency 2 <i>Application of Evidence-based Instructional Practices</i>
Performance Indicator D: Fluency	
1.D.1 Understand that the components of reading fluency are accuracy, rate and prosody which impact reading comprehension .	2.D.1 Apply intentional, explicit, systematic and sequential instructional practices to develop accuracy, rate and prosody (e.g., paired reading, repeated reading, echo reading, cued phrase reading).
1.D.2 Understand that effective readers adjust their reading rate to accommodate the kinds of texts they are reading, and their purpose for reading, in order to facilitate comprehension .	2.D.2 Teach readers to adjust their reading rate to accommodate the kinds of texts they are reading, and their purpose for reading, in order to facilitate comprehension .
1.D.3 Understand how automaticity in word-level skills and oral reading fluency in connected text impact reading comprehension .	2.D.3 Apply evidence-based practices to develop automaticity in word-level skills and oral reading fluency in connected text .
1.D.4 Understand that independent readers activate their background knowledge, self-monitor and self-correct (i.e., metacognition) to enhance fluency as a bridge to comprehension of text.	2.D.4 Teach readers explicitly how to activate their background knowledge, self-monitor and self-correct (i.e., metacognition) to enhance fluency as a bridge to comprehension of text.
1.D.5 Understand that reading fluency and reading endurance requires daily practice with support and corrective feedback to increase accuracy, rate and prosody .	2.D.5 Provide daily opportunities for readers to practice reading, with support and corrective feedback , to increase accuracy, rate, prosody and reading endurance.
1.D.6 Understand the distinguishing characteristics of students with reading difficulties, including students with dyslexia , and how they affect fluency development and reading endurance.	2.D.6 Apply evidence-based practices for students with characteristics of reading difficulties, including students with dyslexia , based on their strengths and needs to improve fluency development and reading endurance.
1.D.7 Understand the role of fluency informal and formal assessments , including documentation of results, to inform instruction to meet individual student strengths and needs.	2.D.7 Administer and document fluency informal and formal assessments to inform instruction to meet individual student strengths and needs.

<p style="text-align: center;">Competency 1 <i>Foundations of Reading Instruction</i></p>	<p style="text-align: center;">Competency 2 <i>Application of Evidence-based Instructional Practices</i></p>
Performance Indicator E: Vocabulary	
<p>1.E.1 Understand the role and impact of receptive and expressive vocabulary on reading comprehension.</p>	<p>2.E.1 Apply evidence-based instruction in receptive and expressive vocabulary to enhance reading comprehension.</p>
<p>1.E.2 Understand morphology (e.g., morphemes, inflectional and derivational morphemes, morphemic analysis) and contextual analysis as it relates to vocabulary development.</p>	<p>2.E.2 Incorporate evidence-based vocabulary instruction in morphology (e.g., Greek and Latin roots and affixes) and contextual analysis.</p>
<p>1.E.3 Identify intentional explicit, systematic and sequential evidence-based practices for vocabulary development and scaffolding concept development (e.g., figurative language, dialogic reading, semantic mapping, etc.).</p>	<p>2.E.3 Apply intentional, explicit, systematic and sequential evidence-based practices to vocabulary development and scaffolding concept development (e.g., figurative language, dialogic reading, semantic mapping, etc.).</p>
<p>1.E.4 Understand the importance of teaching basic and sophisticated vocabulary, high-frequency multiple meaning words and the particular demands of domain-specific vocabulary.</p>	<p>2.E.4 Provide explicit instruction in basic and sophisticated vocabulary, high-frequency multiple meaning words and domain-specific vocabulary.</p>
<p>1.E.5 Understand how to apply evidence-based reading and writing practices to enhance vocabulary.</p>	<p>2.E.5 Apply evidence-based reading and writing practices to enhance vocabulary.</p>
<p>1.E.6 Understand how to provide a classroom learning environment that supports wide reading of print and digital texts, both informational and literary, to enhance vocabulary.</p>	<p>2.E.6 Provide a classroom learning environment that supports wide reading of print and digital texts, both informational and literary, to enhance vocabulary.</p>
<p>1.E.7 Understand the distinguishing characteristics of students with reading difficulties, including students with dyslexia, and how they affect vocabulary development.</p>	<p>2.E.7 Apply evidence-based practices for students with characteristics of reading difficulties, including students with dyslexia, based on their strengths and needs to improve vocabulary development.</p>
<p>1.E.8 Understand instructional practices that develop authentic uses of English to assist English learners in learning academic vocabulary and content (e.g., cognates).</p>	<p>2.E.8 Incorporate instructional practices that develop authentic uses of English to assist English learners in learning academic vocabulary and content (e.g., cognates).</p>
<p>1.E.9 Understand the role of vocabulary informal and formal assessment, including documentation of results, to inform instruction to meet individual student strengths and needs.</p>	<p>2.E.9 Administer and document appropriate vocabulary informal and formal assessments to inform instruction to meet individual student strengths and needs.</p>

<p style="text-align: center;">Competency 1 <i>Foundations of Reading Instruction</i></p>	<p style="text-align: center;">Competency 2 <i>Application of Evidence-based Instructional Practices</i></p>
<p>Performance Indicator F: Comprehension</p>	
<p>1.F.1 Understand that evidence-based oral language and written experiences (i.e., language experiences, dictation, summary writing) facilitate comprehension.</p>	<p>2.F.1 Use both evidence-based oral language and writing experiences (i.e., language experiences, dictation, summary writing) to enhance comprehension.</p>
<p>1.F.2 Understand evidence-based comprehension practices (e.g., student question generation, summarizing, extended text discussion).</p>	<p>2.F.2 Apply explicit, systematic and sequential evidence-based comprehension practices (e.g., student question generation, summarizing, extended text discussion).</p>
<p>1.F.3 Understand the varying demands of text on readers’ comprehension, including the demands of domain-specific texts.</p>	<p>2.F.3 Apply appropriate instructional practices to improve comprehension in domain-specific texts as determined by the student’s strengths and needs.</p>
<p>1.F.4 Understand how to provide daily purposeful opportunities for all students to read a wide variety of texts, with discussion and feedback, to sufficiently build students’ capacity for comprehension.</p>	<p>2.F.4 Provide daily purposeful opportunities for all students to read a wide variety of texts, with discussion and feedback, to build students’ capacity for comprehension.</p>
<p>1.F.5 Understand how the interaction of reader characteristics (background knowledge, interests, strengths and needs), motivation, text complexity and purpose of reading, impacts comprehension and student engagement.</p>	<p>2.F.5 Use the interaction of readers’ characteristics (background knowledge, interests, strengths and needs) along with motivation, text complexity and purpose for reading to impact comprehension and student engagement.</p>
<p>1.F.6 Understand the importance of planning, providing and documenting daily opportunities for reading connected text with corrective feedback to support accuracy, fluency, reading endurance and comprehension.</p>	<p>2.F.6 Plan, provide and document daily opportunities for reading of connected text with corrective feedback to support accuracy, fluency, reading endurance and comprehension.</p>
<p>1.F.7 Understand 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.</p>	<p>2.F.7 Determine appropriate cognitive targets (e.g., locate/recall; integrate/interpret; critique/evaluate) based on reader’s cognitive development in the construction of meaning of literary and informational texts.</p>
<p>1.F.8 Understand that reading is a process of constructing meaning from a wide variety of print and digital texts and for a variety of purposes, utilizing a variety of methods (i.e., active reading).</p>	<p>2.F.8 Select from a wide variety of print and digital texts that are appropriate to provide comprehension instruction utilizing a variety of methods (i.e., active reading).</p>
<p>1.F.9 Understand that effective comprehension relies on using well developed language, multiple higher order thinking processes (i.e., making inferences, activating background knowledge) and self-correction to monitor comprehension.</p>	<p>2.F.9 Apply intentional, explicit, systematic and sequential evidence-based practices for scaffolding development of well-developed language, comprehension skills (i.e., making inferences, activating background knowledge), higher order thinking, comprehension monitoring and self-correcting to increase understanding of text.</p>
<p>1.F.10 Understand evidence-based practices to improve reading comprehension for students, including those with characteristics of reading difficulties and dyslexia, based on their strengths and needs.</p>	<p>2.F.10 Apply evidence-based practices to improve reading comprehension for students, including those with characteristics of reading difficulties and dyslexia, based on their strengths and needs.</p>

