

**HANDBOOK
FOR
STUDENT TEACHING
(Cooperating Teacher Edition)**



**EDUCATOR PREPARATION UNIT
OFFICE OF ACADEMIC SERVICES AND
INTERN SUPPORT**

**FLORIDA STATE UNIVERSITY
TALLAHASSEE, FLORIDA**

Spring 2020

TABLE OF CONTENTS

GENERAL GUIDE

Introduction	1
Office of Academic Services and Intern Support (OASIS) Faculty and Staff.....	2
Educator Preparation Unit Mission	2
Organizational Chart	3
Roles and Responsibilities of Cooperating Teachers	4
A. Introduction	
B. Professional Recognition of Cooperating Teachers	
C. Expectations	
D. Responsibilities	
1. Planning for the Arrival of the Student Teacher	
2. The Cooperating Teacher Welcomes the Student Teacher	
3. The Cooperating Teacher Introduces the Student Teacher	
4. Cooperating Teacher Guidance	
5. General Policies and Procedures	
E. Checklist for Cooperating Teachers	
General Policies and Procedures for Student Teaching.....	9
Student Teaching Placement	
Students Arranging Their Own Student Teaching Assignments	
Clearance	
Code of Ethics and Professional Conduct	
First Day in School and Calendar	
Absences During Student Teaching	
Late Policy	
Attire and Grooming	
Outside Activities	
Taking Additional Courses Concurrently with Student Teaching	
FSU Academic Honor Policy	
Restrictions on Placement	
Students with Disabilities	
Temporary Physical Conditions	
FSU Career Center	
Housing	
Transportation	
Conveyance of Funds	
Substitute Teaching and/or Absence of the Cooperating Teacher	

Social and Professional Activities and Confidentiality	
Extracurricular Activities	
Social Activities	
Social Media, Confidentiality, and Appropriate Online Interaction	
Professional Activities	
Teacher Strikes or Work Stoppages	
Graduation Responsibilities	
Cancellation of an Assignment	
Reassignment During Student Teaching	
Unsatisfactory Performance of a Student Teacher	
Steps Necessary for the Provision of Due Process	
Administrative Removal	
Reassignment	
Grade Appeal Procedure	
Initial Teacher Certification Procedures and Materials	
Basic Concepts and Components of the Student Teaching Program.....	14
Sequential Plan for Student Teaching	14
Student Teaching Evaluation — General Information	15
A. Purpose	
B. Scheduled Use	
C. Important General Points	
 APPENDICES	
Appendix A: Major Phases of the Student Teaching Program	18
Observation	
Participation	
Planning	
Conferring	
Teaching	
Evaluation	
Dispositions (attitudes, values, and beliefs) in Educator Practices	
Appendix B: Student Teacher Professional Liability Insurance.....	22
Appendix C: Florida Educator Accomplished Practices.....	23
Appendix D: LiveText, Student Teacher Evaluation and Schedule.....	24
Student Teaching Formal Observation Form.....	29
Student Teaching Remediation Plan: Teaching Performance	31
Student Teaching Remediation Plan: Dispositions	32

INTRODUCTION

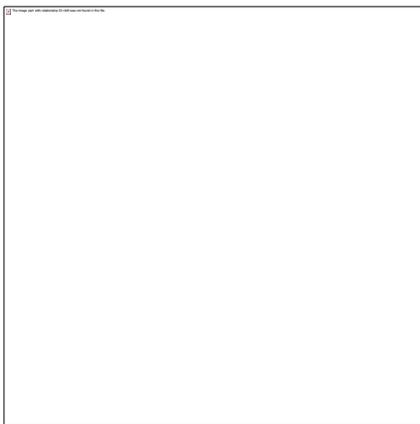
Student Teaching is the culminating experience in Florida State University's Educator Preparation Unit.

