

**Department of Teacher Education
College of Education
Florida Atlantic University**



- COURSE NUMBERS:** EDE 4943 – Student Teaching – Elementary
9 – 12 credits
EDG 6940 – Internship
6 – 10 credits
ARE 4940 – Student Teaching – Art
9-12 credits
LAE 4948 – Student Teaching – English
9 – 12 credits
FLE 4945 – Student Teaching – Foreign Language
9 – 12 credits
MAE 4945 – Student Teaching – Mathematics
9 – 12 credits
SCE 4944 – Student Teaching – Science
9 – 12 credits
SSE 4944 – Student Teaching – Social Science
9 – 12 credits
MUE 4940 – Student Teaching – Music
9 – 12 credits

COURSE TITLE: Student Teaching

CATALOG DESCRIPTION:

Prerequisites: Acceptance into the College of Education, official acceptance (program sheet with signatures) into a department's program of study within the College of Education, completion of all required course work (except student teaching/internship) and passing scores on the appropriate sections of the Florida Teacher Certification Exams (FTCE) – Professional Education (PEd), the Subject Area Exam (SAE) required for the student's degree, and the General Knowledge Exam (GK).

The advisor in the department in which the student is enrolled works mutually with the student and the Director of Student Teaching in assigning the student specialized and professional field experiences. Supervision is provided by qualified personnel on both the local and university levels. The grades of "S" and "U" are used to indicate satisfactory or unsatisfactory performance in student teaching/internship.

COURSE CONNECTION TO CONCEPTUAL FRAMEWORK:

Student teaching/internship provides an opportunity for students to:

- a. Demonstrate the ability to make informed decisions related to the planning and delivery of effective and efficient instructional programs for students;
- b. exhibit ethical and professional behavior; and
- c. provide evidence of being a capable professional through development of work products and demonstration of competency in each of the Educator Accomplished Practices.

This intensive and comprehensive field experience provides many opportunities for students to reflect on and continuously improve their professional knowledge, practices, and capabilities.

REQUIRED TEXTS:

Student Teaching Handbook (2004)

Florida Educator Accomplished Practices (1996)

Florida Performance Measurement System Domain Training (1992)

Florida Sunshine State Standards, Curriculum Frameworks (1996)

A Guide for Teaching and Assessing with Florida Goal 3 Standards (1997)

SUGGESTED RESOURCES:

Albert, L. (1996). Cooperative Discipline. Circle Pines, MN: American Guidance Service, Inc.

Billington, B. (2001). Professional Portfolios for Educators: A Guide for Preprofessional Teachers. ABC'S Bee Publications, Inc.

Faculty and Student Handbooks of Placement Sites

Murray, B and K. (2001). Survival Guide for the Florida Teacher. Merritt Island, FL: Intracoastal Publishing

School Improvement Plan of Placement Site

Wong, H.K. & Wong, R.T. (1991) The First Days of School: How to be an Effective Teacher. Sunnyvale, CA: Harry K. Wong Publications

AUDIO/VISUAL TECHNOLOGY:

Computer: Power Point Presentations

Computer: Electronic Planning Tool (ECPT) – FL Dept. of Education

Computer: Email

Computer: Word Processing

Computer: Search Engines:

Google www.google.com

Yahoo www.yahoo.com

Ask Jeeves www.ask.com

HotBot www.hotbot.com

Websites:

1. Organizations

American Association for the Advancement of Science (AAAS)

www.aaas.org

Association for Curriculum Development and Supervision (ASCD)

www.ascd.org

Regional Educational Laboratories

International Reading Association (IRA) www.ira.org

National Council of Teachers of English (NCTE) www.ncte.org/

National Council for Teachers of Mathematics (NCTM) www.nctm.org

National Council for the Social Sciences (NCSS) www.ncss.org

National Education Association (NEA) www.nea.org

2. Reports and Standards

See Bibliography – Florida Department of Education Publications

3. Resources for Materials, Activities, Lesson Plans, etc.

See Bibliography

AUDIO/VIDEO TAPES

Cooperative Discipline – AGS

Create an Effective Learning Environment – ASCD

The Effective Teacher – Wong Publications

How to Improve Your Questioning Techniques – ASCD

Create Successful Student-Parent Conferences - ASCD

GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES:

Educator Accomplished Practices for FAU (EAP-FAU, TE 1.1 through 12.2)

FAU Conceptual Framework (C-F)

Florida Educator Accomplished Practices (EAP)

Florida Performance Measurement System Domain Training (FPMS)

Florida Subject Area Competency – ESOL (ESOL)

Florida Sunshine State Standards, Curriculum Frameworks

International Society for Technology in Education/National Educational Technology Standards (ISTE NETS)

Interstate New Teacher Assessment & Support Consortium (INTASC)

NCATE Recommendations for Technology in Teacher Training (NCATE-Tech)

COURSE GOALS AND OBJECTIVES:

The general goals of the student teaching/internship experience are to:

1. Present the preprofessional education student with the knowledge base that underlies effective teaching behaviors while simultaneously providing an opportunity for the student to systematically develop and demonstrate the effective teaching behaviors in a classroom setting over an extended period of time.
2. Allow the preprofessional teacher to examine her/his beliefs about teaching and develop a realistic perspective about schools and teaching.
3. Provide university faculty and clinical educators an opportunity to assess the developmental needs of the preprofessional teacher and provide a situation in which further professional growth can occur.