<p>1.F.11 Understand how English learners’ linguistic and cultural background will influence their comprehension, including English learners with characteristics of reading difficulties and dyslexia.</p>	<p>2.F.11 Use knowledge of English learners’ linguistic and cultural background to support comprehension, including English learners with characteristics of reading difficulties and dyslexia.</p>
<p>1.F.12 Understand the role of comprehension informal and formal assessments, including documentation of results, to inform instruction to meet individual student strengths and needs.</p>	<p>2.F.12 Administer and document appropriate comprehension informal and formal assessments to inform instruction determined by individual student strengths and needs.</p>

<p style="text-align: center;">Competency 1 <i>Foundations of Reading Instruction</i></p>	<p style="text-align: center;">Competency 2 <i>Application of Evidence-based Instructional Practices</i></p>
<p>Performance Indicator G: Integration of Reading Components</p>	
<p>1.G.1 Identify phonemic, semantic and syntactic variability between English and other languages.</p>	<p>2.G.1 Apply the knowledge of phonemic, semantic and syntactic variability between English and other languages to inform instruction.</p>
<p>1.G.2 Identify appropriate evidence-based practices to develop students’ metacognitive skills in reading, including English learners (e.g., text coding, two-column notes).</p>	<p>2.G.2 Employ appropriate evidence-based practices to develop students’ metacognitive skills in reading, including English learners (e.g., text coding, two-column notes).</p>
<p>1.G.3 Understand the interdependence among the reading components and their effect upon reading as a process for all students.</p>	<p>2.G.3 Apply the knowledge of the interdependence among the reading components and their effect upon reading as a process for all students.</p>
<p>1.G.4 Understand how oral language and an information intensive environment impact reading and writing development.</p>	<p>2.G.4 Use oral language and an information intensive environment to impact reading and writing development.</p>
<p>1.G.5 Understand evidence-based practices for selecting literature and domain specific print and digital text appropriate to students’ age, interests and reading proficiency.</p>	<p>2.G.5 Use evidence-based practices for selecting literature and domain specific print and digital text appropriate to students’ age, interests and reading proficiency.</p>
<p>1.G.6 Understand the relationships among decoding, automatic word recognition, fluency and comprehension.</p>	<p>2.G.6 Apply knowledge of the relationships among decoding, automatic word recognition, fluency and comprehension in reading instruction.</p>
<p>1.G.7 Understand intentional, explicit, systematic and sequential evidence-based practices for scaffolding the interconnection of each of the following: graphophonemics, syntax, semantics, pragmatics, vocabulary, schema and text structures required for comprehension.</p>	<p>2.G.7 Apply intentional, explicit, systematic and sequential evidence-based practices for scaffolding the interconnection of each of the following: graphophonemics, syntax, semantics, pragmatics, vocabulary, schema and text structures required for comprehension.</p>
<p>1.G.8 Understand the distinguishing characteristics of students with reading difficulties, including students with dyslexia, and how they affect the integration of the components of reading instruction.</p>	<p>2.G.8 Apply evidence-based practices for students with characteristics of reading difficulties, including students with dyslexia, based on their strengths and needs to integrate the components of reading.</p>
<p>1.G.9 Understand how to engage and support caregivers and families in the evidence-based language and reading development activities for their children and adolescents.</p>	<p>2.G.9 Engage and support caregivers and families in evidence-based language and reading development activities for their children and adolescents.</p>
<p>1.G.10 Understand how to communicate (orally and in writing) the meaning of reading assessment data with students, caregivers and other teachers.</p>	<p>2.G.10 Communicate (orally and in writing) the meaning of reading assessment data with students, caregivers and other teachers.</p>
<p>1.G.11 Understand the role of informal and formal reading assessments, including documentation of results, to make instructional decisions to address individual student strengths and needs.</p>	<p>2.G.11 Triangulate documented data from appropriate informal and formal reading assessments to inform instruction to address individual student strengths and needs.</p>

Competency 3 Introduction

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 to identify characteristics of conditions such as dyslexia, provide appropriate interventions and conduct effective progress monitoring. (60 In-service hours)

Competency 3 <i>Foundations and Applications of Assessments</i>
Indicator Codes
3.1 Understand and apply measurement concepts and characteristics of reading assessments to identify students' strengths and needs.
3.2 Administer formative and summative assessments , including screening, progress monitoring, diagnostic and outcome measures and understand their purposes and functions.
3.3 Administer various informal reading assessments across each component of reading development and understand their purposes and functions.
3.4 Understand the purposes of various formal reading assessments administered by school-based educators, including the differences between norm-referenced and criterion-referenced assessments and how to interpret data reports.
3.5 Understand the meaning of test reliability, validity and standard error of measurement and describe major types of derived scores from standardized reading tests .
3.6 Demonstrate knowledge of the characteristics, administration and interpretation of both quantitative and qualitative reading assessments, including for use in triangulating data and planning instruction.
3.7 Identify through assessments the distinguishing characteristics of students who have a substantial deficiency in reading, including those who exhibit the characteristics of dyslexia .
3.8 Understand how reading disabilities, including dyslexia , vary in presentation and degree and know when to refer a student for additional assessment.
3.9 Know how to read and interpret standardized reading diagnostic test results administered by psychologists, speech-language professionals and educational evaluators.
3.10 Understand how to document and use data within a systematic problem-solving process to differentiate instruction, intensify intervention and meet the needs of all students, including those who exhibit the characteristics of reading difficulties and dyslexia .
3.11 Analyze data to identify trends that indicate adequate progress in student reading development.
3.12 Identify appropriate assessments and accommodations for progress monitoring all students.
3.13 Identify, select and administer language-appropriate assessments in reading to students who are English learners.
3.14 Understand how to analyze and interpret assessment results and make modifications to an assessment administered in English to an English learner.
3.15 Identify and implement appropriate and allowable accommodations as specified in the Individual Educational Plan or 504 Plan when assessing students with disabilities in the area of reading.
3.16 Understand how to review assessment results with caregivers and families and share strategies for supporting reading development for students.