Because of the special significance of the Student Teaching experience in the professional preparation of our teacher candidates, Florida State University Educator Preparation Unit is particularly indebted to the district schools and to the Cooperating Teachers and their administrators who make this clinical experience partnership possible.

This handbook is a resource guide addressing all facets of the Student Teaching experience, focusing primarily on the responsibilities of the Cooperating Teacher.

It is organized into two parts:

- I. General Guide.** Provides broad guidelines which apply to **all** teacher candidates at Florida State University,
- II. Appendices.** Include general information applicable to **all** teacher candidates at Florida State, general forms, Student Teaching evaluation forms, and instructions.



OFFICE OF ACADEMIC SERVICES AND INTERN SUPPORT (OASIS)
Faculty and Staff

STUDENT TEACHING DIRECTOR

2301 Stone Building
Florida State University
Tallahassee, FL 32306-4450

Mrs. MEREDITH HIGGINS

Phone: (850) 644-0031
FAX: (850) 644-6868
email: mhiggins@fsu.edu
Campus MC: 4450

ACADEMIC SUPPORT ASSISTANT

2301 Stone Building
Florida State University
Tallahassee, FL 32306-4450

MS. RHONDA HESTER

Phone: (850) 644-3760
email: rhester@fsu.edu
Campus MC: 4450

EDUCATOR PREPARATION UNIT MISSION

THE FLORIDA STATE UNIVERSITY

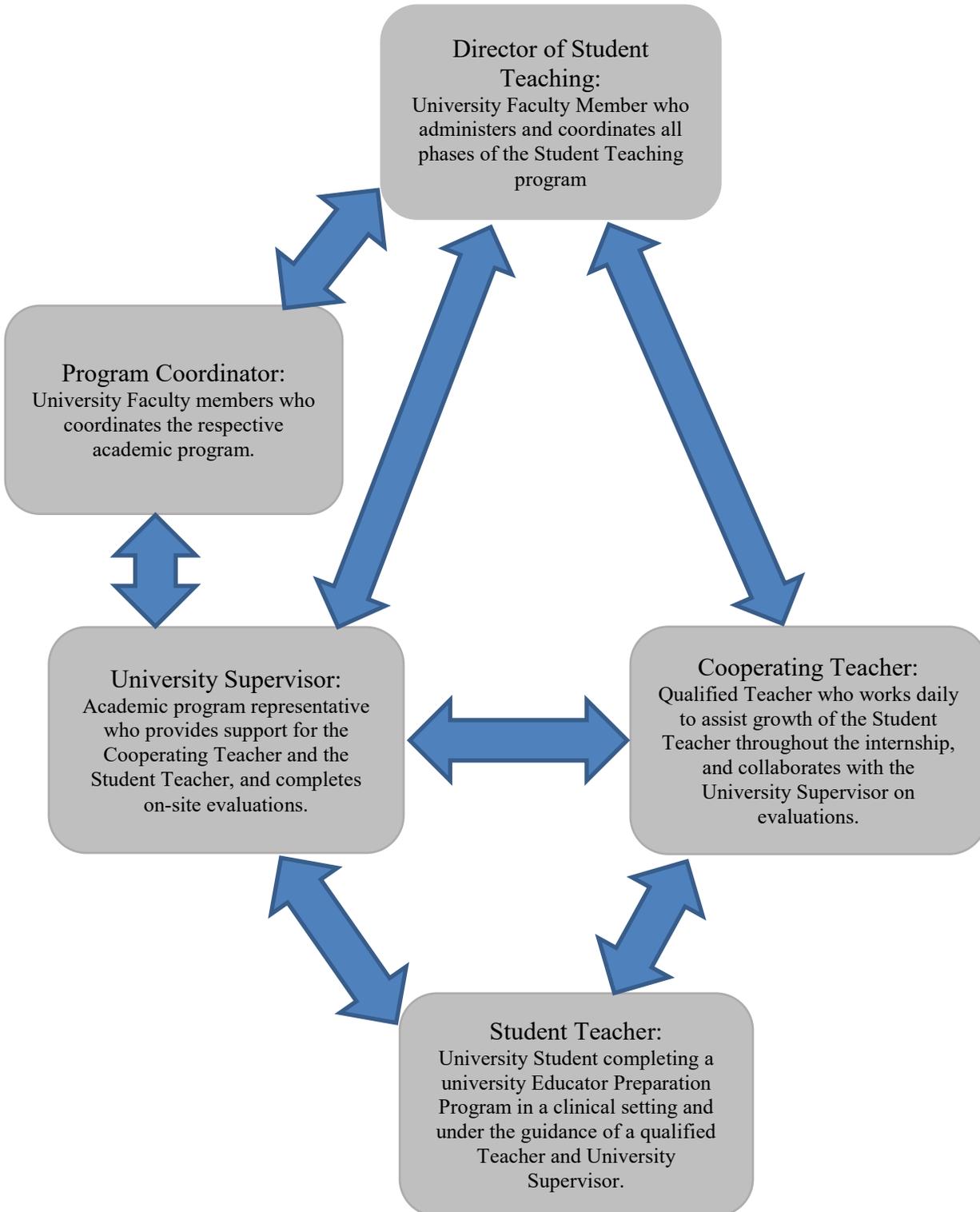
Professional education at FSU is the work of a broad-based cross section of educators spread throughout the FSU campus. We are joined by a sense of common purpose in one Educator Preparation Unit.