During the student teaching/internship semester, focus will be maintained on the preprofessional teacher's demonstration of competency in the following specific areas :

(FAU EAP indicators in red indicate a *Critical Assignment during student teaching*)

1. Uses *assessment* strategies (traditional and alternative) to assist the continuous development of the learner. (C-F), (EAP 1), (EAP-FAU, TE 1.1 and 1.2), (ESOL 14,19,20,21), (FPMS 6.0), (INTASC Principle 8), (ISTE NETS IV), and (NCATE-Tech 2, 3)
2. Uses effective *communication* techniques with students and other stakeholders. (C-F), (EAP 2), (EAP-FAU, TE 2.1 and 2.2), (ESOL 23), (FPMS 5.0), (INTASC Principle 6), (ISTE NETS V, VI), and (NCATE-Tech 12, 13)
3. Engages in *continuous* professional quality *improvement* for self and school. (C-F), (EAP 3), (EAP-FAU, TE 3.1 and **3.2**), (ESOL 3,7,19,22,24), (INTASC Principle 9), ISTE NETS I, V, VI), and (NCATE-Tech 13)

4. Uses appropriate techniques and strategies which promote and enhance *critical, creative, and evaluative thinking* capabilities of students. (C-F), (EAP 4), (EAP-FAU, TE 4.1 and 4.2), (ESOL 2,3,4,5,6), (FPMS 3.0), (INTASC Principle 4), (ISTE NETS II, III), and (NCATE-Tech 4,6)
5. Uses teaching and learning strategies that reflect the *diversity* of each student's cultural, learning styles, special needs, and socio-economic background. (C-F), (EAP 5), (EAP-FAU, TE 5.1 and 5.2), (ESOL 4,5,6,8,9,13,16, 17), (FPMS 3.0), (INTASC Principle 3), (ISTE NETS II, III, IV, VI), and (NCATE-Tech 6,7)
6. Adheres to Code of *Ethics* and Principles of Professional Conduct of the Education Profession in Florida. (C-F), (EAP 6), (EAP-FAU, TE 6.1 and 6.2), (INTASC Principle 9), (ISTE NETS I, V, VI), and (NCATE-Tech 10, 12)
7. Uses an understanding of *human development and learning* to provide a positive learning environment which supports the intellectual, personal, and social development of all students. (C-F), (EAP 7), (EAP-FAU, TE 7.1 and 7.2), (FPMS 2.0 and 3.0), (INTASC Principle 2), and (ISTE NETS III), (NCATE- Tech 8, 11)
8. Demonstrates *knowledge* and understanding of *the subject matter*. (C-F), (EAP 8), (EAP-FAU, TE 8.1 and 8.2), (ESOL 12), (FPMS 4.0), (INTASC Principle 1), (ISTE NETS I, III, IV), and (NCATE-Tech 6, 9)
9. Creates and maintains positive *learning environments* in which students are actively engaged in learning, social interaction, cooperative learning, and self-motivation. (C-F), (EAP 9), (EAP-FAU, TE 9.1 and 9.2), (ESOL 18), (FPMS 2.0), (INTASC Principle 5), (ISTE NETS II, III), and (NCATE-Tech 5, 6)
10. Engages in *planning*, implementing, and evaluating effective instruction in a variety of learning environments. (C-F), (EAP 10), (EAP-FAU, TE 10.1 and 10.2), (ESOL 5,6,12,13,14,15,16, 17), (FPMS 1.0), (INTASC Principle 7), (ISTE NETS II, III, IV), and (NCATE-Tech 1,2,3,4,7,9)
11. Implements the *role of the teacher* by working with various education professionals, parents, and other stakeholders in the continuous improvement of the educational experiences of students. (C-F), (EAP 11), (EAP-FAU, TE 11.1 and 11.2), (ESOL 22,23), (INTASC Principle 10), and (ISTE NETS V, VI)
12. Uses appropriate *technology* in teaching and learning processes. (C-F), (EAP 12), (EAP-FAU, TE 12.1 and 12.2), (ESOL 17), (ISTE NETS II, III, V, VI), and (NCATE-Tech 1 through 12)

CONTENT OUTLINE:

This is a [general guide](#) subject to modifications by the clinical education team based on student progress. Students must attend the Student Teaching Orientation and, prior to the start of the student teaching semester, read the Student Teaching Handbook and the course syllabus.