Competency 4 Introduction

Teachers will have a broad knowledge of students from differing profiles in order to understand and apply evidence-based instructional practices by differentiating process, product and context. Teachers will engage in the systematic problem-solving process to identify characteristics of conditions such as dyslexia, provide appropriate interventions and conduct effective progress monitoring. (60 In-service hours)

Competency 4 <i>Foundations and Applications of Differentiated Instruction</i>
Indicator Codes
4.1 Differentiate evidence-based reading instruction in oral language, phonological awareness, phonics, fluency, vocabulary and comprehension , ranging from enrichment practices to intensifying interventions .
4.2 Understand the stages of English acquisition for English learners and differentiate evidence-based reading instruction for students at different levels of English proficiency.
4.3 Understand and apply current theories of second language acquisition to differentiate reading instruction for English 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 based on informal and formal assessments .
4.5 Recognize how characteristics of both language and cognitive development impact reading proficiency to differentiate instruction.
4.6 Recognize the characteristics of competent and skilled readers to differentiate instruction more effectively.
4.7 Compare language, reading and cognitive development of different age groups (primary, intermediate, secondary levels) and abilities to inform differentiated instruction.
4.8 Select and use developmentally appropriate multisensory materials that address students' strengths and needs in order to differentiate instruction.
4.9 Plan for differentiated instruction that utilizes increasingly complex text , embeds assessment, includes scaffolding and provides re-teaching when necessary for individuals and small groups.
4.10 Differentiate reading instruction for English learners across various levels of literacy development in their first language.
4.11 Implement evidence-based intervention practices for students with substantial reading difficulties, including those who exhibit the characteristics of dyslexia .
4.12 Scaffold instruction and intensify interventions for students with identified reading deficiencies and characteristics of dyslexia in each of the components of reading.
4.13 Implement a classroom level plan for monitoring student reading progress and differentiating instruction for all students, including students with identified reading deficiencies and those with characteristics of dyslexia .
4.14 Monitor student progress and use data to differentiate instruction for all students, including students with identified reading deficiencies and those with characteristics of dyslexia .
4.15 Implement evidence-based practices for developing students' higher order thinking as part of differentiated instruction.
4.16 Implement evidence-based practices for developing students' background knowledge as needed through differentiated instruction, enhancing the ability to read critically.
4.17 Implement evidence-based differentiated instructional practices using writing to develop students' comprehension of text .
4.18 Implement appropriate and allowable instructional accommodations , including use of technology, as specified in the Individual Educational Plan or 504 Plan when differentiating reading instruction for students with disabilities, including students with characteristics of dyslexia .

Competency 5 Introduction

Teachers will, through a culminating practicum, demonstrate knowledge of the components of reading, as well as assessments and data analysis, to implement a comprehensive evidence-based reading plan of instruction for all students. Teachers will engage in the systematic problem-solving process to identify characteristics of conditions such as dyslexia, provide appropriate interventions and conduct effective progress monitoring. (60 In-service hours)

Competency 5 <i>Demonstration of Accomplishment</i>
Indicator Codes
5.1 Demonstrate ability to administer and integrate assessment, instruction, intervention and differentiation across the components in reading in a comprehensive instructional program.
5.2 Use assessment and data analysis to monitor student progress and inform instruction over time to ensure an increase in learning for all students, including students with identified reading deficiencies and those with characteristics of dyslexia .
5.3 Demonstrate evidence-based practices for developing oral/ aural language development for all students, including students with identified reading deficiencies and those with characteristics of dyslexia .
5.4 Demonstrate evidence-based practices for developing students' phonological awareness and phonemic awareness for all students, including students with identified reading deficiencies and those with characteristics of dyslexia .
5.5 Demonstrate evidence-based practices for developing phonics skills and word recognition for all students, including students with identified reading deficiencies and those with characteristics of dyslexia .
5.6 Demonstrate evidence-based practices for developing reading fluency and reading endurance for all students, including students identified with reading deficiencies and those with characteristics of dyslexia .
5.7 Demonstrate evidence-based practices for developing both academic and domain-specific vocabulary for all students, including students with identified reading deficiencies and those with characteristics of dyslexia .
5.8 Demonstrate evidence-based practices for facilitating reading comprehension for all students, including students with identified reading deficiencies and those with characteristics of dyslexia .
5.9 Demonstrate evidence-based comprehension practices for developing students' higher order thinking to enhance comprehension for all students, including students with identified reading deficiencies and those with characteristics of dyslexia .
5.10 Demonstrate evidence-based practices to facilitate students' monitoring and self-correcting in reading for all students, including students with identified reading deficiencies and those with characteristics of dyslexia .
5.11 Demonstrate evidence-based practices for developing all students' background knowledge to enhance the ability to read critically, including students with characteristics of reading difficulties and dyslexia .
5.12 Demonstrate differentiation of instruction for all students utilizing increasingly complex text .
5.13 Demonstrate skill in utilizing assessment data and instruction with English learners from diverse backgrounds and at varying English proficiency levels.
5.14 Create an information intensive environment that includes print, non-print, multimedia and digital texts .
5.15 Use a variety of instructional practices to provide relevant and purposeful instruction to students in reading.
5.16 Demonstrate the ability to engage and support caregivers and families in their children and adolescents' reading development.
5.17 Demonstrate the ability to communicate (orally and in writing) the meaning of reading assessment data with students, caregivers, teachers and teacher leaders.
5.18 Demonstrate intentional explicit, systematic and sequential writing instruction to improve decoding skills.

Academic Language/Vocabulary: Formal language or vocabulary that is common in books and at school, but that students are unlikely to encounter in everyday conversations with friends and family.

Accommodations: Adjustments that can be made to the way students access information and demonstrate performances that do not require changes in the curriculum.

Accuracy: Reading words in text with no errors.

Active Reading: Constructing reading from text by transforming and integrating textual information into existing networks of knowledge and experience.

Affixes: A general term that refers to prefixes and suffixes.

Aural: Relating to the ear or to the sense of hearing.

Automaticity: Reading without conscious effort or conscious attention to decoding.