Mission of the Educator Preparation Unit

The Florida State University Educator Preparation Unit is based on a conceptual framework that engages faculty, teacher candidates, and community constituents in instruction that moves, leadership that inspires, and scholarship that makes a difference in the 21st century.

The Educator Preparation Unit prepares educational leaders who uphold high professional and academic standards, engage in scientific inquiry, and implement positive results as a basis for the continual improvement of student learning. They assess the needs and abilities of students from diverse backgrounds through the use of appropriate instructional strategies and technologies, demonstrating care and commitment to the belief that all students can learn. Candidates develop these qualities while they study and work within a community of professional partners.

ORGANIZATIONAL CHART



ROLES AND RESPONSIBILITIES OF COOPERATING TEACHERS

A. Introduction

Selection as a Cooperating Teacher indicates endorsement of your competence as a teacher, commitment to students, skill in human relations, and commitment to prepare future educators. Student Teachers consistently rank Student Teaching experience among the most valuable components of their Educator Preparation program. This is a tribute to the dedication and quality of you, the Cooperating Teacher.

This section describes professional recognition of Cooperating Teachers and outlines responsibilities. Your Student Teacher and University Supervisor depend on your collaborative support as outlined below.

B. Professional Recognition of Cooperating Teachers

The Florida State University extends a Certificate of Participation (waiver-of-tuition privileges) to teachers who serve as Cooperating Teachers for its Student Teachers:

Persons who supervise interns for institutions within the State University System may be given one non-transferable certificate (fee waiver) for each full academic term during which the person serves as an intern supervisor. This certificate shall provide for waiver of the basic fee (as defined in Board of Governors Regulation 7.001). (Board of Governors Regulation 7.008(16)).

When two teachers are designated as Cooperating Teacher(s) for a Student Teacher, each teacher may receive a Certificate of Participation, provided each qualified teacher works with the Student Teacher at least one-third of the time.

The Office of Faculty Development issues a Certificate of Participation for Cooperating Teachers whose names have been submitted by The Office of Academic Services and Intern Support.

Possession of the Certificate of Participation does not guarantee admission to or registration at any institution. After registration in one of the State Universities, at the time of fee payment, the **original** Certificate of Participation is surrendered in lieu of "matriculation fee." The holder will be required to pay all other current fees applicable at the time of registration and to comply with all applicable statutes and policies of the State of Florida and its agencies, regarding admission, registration, and matriculation.