Week 1

0/100*

1. Read the Code of Ethics and discuss with the clinical educator how this document relates to the policies and procedures of the individual placement site.
2. Locate and read the School Improvement Plan, Faculty Handbook, and Student Handbook.
3. Discuss Florida Sunshine State Standards and school/grade level curricular guides with the clinical educator and select “what” (content) and “when” to teach, including the thematic unit.
4. Discuss with the clinical educator “how” and “when” the developing teacher will assume responsibilities and then write out the agreement. (Use this syllabus as a time frame guide).
5. Photocopy the written agreement, class schedule, and campus map for your university supervisor.
6. Review and discuss the clinical educator’s classroom management plan.
7. Discuss the school’s school/home communication policies and procedures and those of the individual classroom.
8. Meet administrators, other faculty members, and support staff.
9. Learn names of students, take roll, assist with supervisory duties, prepare bulletin boards or classroom displays, assist with the preparation of teaching materials, and observe the clinical educator in all aspects of the teaching/learning situation.
10. Use the class schedule and school map to practice traveling on the school site. (Look at the best routes to guide students to and from special classes, lunch, etc.)
11. Review emergency procedures for the school and know what to do with students when such emergencies occur. (Example: fire drill)
12. Review and discuss with the clinical educator the policies and procedures regarding student safety, early release of students to parents, first aid, “buddy systems” for students leaving class without adult supervision, playground safety and supervision of students.

**Indicates the minimum percentage of responsibility assume by the preprofessional teacher/indicates the percentage of responsibility carried out by the clinical educator. The experience is designed to have developing teachers consecutively assume portion of the classroom teacher’s responsibilities until they have a minimum of six (6) weeks of full responsibility.*

Remember for liability issues the status of a preprofessional teacher is different than that of the classroom teacher. The preprofessional teacher is limited to communication with parents that is approved by the clinical educator. It is recommended that the preprofessional teacher avoid being alone, One-on-one, with students.

Week 2

10/90*

1. Continue Week 1 responsibilities and begin thematic unit and portfolio development.
2. Begin to assist in the classroom by circulating/assisting individuals and small groups, and by practicing the classroom management plan.
3. Review curriculum materials for your grade level. Discuss pacing of curriculum with your clinical educator. What is normally expected to be covered during your internship? (Curriculum is set by the school site and preprofessional educators are obligated to follow the clinical educator's guidance in this area.)
4. Begin developing lesson plans for Week 3. Your plans must be approved and initialed by the clinical educator prior to the preprofessional teacher engaging in actual teaching. Decide with the clinical educator when plans are due to him or her each week.
5. Discuss with your clinical educator how #3 and #4 above address the needs of ESOL students.

Introductory visit of university supervisor to the clinical setting (within the first two weeks): Have copies of the following items available: class schedule, written agreement for time frame of responsibilities, unit topic, and signed statements of understanding regarding student teaching procedures. (Each time the university supervisor visits you should have a space prepared for the supervisor that includes a student seating chart, your lesson plans, and your portfolio.)

From Week 3 on, portfolio development will be addressing specific Educator Accomplished Practices, such as Planning, Human Development and Learning, Diversity, etc. These EAPs must demonstrate how the developing teacher plans and selects materials, uses instructional and questioning strategies, adapts subject matter content, etc. to meet the academic needs of students.

Week 3

25/75*

1. Continue responsibilities from the previous weeks and development of the unit and portfolio.
2. Assume 25% of the instructional responsibilities with supervision by the clinical educator. (Remember that all plans must be approved prior to their being taught.)

Attend Professional Development Seminar I (normally held between weeks 1 and 4. See calendar provided with syllabus.)

Week 4

50/50*

1. Continue responsibilities from previous weeks and development of the unit and portfolio.
2. Assume 50% of the instructional responsibilities.

Suggested: Plan with the clinical educator to tape a 15-minute lesson. Use the tape as an observation by the clinical educator. Note: When video taping in classrooms, you must have parent permission to videotape students. If such permission is not available, ask the clinical educator to operate the camcorder so only the developing teacher is

visible. The tape is for self-reflection and review, not to be used with students. Most schools have camcorders available for check out from the media center. You will need to provide the tape. The university supervisor has the right to request the videotape for review.

Week 5

75/25*

1. Continue with responsibilities from previous weeks and development of the unit and portfolio.
2. Assume 75% of the instructional responsibilities with supervision by the clinical educator.

Observation 1 of lessons involving direct, whole group instruction will be conducted by both the clinical educator and the university supervisor by the end of Week 5. Thematic unit should be planned and prepared by the end of Week 5.

Week 6/7

100/0*

1. Full-time teaching responsibility should be achieved with supervision by the clinical educator. (A minimum of six continuous weeks of successful full-time teaching responsibility is a course requirement.)
2. Rough draft of portfolio due to university supervisor.

Clinical Educator Informal Observations (one per week during full responsibility is suggested). See clinical education-related materials in the Student Teaching Handbook.

Observation 2: University Supervisor AND Clinical Educator: Direct, whole group instruction with focus on a content area different from that of Observation 1 will occur by the end of Week 6/7.

Mid-Term assessment form, completed collaboratively by the university supervisor and clinical educator, will be collected by the university supervisor.

Ratings of "1" or "2" (less than "meets expectations") on any one area of the mid-term assessment requires immediate development of a Professional Development Plan to strengthen areas of deficiency and prompt notification of the Director of Student Teaching.