Background Knowledge: Forming connections between the text and the information and experiences of the reader.

Body-coda: The two parts of a syllable or monosyllabic word. The body is the initial sound and the vowel sound, the coda is the sound or sounds following the vowel. In the word mat, /ma/ is the body, /t/ is the coda.

Cognates: Words that are related to each other by virtue of being derived from a common origin.

Cognitive Targets: Mental processes or kinds of thinking that underlie reading comprehension (locate and recall, integrate and interpret, critique and evaluate).

Comprehension: Understanding what one is reading, the ultimate goal of all reading activity.

Contextual Analysis: Using words or sentences around an unfamiliar word to help clarify its meaning.

Corrective Feedback: Clearly communicated, timely and developmentally appropriate information aligned to learning goals or objectives that specifically addresses learners' errors or misconceptions.

Criterion-referenced Assessment: Designed to measure student performance against a fixed set of predetermined criteria.

Cued Phrase Reading: A means to train students to recognize the natural pauses that occur between phrases in their reading.

Decoding: The ability to translate a word from print to speech, usually by employing knowledge of sound symbol correspondences; also the act of deciphering a new word by sounding it out.

Derivational Morphemes: A word created by the addition of affixes to a base word.

Diagnostic Assessment: An assessment that is typically given to those identified as at-risk on a screening assessment to provide specific information to practitioners about a student's strengths and weaknesses.

Dialogic Reading: During story reading, the teacher/parent asks questions, adds information and prompts student to increase sophistication of responses by expanding on his/her utterances.

Differentiation (Differentiate/Differentiating): Adapting instruction in response to the distinct assessed skills and needs of individual learners in order to increase their access and opportunities to meet specific learning goals.

Digital Text: An electronic version of a written text.

Diverse Texts: Books across multiple genres that are representative of the diverse world in which we live.

Domain-specific Vocabulary: Words specific to a field of study that help the reader understand a new concept.

Dyslexia: Specific learning disability (SLD) in basic reading skills that can range from mild to severe. The primary characteristics include difficulties with accurate and fluent word recognition and spelling.

Echo Reading: An experienced reader reads a section of text aloud, then the student reads the same section aloud.

Elkonin Boxes: Used to build phonological awareness skills in beginning readers. Words are segmented into individual sounds, or phonemes and corresponding boxes are drawn to match each.

Encoding: Determining the spelling of a word based on the sounds in the word.

Evidence-based: Instructional practices demonstrating a statistically significant effect on improving student outcomes based on strong, moderate, or promising levels of evidence.

Explicit: Intentional teaching with a clear and direct presentation of new information to learners, which does not require student inferencing during the introduction of new content, concepts or skills. One example is the gradual release model.

Expressive Vocabulary: The vocabulary used to communicate in speaking and writing.

Figurative Language: Language expressing one thing in terms normally denoting another with which it may be regarded as analogous language characterized by figures of speech.

Fluency: Ability to read text quickly, accurately and with proper expression. Fluency provides a bridge between word recognition and comprehension.

Formal Reading Assessment: The collection of data using standardized tests or procedures under controlled conditions.

Formative Assessment: An on-going assessment process that is used by teachers and students to gauge student learning of the current unit of instruction. Formative assessments help teachers provide corrective feedback, modify instruction to improve the students' understanding or indicate areas needing further instruction.

Grapheme: Smallest written unit corresponding to a sound or phoneme.

Graphophonemic: The relationship between letters and phonemes.

Higher Order Thinking: Higher order thinking skills include critical thinking, analysis and problem solving and hypothesizing.

Individual Educational Plan or 504 Plan: An Individual Educational Plan is a written plan to identify the annual goals and objectives and special education and related services designed to meet the individual needs of a student with a disability. A 504 Plan specifies the accommodations and modifications necessary for a student with a disability to attend school with her or his peers; named for Section 504 of the federal Rehabilitation Act of 1973, which prohibits discrimination against individuals with disabilities, ensuring that children with disabilities have equal access to public education; students with 504 plans do not meet the eligibility requirements for special education under IDEA.

Inflectional Morphemes: A suffix that is added to a word (noun, verb, adjective or an adverb) to assign a particular grammatical property to that word, such as tense, number, possession or comparison.

Informal Reading Assessment: Does not follow prescribed rules for administration and scoring and has not undergone technical scrutiny for reliability and validity. Teacher-made tests, end-of-unit tests and running records are all examples of informal assessment.

Intensifying Interventions: Intensity consists of three variables: time, focus and group size. An increase in intensity would be reflected by an increase in the amount of time a student(s) would be exposed to instruction/intervention and/or a narrowing of the focus of instruction/intervention and/or a reduction in group size.

Intervention Practices: Includes evidence-based strategies frequently used to remediate reading deficiencies and includes, but is not limited to, individual instruction, multisensory approaches, tutoring, mentoring or the use of technology that targets specific reading skills and abilities.

Language Experiences: An approach to language learning in which students' oral compositions are transcribed and used as materials of instruction for reading, writing, speaking and listening.

Metacognition: An awareness of one's own thinking processes and how they work. The process of consciously thinking about one's learning or reading while actually being engaged in learning or reading. Metacognitive strategies can be taught to students; good readers use metacognitive strategies to think about and have control over their reading.

Modifications: In Florida, modifications are defined as “changes in what a student is expected to learn, and may include changes to content, requirements and expected level of mastery.”

Morphemes: The smallest meaningful unit of language.

Morphemic Analysis: The process of determining a word's meaning by analyzing its meaningful parts, or morphemes. It includes the study of affixes, root words and compound words.

Morphology: Knowledge of meaningful word parts in a language (typically the knowledge of prefixes, suffixes and/or base words).

Multimedia: Using, involving or encompassing several media such as text, image, audio, video and/or animation.

Multiple Meaning Words: Multiple-meaning words are words that take on different meanings in different contexts.

Multisensory Practices: Multisensory practices use visual, auditory and kinesthetic-tactile cues simultaneously to enhance memory and learning. Links are consistently made between the visual (what we see), auditory (what we hear) and kinesthetic-tactile (what we feel) pathways in learning to read and spell.

Multisyllabic Word Reading: The decoding of words with more than one syllable.

Norm-referenced Assessment: The assessment of performance in relation to that of the norming group used in the standardization of a test or in relation to locally developed norms.

Oral Language: Spoken language. There are five components of oral language: phonology, morphology, syntax, semantics and pragmatics.

Orthography: A writing system for representing language.

Orthographic Mapping: The process students use to turn unknown words into “sight words.” It is a process for forming connections between the sounds and the letter sequences in words.

Outcome Measures: Assessment measures that result in decisions and actions; a term used to describe students' achievements.

Paired Reading: Also referred to as Partner/Peer Reading. Students reading aloud with a partner, taking turns to provide word identification help and feedback.