C. Expectations

The Student Teacher expects:

- The opportunity to learn by observing your teaching;
- Assistance in learning to plan for instruction;
- Provision of specific suggestions for improvement;
- Recognition of demonstrated improvement and strengths;
- A gradual induction into full teaching responsibilities;

- Awareness that he or she is a beginning teacher and should be evaluated at the pre-professional level;
- A willingness to listen.

The University Supervisor:

- Provides support to both the Cooperating Teacher and Student Teacher,
- Provides an orientation session, normally prior to the beginning of the internship,
- Maintains weekly contact with the Student Teacher,
- Makes at least four mutually-agreed-upon visits to the school to observe the Student Teacher and monitor progress.

The University Supervisor expects:

- A positive attitude in working for the benefit of the Student Teacher;

- A commitment to follow university and departmental guidelines in structuring the Student Teacher's experience;
- Regular (as scheduled) reporting of the Student Teacher's progress;
- **Early alert** about any problems;
- Mutual confidence and open communication regarding the Student Teacher's progress;
- Support in ensuring the Student Teacher's timely completion of responsibilities.
- A qualified teacher will supervise the Student Teacher in the event of the Cooperating Teacher's absence (see Substituting/Absence of Cooperating Teacher section).

D. Responsibilities

1. **Planning for the Arrival of the Student Teacher**
The Cooperating Teacher should assemble materials and equipment which might include:
 - Instructional materials including textbooks, manuals, and curriculum guides;
 - Desk or table for individual use;
 - Name of Student Teacher on classroom door and chalkboard along with that of the teacher;
 - Copy of the faculty handbook, pupil handbook, school policies, plan book, and other useful information;
 - Confidentiality guidelines according to school and district policies;
 - Sources of information on the background of the pupils to identify ability, program of study, achievement, socioeconomic status, and individual problems;
 - Parking permit or lunch permission instructions (if required).
2. **The Cooperating Teacher Welcomes the Student Teacher**
To establish a good beginning, each Cooperating Teacher should ensure the Student Teacher feels welcome. Introductions to teachers and staff members, as well as other personnel employed in the school, are important. The Student Teacher should know about the building and grounds, matters of school routine, and appropriate working relationships with other members of the school staff.
3. **The Cooperating Teacher Introduces the Student Teacher into the Classroom**
A desk or table is always useful for the Student Teacher. Introduce the Student Teacher to the students in a way that encourages them to respond to the Student Teacher as a Classroom Teacher.
4. **Cooperating Teacher Guidance**
Many Cooperating Teachers have found the following Checklist (next section) to be especially useful in learning about responsibilities (not all suggestions may apply to all situations).
5. **General Policies and Procedures**
For all questions regarding general policies and procedures related to Student Teaching.

E. Checklist for Cooperating Teachers

Many Cooperating Teachers have indicated that a brief checklist is useful in reminding them of their responsibilities. We hope that this checklist, covering the Cooperating Teacher's role in the Student Teaching program, will prove helpful to you.

We recommend this checklist be reviewed prior to the arrival of the Student Teacher, as well as periodically throughout the Student Teaching experience. Answering "yes" to most of these items indicates you are adequately meeting your responsibilities as a Cooperating Teacher.

Preparing for the Arrival of the Student Teacher

I Have:

- ___ 1. Familiarized myself with all the available background information on my Student Teacher.
- ___ 2. Worked with my principal and with other staff and faculty to make my Student Teacher feel welcome and accepted.

- ___ 3. Prepared my class (or classes) for the coming of “another teacher” who will have the same authority as have I.
- ___ 4. Arranged for a desk or table, mailbox, parking space, roll and plan book, technology access and other basic necessities for my Student Teacher.
- ___ 5. Contacted my Student Teacher prior to his or her arrival and have shared instructional information and material.
- ___ 6. Prepared a collection of pertinent information and material that my Student Teacher will be working with early in the program. (Examples: county and school policy statements including FERPA, class routines, school-wide forms, manuals and texts, report card, long-range and short-range plans, etc.).
- ___ 7. Made tentative plans for my Student Teacher's early observation of other teachers, initial teaching and participatory experiences, and orientation to the school building.