Attend Professional Development Seminar II – normally held between weeks 4 and 8. Refer to the student teaching calendar for specifics.

Week 8

100/0*

1. Full-time teaching responsibility continues.
2. Continue portfolio development.
3. Clinical Educator, University Supervisor, and Developing Teacher conference to complete and finalize the mid-term assessment form.
4. A student-initiated Professional Goal is submitted to the university supervisor and clinical educator.

Clinical Educator Informal Observation (one per week is suggested).

Reflections from the videotaped lesson, formal observations (university supervisor visits) and informal observations (clinical educator observations with data collection) due for discussion with university supervisor at Observation 3.

Week 9

100/0*

1. Full-time teaching responsibility continues.
2. Continue portfolio development.
3. Begin implementation of Professional Goal strategies and data collection.

Clinical Educator Informal Observation (one per week is suggested).

Suggested: Plan with the clinical educator to tape a 30-minute lesson. Use this tape as an observation by the clinical educator and for self-reflection.

Attend Professional Development Seminar III. Consult with university supervisor for topic, location, date, and times. This normally occurs between Weeks 9 and 11.

Week 10/11

100/0*

1. Full-time teaching responsibility continues.
2. Continue portfolio development and implementation of professional goal strategies and data collection.

Observation 3: University Supervisor and Clinical Educator: Lesson delivery different from direct instruction but it can be in any content area. Reflections from videotape, formal observations (university supervisor visits) and informal observations (clinical educator observations with data collection) due for discussion with university supervisor at Observation 3.

Final unit due to university supervisor.

Clinical Educator Informal Observation (one per week is suggested).

Week 12

75/25*

1. Gradual releasing of teaching responsibilities.
2. Continue portfolio development.

Week 13

50/50*

1. Gradual release of teaching responsibilities.
2. Continue portfolio development and complete impletion of professional goal and data collection. Developing teacher should analyze data and write a brief statement, including a summary of data analysis, concerning goal achievement.

Suggested: Videotape a final 30-minute lesson of the developing teacher's choice.

Attend Professional Development Seminar IV (normally occurs during Weeks 13 and 15. Bring your portfolio.

Week 14

25/75*

1. Gradual releasing of teaching responsibilities.
2. Complete portfolio.
3. Complete rating scales on Code of Ethics and Professionalism.

Observation 4: University Supervisor and Clinical Educator; address any concerns from Professional Development Plan, if one was developed for the developing teacher; finish domains; plan the developing teacher's schedules of observations in other classrooms and classroom responsibilities for the balance of the semester.

Portfolio due to university supervisor.

Reflections from videotapes, formal observations (university supervisor visits) and informal observations (clinical educator observations with data collection), final Review of professional goal and thematic unit by university supervisor and clinical educator are due.

Final assessment form collaboratively completed by university supervisor and clinical educator and shared with developing teacher. University supervisor will collect it.

Grade sheet completed by university supervisor.

Week 15

0/100*

1. Observations of different grade levels and/or subject matter, special programs (ESE, Alternative Education, innovative approaches). Observations are scheduled by the clinical educator and university supervisor with input from the developing teacher regarding areas of interest. Developing teachers continue to report to the clinical educator and the designated start and end of the teachers' duty hours. Time not spent observing in other classrooms will be spent in the assigned classroom.

Final assessment forms, grade sheets, feedback sheets for portfolios and units, copy of professional goal report (or results of a professional development plan), and observation forms, data collection, and reflections are submitted to the Director of Student Teaching by the university supervisor.

COURSE REQUIREMENTS:

C-F = Conceptual Framework connection to requirement/assignment

EAP = Educator Accomplished Practices, State of Florida

EAP-FAU,TE = Educator Accomplished Practices for FAU, Department of Teacher Education (The first numeral designates the number of the Florida EAP. The numeral after the decimal point indicates the indicator identified by the Department of Teacher Education.)

ESOL = English for Speakers of Other Languages
FPMS = Florida Performance Measurement System
INTASC = Interstate New Teacher Assessment & Support Consortium – Common Core
ISTE NET = International Society for Technology in Education/National Educational Technology Standards
NCATE-Tech = NCATE Recommendations for Technology in Teacher Training

FAU EAP indicators in red indicate a *Critical Assignment* during student teaching.