Phoneme: The smallest unit of sound within a language system.

Phonemic Awareness: A subcategory of phonological awareness essential for reading, including the awareness of individual sounds/phonemes in spoken words.

Phonic Decoding: Identifying the individual letters in a word, connecting the letters to phonemes and successfully blending the phonemes to read a word.

Phonics: The study of the relationships between letters and the sounds they represent; also used to describe reading instruction that teaches sound-symbol correspondences.

Phonological Awareness: One's sensitivity to, or explicit awareness of, the phonological structure of words in one's language. This is an "umbrella" term that is used to refer to a student's sensitivity to any aspect of phonological structure in language. It encompasses awareness of individual words in sentences, syllables and onset-rime segments, as well as awareness of individual phonemes.

Phonology: A system of rules dealing with sounds in a language.

Pragmatics: The study within psycholinguistics of how people employ language in social situations; emphasizes the functional use of language, rather than its mechanics.

Problem-solving Process: The recursive, self-correcting, systematic process of finding solutions by accurately identifying problems, analyzing relevant data to understand why the problem is occurring, designing and implementing probable solutions and measuring the effectiveness of the solutions that were implemented. Teams continue to engage in problem solving to ensure that student success is achieved and maintained.

Progress Monitoring Assessment: Tests that keep the teacher informed about the child's progress in learning to read during the school year. These assessment results provide a quick sample of critical reading skills that will inform the teacher if the child is making adequate progress toward grade level reading ability at the end of the year.

Prosody: Making your reading sound like spoken language, attending to pace, expression, inflection and phrase boundaries.

Rate: The speed at which a person reads.

Receptive Vocabulary: Language that you understand.

Repeated Reading: Rereading of text until the reader is able to read at a predetermined rate to produce fluency.

Rime: The part of a syllable that includes the vowel and all subsequent sounds in the syllable, such as the *ip* in *trip*.

Scaffold (Scaffolding): The intentional support provided by a teacher for learners to carry out a task or solve a problem, to achieve a goal that they could not do without support. It is temporary support matched to the current

understanding or skill level of learners. The intent is to provide a decreasing level of support until learners are empowered to perform independently.

Schema: Prior knowledge, the knowledge and experience that readers bring to the text.

Screening Assessment: Brief assessments, typically administered to all students, designed to identify those at risk of failing an outcome.

Self-monitoring (Self-monitor): Self-monitoring is the mental act of knowing when one does and does not understand what one is reading. When students use self-monitoring strategies, they actively think about how they are learning or understanding the material, activities or reading in which they are engaged.

Semantics: The study of word and phrase meanings.

Semantic Mapping: Graphic display of a cluster of words that are meaningfully related. Semantic mapping is especially valuable during prereading and vocabulary-building.

Sequential: The sequence begins with the easiest and most basic concepts and progresses methodically to more difficult material. Each concept must also be based on those already learned.

Standard Error of Measurement: The standard deviation of the differences between observed scores and true scores. The standard error of measurement decreases as the reliability of the instrument increases.

Standardized Reading Test: A standardized test is a test that is administered and scored in a consistent, or “standard” manner. It is constructed by specialists and experts based on standardized norms and principles. Standardized tests are designed in such a way that the questions, conditions for administering, time for completion, scoring procedures and interpretations are consistent and are administered and scored in a predetermined, standard manner. This standardization permits more reliable comparison of outcomes across all test takers.

Structural Analysis: A procedure for teaching students to read words formed with prefixes, suffixes or other meaningful word parts.

Summative Assessment: An assessment generally administered one time, usually at the end of a school year, to evaluate students’ performance relative to a set of content standards.

Syllable Spelling Patterns: There are six syllable types:

- **Closed syllable:** A syllable ending in one or more consonants and having a short-vowel sound spelled with one vowel letter (e.g., cat, cobweb)
- **Open syllable:** A syllable ending with a long-vowel sound spelled with one vowel letter (e.g., he, silo)
- **Vowel-consonant e syllable:** A syllable with a long-vowel sound spelled with one vowel letter followed by one consonant and a silent e (VCE) (e.g., like, milestone)

- **Vowel pairs:** A type of syllable with a short-vowel, long-vowel or diphthong sound spelled with a vowel team or digraph (e.g., ai, ea, ee, oi, oo) (e.g., count, rainbow)
- **Consonant-l-e:** candle, juggle (second syllable)
- **R-controlled:** star, corner

Syntax (Syntactic): The formation of sentences and the associated grammatical rules.

Systematic: A planned sequence that includes a logical progression of content, concepts and skills, from simple to complex, with cumulative teaching/review and practice to enable learners to achieve learning goals.

Test Reliability: Consistency in measurements and tests; specifically, the extent to which two applications of the same measuring procedure rank persons in the same way.

Text: The entirety of a linguistic communication, as a conversation and its situational context. A text can also denote a segment of spoken or written language available for description or analysis; the original spoken or written words or wording, in contrast to translations, abridgments, introduced errors, etc.; the main part of a written communication, other than title, footnotes, etc.; the topic or theme of a discourse, as a text of a lecture; a written or printed matter on a page or in a book, in contrast to illustrations; words; a textbook, or handwriting that uses large, bold lettering.

Text Coding: Also referred to as text-marking or annotating; an instructional strategy that teachers can use to ensure student reading engagement and critical thinking during the reading process.

Text Complexity: The complexity of a text refers to an assessment of its features such as general readability, levels of meaning, structures and language clarity that may cause some difficulties for readers to comprehend.

Text Structures: Structures used to organize information in a text. (e.g., chronology, comparison and cause and effect).

Triangulation of Data (Triangulate/Triangulating): The process of using at least three points of data when making educational decisions.

Validity: The evidence that the inferences drawn from test results are accurate.

Vocabulary: Refers to all of the words in a language. One must know words to communicate effectively. Vocabulary development refers to stored information about the meanings and pronunciation of words necessary for communication. Four types of vocabulary include listening, speaking, reading and writing.

Reading Program Assessment Rubric

	Proficient	Developing	Needs Improvement
5.1 Demonstrate ability to administer and integrate assessment, instruction, intervention and differentiation across the components in reading in a comprehensive instructional program.	The candidate effectively demonstrates how to administer and integrate assessment, instruction, intervention and differentiation across the components in reading in a comprehensive instructional program.	The candidate demonstrates to some extent how to administer and integrate assessment, instruction, intervention and differentiation across the components in reading in a comprehensive instructional program.	The candidate does not demonstrate how to administer and integrate assessment, instruction, intervention and differentiation across the components in reading in a comprehensive instructional program.
5.2 Use assessment and data analysis to monitor student progress and inform instruction over time to ensure an increase in learning for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.	The candidate effectively uses assessment and data analysis to monitor student progress and inform instruction over time to ensure an increase in learning for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.	The candidate uses to some extent assessment and data analysis to monitor student progress and inform instruction over time to ensure an increase in learning for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.	The candidate does not use assessment and data analysis to monitor student progress and inform instruction over time to ensure an increase in learning for all students.
5.3 Demonstrate evidence-based practices for developing oral/aural language development for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.	The candidate effectively demonstrates evidence-based instructional practices for developing oral/aural language development for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.	The candidate demonstrates to some extent evidence-based instructional practices for developing oral/aural language development for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.	The candidate does not demonstrate evidence-based instructional practices for developing oral/aural language development for all students.