1. Attendance at the student teacher orientation and all seminars. In the event of an emergency, absences need to be discussed with the Director of Student Teaching and make-up assignments will be required. In the absence of satisfactory completion of make-up assignments, a grade of “Incomplete” will be recorded for the course. Students are responsible for signing in at orientation and each seminar. (CF), (EAP 6), (EAP-FAU, TE 3.2), and (INTASC principle 9)
2. Consistent and punctual arrival and attendance at the placement site. Maintain the assigned student teaching time frame schedule. Absences exceeding three (3) days must be made up and the make-up plan approved in advance by the university and placement site professionals, and the Director of Student Teaching. (C-F), (EAP 6), and (INTASC principle 9)
3. Timely submission of professional-quality *work products* required by university and placement site professionals. Written assignments should be free of spelling, grammar and punctuation errors. University professionals may return work for correction of noted errors. Late/unprofessional assignments will be marked “Incomplete” and must be re-done to the university professional’s satisfaction. “Incomplete” assignments must be completed to receive a grade of “Satisfactory”. Required work products include:
 - a. *Lesson Plans* (C-F), (EAP 1, 2, 4, 5, 7, 8, 10, 11, 12), (EAP-FAU, TE 2.1, 10.1 and 10.2), (ESOL 5, 6, 12, 13, 14, 15, 16), (FPMS 1.0), INTASC principle 7), (ISTE NETS II), and (NCATE-Tech 9);
 - b. *Self-Reflections* (C-F), (EAP 3), (EAP-FAU, TE 2.1,2.2, 4.1 through 10.2, 12.1, 12.2), (ESOL 3, 13, 17, 19), (FPMS 5.0), (INTASC principle 9), (ISTE NETS V), and (NCATE-Tech 13);
 - c. *Preprofessional Portfolio* (C-F), (EAP 1 through 12), (EAP-FAU, TE 1.1 through 12.2), (ESOL 5, 6, 8, 9, 12, 13, 15, 17, 21), (FPMS 1.0 through 6.0), (INTASC principles 1 through 10), (ISTE NETS II, III, IV), and (NCATE -Tech 1, 3, 6, 7, 9, 11, 12, 13) **Contains a Critical Assignment - 3.2**;
 - d. *Thematic Unit* (C-F), (EAP 1, 2, 4, 5, 7, 8, 10, 11, 12), (EAP-FAU, TE 1.1, 1.2, 3.1, 4.1 through 5.2, 7.1 through 8.2, 9.2 through 10.2, 11.2 through 12.2), (ESOL 5, 6, 12, 13, 14, 15, 16, 20), (FPMS 1.0, 3.0, 4.0), (INTASC principle 7), (ISTE NETS II, III, IV), and (NCATE-Tech 1, 3, 4, 6, 7, 9, 11);
 - e. *Communication and Collaboration Log* (C-F), EAP-FAU, TE 11.1), (ESOL 13), FPMS 5.0), INTASC principal 9), (ISTE NETS V), and NCATE-Tech 13) **Contains Critical Assignment – 11.1**;
 - f. *Professional Goal* (C-F), (EAP 3, 4, 11), (EAP-FAU, TE 3.2, 3.2, 11.2), (ESOL 13), (FPMS 5.0), (INTASC principle 9), (ISTE NETS V), and (NCATE-Tech 13) **Contains Critical Assignment – 11.2..**

4. Consistent adherence to the placement district's/site's expectations for teachers and those contained in Florida's Code of Ethics for the Education Profession. This includes school dress codes, duty days, arrival and departure times, timely and prompt submission of paperwork, maintaining expected teacher responsibilities, adherence to all school procedures as stated in the site's teacher handbook and the use of standard English in written and verbal communication. (C-F), (EAP 2, 6), (EAP-FAU, TE 6.1, 6.2), (INTASC principle 9), (ISTE NET VI), and (NCATE-Tech 12)
5. Assumption of all teaching responsibilities in the assigned placement site for a minimum of six (6) continuous weeks. (C-F), (EAP 1 through 12), (EAP-FAU, TE 1.1 through 12.2)
6. Development and teaching of a thematic unit that integrates at least one content area with at least one skill area. Lesson plans are to be in long lesson plan format. (C-F), (EAP 1, 2, 4, 5, 7, 8, 10, 11, 12), (EAP-FAU, TE1.1, 1.2, 3.1, 4.1 through 5.1, 7.1 through 8.2, 10.1, 10.2, 11.2 through 12.2), ESOL 5, 6, 12, 13, 14, 15, 16, 20), (FPMS 1.0, 3.0 through 6.0), INTASC principle 7), ISTE NETS II, III, IV), and (NCATE-Tech 1, 3, 4, 6, 7, 9, 11
7. Completion of a preprofessional portfolio that includes appropriate and required annotations for each of three (3) artifacts relating to each of Florida's Educator Accomplished Practices. When selecting the evidence for the specific EAPs, these must reflect at least one indicator for each of the twelve EAPs related to the learning needs and practices of linguistically and culturally diverse students. (C-F), (EAP 1 through 12), (EAP-FAU, TE 1.1 through 12.2), (ESOL 5, 6, 8, 9, 12, 13, 15, 17, 21), (FPMS 1.0 through 6.0), (INTASC principles 1 through 10), (ISTE NETS I through VI), and (NCATE-Tech 1 through 13). *Contains a Critical Assignment 3.2.*
8. Submission of long lesson plans for each of the formal observations conducted by university and placement site professionals, the observation form(s) used and the written feedback provided by the observers, and written self-reflections completed after the observed lessons are taught. Reflections should be provided to the university supervisor and the clinical educator. The university supervisor and clinical educator will each conduct a minimum of four (4) observations. (C-F), (EAP 10), (EAP-FAU, TE 2.1, 4.2, 5.1, 7.1 through 8.2, 10.1, 10.2, 12.1, 12.2), (ESOL 5, 6, 12, 13, 14, 15, 16), (FPMS 1.0, 3.0 through 6.0), (INTASC principle 7), (ISTE NET II through IV), and (NCATE-Tech 1, 3, 6, 7, 9, 11, 12, 13).
9. Maintain a notebook or file of all lesson plans and make them immediately available to university or site professionals upon their request. (C-F), (EAP 10), (EAP-FAU, TE 2.2, 4.2, 5.1, 7.1 through 8.2, 10.1, 10.2, 12.1, 12.2), (ESOL 5, 6, 12, 15, 16), (INTASC principle 7), (ISTE NETS II), and (NCATE-Tech 9)
10. Submission of a long lesson plan and a written self-reflection for a videotaped lesson. University and site professionals may request the videotape for their review. (C-F), (EAP 3, 10), (EAP-FAU, TE 2.1, 2.2, 4.1 through 5.2,), (ESOL 14), (FPMS 1.0, 5.0), (INTASC principles 7 and 9), (ISTE NET V), and (NCATE-Tech 13)

12. Development and completion of either a Professional Goal or, if deemed necessary by university and placement site professionals, successful completion of the objectives in a Professional Development Plan developed at or after mid-term. (C-F), (EAP 3), (EAP-FAU, TE 3.1, 3.2, 11.2), (ESOL 13), (FPMS 1.0 and 5.0), (INTASC principle 9), ISTE NET V), and (NCATE-Tech 13). **Contains a Critical Assignment – 11.2.**
13. Earn a rating of “meets expectations” or “exceeds expectations” on all parts of the final assessment form. (C-F), (EAP 1 through 12), (EAP-FAU, TE 1.1 through 12.2), and (FPMS 1.0 through 6.0)
13. Pass all required sections of the CLAST, General Knowledge Test, and Florida Teacher Certification Exam (FTCE). (C-F)

TEACHING METHODOLOGIES:

Lecture	Presentations	Individual Conferences
Seminars	Modeling	Guided Practice
Discussion	Email	Internet Research
Self-Assessment	Cooperative Learning	Case Studies
Audio-Visual	Peer Coaching	

It is expected that the preprofessional teacher will participate in the full range of classroom and school experiences, which include, but are not limited to:

1. Identifying and implementing successful classroom management plans;
2. Utilizing alternative discipline plans to meet the needs of diverse students;
3. Keeping records, grading, recording, and filing student work;
4. Designing and completing bulletin boards;
5. Working with individuals, small groups, and the total class of students;
6. Presenting large group lessons following a teacher's plans and developing and following her/his own plans that have been previously approved by the teacher;
7. Constructing lesson plans that include adaptations for students with diverse learning styles, as well as students with diverse cultural, socio-economic (SES), linguistic (Limited English Proficiency), and learning abilities (ESE).
8. Facilitating with tutorial, remedial, and make-up work;
9. Assessing student progress following instruction and using traditional and alternative assessments to inform subsequent planning and instruction;
10. Communicating student progress to parents and other appropriate stakeholders;
11. Gathering, preparing, and presenting materials for student learning centers, and daily lessons using traditional and technology-based sources and methods of delivery;
12. Assisting with grade level/department and/or school-wide events;
13. Assisting with non-instructional duties such as bus, door, lunch, or parent drop-off and pick-up duties;

- 14. Attending grade level, department, team, faculty, and school committee meetings, as well as those of advisory councils and parent organizations.**

ASSESSMENT PROCEDURES:

**Attendance and participation at orientation, seminars, and placement site
Punctuality in submitting work products on time to university and site evaluators
Observation by university and placement site personnel
Evaluation of work products (lesson plans, thematic unit, portfolio, and either professional goal or professional development plan) on appropriate assessment forms
Reviews of self-assessments (written reflections of observed lessons and videotaped lesson)**

FAU GRADING SCALE:

Performance in student teaching/internship is graded as “Satisfactory” or “Unsatisfactory” based upon the student’s performance in demonstrating knowledge, skills, critical thinking, reflective practices, and ethical/professional behavior in satisfying course requirements. Work products are evaluated on the degree to which they exceed, meet, partially meet, or do not meet expectations for their quality. Classroom performance related to student capabilities and ethical/professional behavior are evaluated through observation by university and placement site professionals followed by written feedback on practices to continue and improve upon for subsequent observations. Students also provide written self-reflections on each observed lesson. A grade of “Unsatisfactory” will be assigned if any course requirement is missing, inadequate, or unsuccessfully completed.

ATTENDANCE POLICY

Students are expected to attend the student teaching orientation and all seminars. Absences exceeding three (3) days from the placement site must be made up in a manner approved in advance by the university supervisor, clinical educator, and the Director of Student Teaching. This will result in an extension of the student teaching experience beyond the designated time frame.