<p>5.4 Demonstrate evidence-based practices for developing students’ phonological awareness and phonemic awareness for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.</p>	<p>The candidate effectively demonstrates evidence-based instructional practices for developing students’ phonological awareness and phonemic awareness for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.</p>	<p>The candidate demonstrates to some extent evidence-based instructional practices for developing students’ phonological awareness and phonemic awareness for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.</p>	<p>The candidate does not demonstrate evidence-based instructional practices for developing students’ phonological awareness and phonemic awareness for all students.</p>
<p>5.5 Demonstrate evidence-based practices for developing phonics skills and word recognition for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.</p>	<p>The candidate effectively demonstrates evidence-based instructional practices for developing phonics skills and word recognition for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.</p>	<p>The candidate demonstrates to some extent evidence-based instructional practices for developing phonics skills and word recognition for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.</p>	<p>The candidate does not demonstrate evidence-based instructional practices for developing phonics skills and word recognition for all students.</p>
<p>5.6 Demonstrate evidence-based practices for developing reading fluency and reading endurance for all students, including students identified with reading deficiencies and those with characteristics of dyslexia.</p>	<p>The candidate effectively demonstrates evidence-based instructional practices for developing reading fluency (rate, accuracy, prosody) and reading endurance, including students identified with reading deficiencies and those with characteristics of dyslexia.</p>	<p>The candidate demonstrates to some extent evidence-based instructional practices for developing reading fluency and reading endurance, including students identified with reading deficiencies and those with characteristics of dyslexia.</p>	<p>The candidate does not demonstrate evidence-based instructional practices for developing reading fluency and reading endurance for all students.</p>
<p>5.7 Demonstrate evidence-based practices for developing both academic and domain-specific vocabulary for all students, including students with identified reading</p>	<p>The candidate effectively demonstrates evidence-based instructional practices for developing both academic and domain-</p>	<p>The candidate demonstrates to some extent evidence-based instructional practices for developing both academic and domain-specific vocabulary</p>	<p>The candidate does not demonstrate evidence-based instructional practices for developing both academic and domain</p>

deficiencies and those with characteristics of dyslexia.	specific vocabulary for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.	for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.	specific-vocabulary for all students.
5.8 Demonstrate evidence-based practices for facilitating reading comprehension for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.	The candidate effectively demonstrates evidence-based practices for facilitating reading comprehension for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.	The candidate demonstrates to some extent evidence-based practices for facilitating reading comprehension for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.	The candidate does not demonstrate evidence-based practices for facilitating reading comprehension for all students.
5.9 Demonstrate evidence-based comprehension practices for developing students' higher order thinking to enhance comprehension for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.	The candidate effectively demonstrates evidence-based comprehension practices for developing students' higher order thinking to enhance comprehension for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.	The candidate demonstrates to some extent evidence-based comprehension practices for developing students' higher order thinking to enhance comprehension for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.	The candidate does not demonstrate evidence-based comprehension practices for developing students' higher order thinking to enhance comprehension.
5.10 Demonstrate evidence-based practices to facilitate students' monitoring and self-correcting in reading for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.	The candidate effectively demonstrates evidence-based instructional practices to facilitate students' monitoring and self-correcting in reading for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.	The candidate demonstrates to some extent evidence-based instructional practices to facilitate students' monitoring and self-correcting in reading for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.	The candidate does not demonstrate evidence-based instructional practices to facilitate students' monitoring and self-correcting in reading.

<p>5.11 Demonstrate evidence-based practices for developing all students' background knowledge to enhance the ability to read critically, including students with characteristics of reading difficulties and dyslexia.</p>	<p>The candidate effectively demonstrates evidence-based practices for developing all students' background knowledge to enhance the ability to read critically, including students with characteristics of reading difficulties and dyslexia.</p>	<p>The candidate demonstrates to some extent evidence-based practices for developing all students' background knowledge to enhance the ability to read critically, including students with characteristics of reading difficulties and dyslexia.</p>	<p>The candidate does not demonstrate to some extent evidence-based practices for developing all students' background knowledge to enhance the ability to read critically.</p>
<p>5.12 Demonstrate differentiation of instruction for all students utilizing increasingly complex text.</p>	<p>The candidate effectively demonstrates differentiation of instruction for all students utilizing increasingly complex text.</p>	<p>The candidate demonstrates to some extent differentiation of instruction for all students utilizing increasingly complex text.</p>	<p>The candidate does not demonstrate differentiation of instruction for all students utilizing increasingly complex text.</p>
<p>5.13 Demonstrate skill in utilizing assessment data and instruction with English learners from diverse backgrounds and at varying English proficiency levels.</p>	<p>The candidate effectively demonstrates skill in utilizing assessment data and instruction with English language learners from diverse backgrounds and at varying English proficiency levels.</p>	<p>The candidate demonstrates to some extent skill in utilizing assessment data and instruction with English language learners from diverse backgrounds and at varying English proficiency levels.</p>	<p>The candidate does not demonstrate skill in utilizing assessment data and instruction with English language learners from diverse backgrounds and at varying English proficiency levels.</p>
<p>5.14 Create an information intensive environment that includes print, non- print, multimedia and digital texts.</p>	<p>The candidate selects and uses a range of print, non- print, multimedia and digital texts to create an information intensive environment.</p>	<p>The candidate either selects or uses a range of print, non- print, multimedia and digital texts.</p>	<p>The candidate shows no evidence of selecting and using a range of print, non- print, multimedia and digital texts.</p>
<p>5.15 Use a variety of instructional practices to provide relevant and purposeful instruction to students in reading.</p>	<p>The candidate effectively uses a variety of instructional practices to provide relevant and purposeful instruction to in reading.</p>	<p>The candidate uses some instructional practices to provide relevant and purposeful instruction to in reading.</p>	<p>The candidate does not use instructional practices to provide relevant and purposeful instruction to in reading.</p>
<p>5.16 Demonstrate the ability to engage and support caregivers and families in their children and</p>	<p>The candidate effectively demonstrates the ability to engage and</p>	<p>The candidate demonstrates to some extent the ability to engage and support</p>	<p>The candidate does not demonstrate the ability to engage and support caregivers and families</p>