STUDENTS WITH DISABILITIES:

“In compliance with the Americans with Disabilities Act (A.D.A.)—Students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca Raton in the Student Support Service Building SU 80. Room 133 (297-3880), or in Davie in MOD I (236-1222), and follow all OSD procedures.”

BIBLIOGRAPHY:

A. Books

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B. Florida Department of Education Publications, Tallahassee, FL

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- Clinical Educator Training (1995)
- Domains: Knowledge Base of the Florida Performance Measurement System (1992)
- Educator Accomplished Practices: Knowledge, Skills, and Dispositions Needed by Teachers and Staff to Effectively Implement Blueprint 2000 (1996)
- Florida Writes! (1996)
- Florida’s System of School Improvement and Accountability: Blueprint 2000 (1995)
- Foreign Language for All Students: The Florida Pre -K-12 Sunshine State Standards and Instructional Practices (1996)
- Language Arts for All Students: The Florida PreK-12 Sunshine State Standards and Instructional Practices (1996)
- Mathematics for All Learners: The Florida PreK-12 Sunshine State Standards And Instructional Practices (1996)
- Preparing All Learners for Tomorrow’s Work Force: Florida’s Applied Technology Curriculum Planning Companion for the Sunshine State Standards (1996)
- Principles Guiding the Development of Florida’s New Curriculum Frameworks (1994)
- Science for All Students: The Florida PreK-12 Sunshine State Standards and Instructional Practices (1996)

Social Studies for All Students: The Florida PreK-12 Sunshine State Standards and Instructional Practices (1996)

Teachers of the Twenty-First Century: Educator Accomplished Practices (1995)

The Arts for All Students: The Florida Pre-K-12 Sunshine State Standards and Instructional Practices (1996)

C. Journals

Elementary School Journal

Educational Leadership

English Education

Journal of Educational Research

Phi Delta Kappan

Reading Teacher

*Other journals used by students in their placement sites

D. Internet Sites

1. Search Engines

Google www.google.com

Yahoo www.yahoo.com

Ask Jeeves www.ask.com

HotBot www.hotbot.com

2. Websites for Organizations

Association for Curriculum Development and Supervision (ASCD)

www.ascd.org

Regional Educational Laboratories

International Reading Association (IRA) www.ira.org

National Council of Teachers of English (NCTE) www.ncte.org/

National Council for Teachers of Mathematics (NCTM) www.nctm.org

National Council for the Social Sciences (NCSS) www.ncss.org

National Education Association (NEA) www.nea.org

National Science Teachers' Association (NSTA) www.nsta.org

The following websites offer information that may be helpful to student teachers during their field experience:

Assessment

Sun Link www.sunlink.ucf.edu/

SEFLIN www.seflin.org/

Awesome Library www.awesomelibrary.org

Consortium for Policy Research in Education www.upenn.edu/gse/cpre

FIRN www.firn.edu

iTools! Research-it! Find-it! www.itools.com/

Panhandle Area Educational Consortium www.paec.org/

Behavior Management

SERI Behavior Disorders Resources <http://seriweb.com/behavior.htm>
 Kidsource www.kidsource.com/kidsource/content2/behavior_disorder.html
 Positive Behavioral Interventions and Supports www.pbis.org
 You Can Handle Them All www.disciplinehelp.com

Curriculum

The Big Picture: Mapping The Curriculum
www.scs.k12.tn.us/STT2000_wq/6-8/bgrav/default.htm
 Blue Web'n www.kn.pacbell.com/wired/bluewebn/
 Checklist for Teachers – Samples of Lesson Plans
www.ed.uiuc.edu/Students/m-weeks/plans.html
 Curriculum www.coe.missouri.edu/cur.html
 Curriculum Mapping FAQ www.k-12.state.tn.us/tpd/cmfaqanswer.htm
 Integrated Curriculum Design Packet
<http://currmap.ncel.org/about.htm>
 Teachers.Net www.teachers.net/lesson/
 NCREL Curriculum Resources <http://currmap.ncel.org/about.htm>

Fine Arts

Art and Music Links www.webteacher.org/cable/WebTeach/artmusic.html
 Tate Museum www.tate.org.uk/home/default.html
 Teacher Institute 2002: Art and Technology
<http://www.nga.gov/education/cyberworkshop>

Instructional Strategies

Best Practices for Higher Student Achievement www.firn.edu/doe
 Bonus <http://bonus.com/>
 Cyberguides www.sdcoe.k12.ca.us/score/cyberguide.html
 Education World: The Educator's Best Friend
www.educationworld.com/best_of
 Methods That Matter: Six Structures for Best Practice Classrooms
www.stenhouse.com
 National Board of Professional Teaching Standards www.nbpts.org
 New Teacher Survival Guide www.ed.gov/pubs/survivalguide/
 Pics-4-Learning <http://pics.tech4learning.com/>
 Teachers FIRST www.teachersfirst.com/
 Teachers Pet Pages www.geocities.com/Athens/Forum/6727/

Legal

Copyright on the Web
<http://memory.loc.gov/ammem/ndlpedu/activity/index.html>
 Online Sunshine www.leg.st.fl.us
 School Board Policies www.schoolboardlegal.com/