adolescents' reading development.	support caregivers and families in their children and adolescents' reading development.	caregivers and families in their children and adolescents' reading development.	in their children and adolescents' reading development.
5.17 Demonstrate the ability to communicate (orally and in writing) the meaning of reading assessment data with students, caregivers, teachers and teacher leaders.	The candidate effectively demonstrates the ability to communicate (orally and in writing) the meaning of reading assessment data with students, caregivers, teachers and teacher leaders.	The candidate demonstrates to some extent the ability to communicate (orally and in writing) the meaning of reading assessment data with students, caregivers, teachers and teacher leaders.	The candidate does not demonstrate the ability to communicate (orally and in writing) the meaning of reading assessment data with students, caregivers, teachers and teacher leaders.
5.18 Demonstrate intentional explicit, systematic and sequential writing instruction to improve decoding skills.	The candidate effectively demonstrates intentional, explicit, systematic and sequential writing instruction to improve decoding skills.	The candidate demonstrates to some extent intentional, explicit, systematic and sequential writing instruction to improve decoding skills.	The candidate does not demonstrate intentional, explicit, systematic and sequential writing instruction to improve decoding skills.

APPENDIX F STETSON UNIVERSITY

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</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>

	Proficient	Developing	Needs Improvement
	approaches in the discipline.		
1b. Demonstrating Knowledge of Students	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.	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.	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.
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 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>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>Most of the outcomes are suitable for most of the students in the class in accordance with global assessments of student learning.</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>
1d. Demonstrating Knowledge of Resources	Teacher displays awareness of resources-not only through the school and district but also	Teacher displays basic awareness of school or district resources available for classroom use, for the expansion	Teacher is unaware of school or district resources for classroom use, for the expansion of his or her own knowledge, or for students.

	Proficient	Developing	Needs Improvement
	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.	of his or her own knowledge, and for students, but no knowledge of resources available more broadly.	
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 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>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>Teacher intends to use assessment results to plan for future instruction for the class as a whole.</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>
2a. Creating an Environment of	Teacher-student interactions are friendly and demonstrate general	Patterns of classroom interactions, both between the teacher and students and	Patterns of classroom interactions, both between the teacher and students and among students, are

	Proficient	Developing	Needs Improvement
Respect and Rapport	<p>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>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>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>
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</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>

	Proficient	Developing	Needs Improvement
	follow established classroom routines.		
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 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</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</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
	<p>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>fully appropriate to the students' ages or backgrounds.</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 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>
3d.	Assessment is used	Assessment is used	There is little or no assessment or

	Proficient	Developing	Needs Improvement
Using Assessment in Instruction	<p>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>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>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 makes a few specific suggestions of what could be tried another time the lesson is taught.</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 makes general suggestions about how a lesson could be improved.</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>
4b. Maintaining Accurate Records	<p>Teacher's system for maintaining information on student completion of assignments, student progress in learning, and</p>	<p>Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective.</p>	<p>Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray.</p>

	Proficient	Developing	Needs Improvement
	non-instructional records is fully effective.	Teacher's records for non-instructional activities are adequate but require frequent monitoring to avoid errors.	Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.
4c. Communicating with Families	<p>Teacher communicates frequently with families about the instructional program and conveys information about individual student progress.</p> <p>Teacher makes some attempts to engage families in the instructional program. Information to families is conveyed in a culturally appropriate manner.</p>	<p>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.</p>	<p>Teacher communication with families about the instructional program, about individual students-is sporadic or culturally inappropriate.</p> <p>Teacher makes no attempt to engage families in the instructional program.</p>
4d. Participating in the Professional Community	<p>Teacher's relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry.</p> <p>Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.</p>	<p>Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires.</p> <p>Teacher becomes involved in the school's culture of professional inquiry when invited to do so.</p> <p>Teacher participates in school events and school and district projects when specifically asked to do so.</p>	<p>Teacher's relationships with colleagues are negative or self-serving.</p> <p>Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved.</p> <p>Teacher avoids becoming involved in school events or school and district projects.</p>
4e. Growing and Developing Professionally	<p>Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.</p> <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 participates in professional activities to a limited extent when they are convenient.</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 engages in no professional development activities to enhance knowledge or skill.</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>

	Proficient	Developing	Needs Improvement
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>

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>

APPENDIX H

STETSON UNIVERSITY

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-2022.5.4	The candidate effectively demonstrates evidence-based instructional practices for developing students' phonological awareness and phonemic awareness for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.	The candidate demonstrates to some extent evidence-based instructional practices for developing students' phonological awareness and phonemic awareness for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.	The candidate does not demonstrate evidence-based instructional practices for developing students' phonological awareness and phonemic awareness for all students.	
Phonics DANIELSON-FT. 3.b., 3.c. FL-RDG-END-COMP-2022.5.5	The candidate effectively demonstrates evidence-based instructional practices for developing phonics skills and word recognition for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.	The candidate demonstrates to some extent evidence-based instructional practices for developing phonics skills and word recognition for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.	The candidate does not demonstrate evidence-based instructional practices for developing phonics skills and word recognition for all students.	
Fluency DANIELSON-FT. 3.b., 3.c. FL-RDG-END-COMP-2022.5.6	The candidate effectively demonstrates evidence-based instructional practices for developing reading fluency (rate, accuracy, prosody) and reading endurance, including students identified with reading deficiencies and those with characteristics of dyslexia.	The candidate demonstrates to some extent evidence-based instructional practices for developing reading fluency and reading endurance, including students identified with reading deficiencies and those with characteristics of dyslexia.	The candidate does not demonstrate evidence-based instructional practices for developing reading fluency and reading endurance for all students.	
Vocabulary DANIELSON-FT. 3.b., 3.c. FL-RDG-END-COMP-2022.5.7	The candidate effectively demonstrates evidence-based instructional practices for developing both academic and domain-specific vocabulary for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.	The candidate demonstrates to some extent evidence-based instructional practices for developing both academic and domain-specific vocabulary for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.	The candidate does not demonstrate evidence-based instructional practices for developing both academic and domain specific-vocabulary for all students.	
Comprehension DANIELSON-FT. 3.b., 3.c. FL-FEAP-2013. 2a.3f. FL-RDG-END-COMP-2022.5.8, 5.9, 5.10, 5.11	The candidate effectively demonstrates evidence-based practices for facilitating reading comprehension (including higher order thinking, monitoring & self-correcting, and activating background knowledge) for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.	The candidate demonstrates to some extent evidence-based practices for facilitating reading comprehension (which may include higher order thinking, monitoring & self-correcting, or activating background knowledge) for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.	The candidate does not demonstrate evidence-based practices for facilitating reading comprehension for all students.	
Oral Language DANIELSON-FT. 3.a. FL-FEAP-2013. 2a.2e. FL-RDG-END-COMP-2022.5.3	The candidate effectively demonstrates evidence-based instructional practices for developing oral/aural language development for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.	The candidate demonstrates to some extent evidence-based instructional practices for developing oral/aural language development for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.	The candidate does not demonstrate evidence-based instructional practices for developing oral/aural language development for all students.	