Literacy

American Library Association

www.ala.org/pio/factsheets/familyliteracy.html

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Carol Hurst's Children's Literature Site www.carolhurst.com

Children's Literature – Resources for Teachers

www.ucalgary.ca/%7Edkbrown/rteacher.html

English Town www.englishtown.com/

Grammar and Writing www.vcc.bc.ca/tlc/worksheets.htm

Handwriting Skills www.handwritinghelpforkids.com

Interactive Worksheets <http://ccc.comnet.edu/grammar>

Literacy Resources www.schoolwork.org/english.html

National Institute for Literacy www.nifl.gov/

Spell Checker www.spellonline.com/

Mathematics

National Council for Teachers of Mathematics <http://www.nctm.org>

Educators Reference Desk www.eduref.org

Organization for Community Networks

www.ofcn.org/cyber.serv/academy/ace/math/elem.html

LD Online www.ldonline.org

Physical Education

Coaching and Physical Education

<http://multimedia.tamu-commerce.edu/Library/pe.htm>

PE Lesson Plans and Activities www.sports-media.org

PE Central <http://pe.central.vt.edu/index.html>

Physical Education Websites www.nku.edu/~ryanc/pe.html

Reading

International Reading Association www.reading.org

National Center for Learning Disabilities www.nclد.org

Center for the Improvement of Early Reading Achievement

www.ciera.org

University of Texas Center for Reading and Language Arts

www.texasreading.org

Content Area Reading Strategies <http://cars.uth.tmc.edu>

Reading Instructional Methods of Efficacy with Students

www.ed.arizona.edu/rimes2000

National Council of Teachers of English www.ncte.org

LD Online www.ldonline.org

Science

Aha! – Lesson Plans and Projects in Science www.best.com/%7Eaha/

Extreme Science www.extremescience.com/

Middle School Science Lesson Plans www.serv.com/chunter/

National Marine Mammal Lab <http://nmm101.afsc.noaa.gov/education>

NSTA Lesson Plans <http://thechalkboard.com/nsta.html>

Virtual Body www.medtropolis.com/VBody.asp

Weather Underground www.wunderground.com/

Biotechnology Education Program <http://ep.llnl.gov/bep>

Fermilab www.fnal.gov/pub/inquiring/index.html

Social Studies

The Constitution

<http://memory.loc.gov/ammem/ndlpedu/lessons/broad/intro.html>

Dennis Boal's History/Social Studies for K-12 Teachers

www.execpc/~dboals/boals.html

Economics Resources for K-12 Teachers

<http://ecedweb.unomaha.edu/teach.htm>

Florida Geographic Alliance

<http://multimedia2.freac.fsu.edu/fga/lessonplans.html>

Marty Levine's Lesson Plans and Resources www.csun.edu/~hcedu013

Mr. Donn's Ancient History

http://members.aol.com/donnandless/Site_Index.html

Mr. Dowling's Electronic Passport www.mrdowling.com/

Odin's Castle History Links www.odinycastle.org

Teacher's Guide to the Holocaust

<http://fcit.coedu.usf.edu/Holocaust/defacult.htm>

Today in Local History <http://memory.loc.gov/ammem/today.html>

History and Social Studies Lesson Plans www.execpc.com/~dboals/

Lessons of Liberty www.va.gov/Veteranedu

We the People...The Citizen & the Constitution

www.civiced.org/wethepeople.html

Technology

Bigchalk's Homework Central Teacher Resources by Subject

www.bigchalk.com

Classroom Connect's Connected Teacher "Best of the Web"

<http://connectedteacher.classroom.com/library/search.asp>

Digital Classroom of the NARA www.nara.gov/education

Instructional Technology Training Catalog <http://learnet/training/>

International Society for Technology Training www.iste.org

Internet Classroom Usage and Lesson Plans

<http://www.colosys.net/lessonplans.html>

Lesson Plans Using Statistics and the Internet

www.mste.uiuc.edu/meske/plans.html

Microsoft's K-12 www.microsoft.com/education/schools/default.asp

Pics-4-Learning <http://pics.tech4learning.com/pics/index.htm>

Mr. Dowling's Electronic Passport www.mrdowling.com/

Web Teacher www.webteacher.org/winnet/body.html

Writing

LD Online www.ldonline.org

Clearinghouse on Reading, English, and Communication

<http://reading.indiana.edu/>

Student Writing Resource Links for Teachers of K-12

www.stevenharris.com

Kidsource

www.kidsource.com/education/grading.classroomwriting.html

The Write Source www.thewritesource.com

Florida Writes! www.firn.edu/doe/sas/fwaphome.html

NOTE: Where there seem to be spaces in the URL, the space is occupied by an underscore, i.e.”_”.

Example: ...ldonline.org/ld_indepth...

E. Audio/Video Tapes:

Cooperative Discipline – AGS

Create an Effective Learning Environment – ASCD

The Effective Teacher – Wong Publications

How to Improve Your Questioning Techniques – ASCD

Create Successful Student-Parent Conferences – ASCD