<p>Motivation DANIELSON-FT. 2.b. FL-FEAP-2013. 2a.2c., 2a.2f., 2a.3a., 2a.3i FL-RDG-END- COMP-2022.5.14, 5.15</p>	<p>The candidate selects and uses a range of print, non- print, multimedia and digital texts to create an information intensive environment. The candidate effectively uses a variety of instructional practices to provide relevant and purposeful instruction to in reading.</p>	<p>The candidate either selects or uses a range of print, non- print, multimedia and digital texts. The candidate uses some instructional practices to provide relevant and purposeful instruction to in reading.</p>	<p>The candidate shows no evidence of selecting and using a range of print, non- print, multimedia and digital texts. The candidate does not use instructional practices to provide relevant and purposeful instruction to in reading.</p>	
<p>Assessment DANIELSON-FT. 3.d. FL-FEAP-2013. 2a.4c. FL-RDG-END- COMP-2022.5.1, 5.2. 5.13</p>	<p>The candidate effectively demonstrates how to administer and integrate assessment, instruction, intervention and differentiation across the components in reading in a comprehensive instructional program and effectively uses assessment and data analysis to monitor student progress and inform instruction over time to ensure an increase in learning for all students, including students with identified reading deficiencies, those with characteristics of dyslexia, and English learners.</p>	<p>The candidate demonstrates to some extent how to administer and integrate assessment, instruction, intervention and differentiation across the components in reading in a comprehensive instructional program and effectively uses assessment and data analysis to monitor student progress and inform instruction over time to ensure an increase in learning for all students, including students with identified reading deficiencies, those with characteristics of dyslexia, and English learners.</p>	<p>The candidate does not demonstrate how to administer and integrate assessment, instruction, intervention and differentiation across the components in reading in a comprehensive instructional program and effectively uses assessment and data analysis to monitor student progress and inform instruction over time to ensure an increase in learning for all students.</p>	
<p>Differentiated Instruction DANIELSON-FT. 3.e. FL-FEAP-2013. 2a.2h., 2a.3h. FL-RDG-END- COMP-2022. 5.12</p>	<p>The candidate effectively demonstrates differentiation of instruction for all students utilizing increasingly complex text.</p>	<p>The candidate demonstrates to some extent differentiation of instruction for all students utilizing increasingly complex text.</p>	<p>The candidate does not demonstrate differentiation of instruction for all students utilizing increasingly complex text.</p>	

APPENDIX I

STETSON UNIVERSITY

Sample Elementary Weekly Schedule

Student Teacher: Ms. Ima Example

School: Caring Elementary

Cooperating Teacher: Mrs. Cooperation

Principal: Dr. Dershimer

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 J

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 K

Daily Lesson Plan- Elementary

Contextual Information				
Big Idea:	Grade: Choose an item.	Date:	Time:	Lesson #
Resource Link:				
Lesson Structure: Choose an item.	Integrated Content: Choose an item.	Differentiation for English Language Learners Choose an item.		
ESOL Accommodations: Check all that apply to your classroom				
		<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	
Standard: (BEST/NGSSS)				
Learning Trajectory: Review the state standards to learn what similar or related content students have worked with prior to the lesson. (Think, what did they learn about last year & what will they learn about next year?)				
Previous Standard: Write code and full text:				
Next Standard: Write code and full text:				
Instructional Objectives(s) & Learning Target:				
By the end of the lesson, the students will...				
Learning Target: (A statement students share articulating their learning experience beginning with <i>I can</i>)				
Diagnostic Data: This section is <u>required</u> for all ELA and Math Lesson Plans. ESOL proficiency data (WIDA or IPT) is <u>required on ALL lesson plans</u>. Examples of diagnostic data include Lexile levels, Unit assessments, I-Ready, etc.				
Vocabulary: (define in kid friendly terms) https://www.wordsmyth.net/ (Beginner for K-2 & Intermediate for 3-5)		Instructional Materials/Graphic Organizers/Resources/Technology		
Term 1:		Select your materials and technology. Then, include a copy and/or hyperlink to any digital materials in the space provided		
Term 2:				
		Choose an item.	Choose an item.	
		Choose an item.	Choose an item.	

Lesson Organization

Introduction/Building Background

1. Greeting:
2. Hook: How will you introduce the lesson, assess, or activate prior knowledge & motivate students to learn?
3. Prior Knowledge: Connect this lesson to previous learning.

Pacing

Instructional Steps (allotted time):

1. Number the steps and begin each step with a verb. Include; teacher talk, examples, guided and/or independent practice, and an assessment.
2. **Bold** & label differentiated strategies (content, process, product).
3. Underline higher order/high quality questions.
4. Label formative & summative assessments (FA or SA)

Pacing

Assessment: Match language from Instructional Steps above.

Lesson Closure: Teacher talk. Restate the learning target.

Post Lesson Reflections

Lesson Adjustment: What have you learned about students' understanding of the content based on the formative assessment? If proficiency was not demonstrated, what next steps (reteaching) are required? Include evidence.

Reflection on Teaching: Analyze and evaluate your **lesson delivery** and **class management**.

Response to Feedback: *BLOCK 2 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.

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 TheoryTest? 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 L

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

STETSON UNIVERSITY

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

APPENDIX M
STETSON UNIVERSITY

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?

STETSON UNIVERSITY

Weekly Reflection on Teaching - 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:

APPENDIX N

STETSON UNIVERSITY

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

STETSON UNIVERSITY

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, questioning, 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? How did you provide academic feedback to your students? Was it successful? How do you know?

(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)

STETSON UNIVERSITY

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. What would you consider to be two of your teaching strengths in this observation and why?

How will you implement at least two of the focus areas you discussed with your supervisor in your next few lessons? Discuss other areas of focus that you will implement before the next formal observation. 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 5.2 (use the Reading Practicum Assessment rubric)? Why?
(RDG Competency Indicator 5.2)
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, 5.12, 5.13, and 5.15 (use the Reading Practicum Assessment rubric)? Why?
(RDG Competency Indicators 5.3, 5.12, 5.13, and 5.15)
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 5.2 and 5.12)
4. What do student work samples reveal about student engagement and understanding? How did you provide academic feedback to your students? Was it successful? How do you know?
(RDG Competency Indicators 5.15)
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. What would you consider to be two of your teaching strengths in this observation and why?

How will you implement at least two of the focus areas you discussed with your supervisor in your next few lessons? Discuss other areas of focus that you will implement before the next formal observation. Explain how these next steps will impact students' learning experiences.

Your reflection questions must be loaded in VIA for each observation.

APPENDIX P

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, necesitare filmar y fotografiar algunas de mis clases. Además, también necesitare 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: _____