Observations

I Have:

- ___ 1. Helped my Student Teacher target specific competencies to identify throughout all observations of teaching.
- ___ 2. Provided my Student Teacher time to examine data from relevant student academic records and become familiar with the various school services, such as administrative, guidance, ESOL, ESE, library, technology, health, etc. (usually during the first three weeks of the program).
- ___ 3. Observed my Student Teacher very closely during his or her first participatory and teaching experiences, attempting to early-identify any difficulties.
- ___ 4. Observed my Student Teacher consistently throughout the entire experience to provide regular, continuing, specific feedback and evaluation.

Planning for Teaching

I Have:

- ___ 1. Provided my Student Teacher opportunity to study my own long-range and daily plans.
- ___ 2. Helped my Student Teacher develop plans for his or her early teaching experiences.
- ___ 3. Followed the practice of cooperative development of lesson plans for each new phase or class as my Student Teacher assumes additional responsibility.
- ___ 4. Examined my Student Teacher's lesson plans daily and given my Student Teacher feedback about them.
- ___ 5. Regularly encouraged my Student Teacher to evaluate his or her own plans immediately after using them with a particular focus on student learning aligned with state standards.

Conferences

I Have:

- ___ 1. Set a definite time daily to confer with my Student Teacher.
- ___ 2. Made both reinforcing and corrective conferences.
- ___ 3. Encouraged my Student Teacher to ask questions and to discuss all observed teaching.

Teaching

I Have:

- ___ 1. Provided a gradual induction into teaching for my Student Teacher.
- ___ 2. Planned early teaching experiences for my Student Teacher that promise maximum chance of success.
- ___ 3. Considered the demonstrated readiness of my Student Teacher in determining the amount of responsibility he or she gradually assumes throughout the internship.
- ___ 4. Allowed my Student Teacher flexibility to choose his or her own teaching methods, so long as those methods did not impede student learning.
- ___ 5. Encouraged initiative and creativity on the part of my Student Teacher.

Evaluation

I Have:

- ___ 1. Provided on-going evaluation of teaching standards, making sure my Student Teacher knows exactly where he or she stands in relation to strengths and weaknesses at every stage of the program.
- ___ 2. Given my Student Teacher both specific suggestions for improvement and specific praise for his or her successes.
- ___ 3. Given my Student Teacher frequent opportunities to reflect on and evaluate his or her own teaching in relation to student learning.

Personal and Professional Relations with My Student Teacher

I Have:

- ___ 1. Respected the personal integrity of my Student Teacher.
- ___ 2. Accepted my Student Teacher as both a student and fellow professional.
- ___ 3. Encouraged my Student Teacher to express his or her opinions and ideas, and to discuss freely any problems of a personal or professional nature.
- ___ 4. Assisted my Student Teacher in developing suitable professional attitudes and relationships.

Classroom Management and Discipline

I Have:

- ___ 1. Instructed my Student Teacher in methods of classroom management.
- ___ 2. Given my Student Teacher my full support when it was necessary for him or her to take appropriate disciplinary action.
- ___ 3. Encouraged my Student Teacher to try his or her own ideas for maintaining discipline.
- ___ 4. Assisted my Student Teacher in such a way that he or she will not “lose face” when classroom problems occur.

Other Considerations

I Have:

- ___ 1. Encouraged my Student Teacher to observe and participate in appropriate extracurricular and community/parent activities.
- ___ 2. Helped my Student Teacher learn to manage routine teacher tasks (e.g., planning, recording grades, carrying out special duties, securing resource materials, etc.).
- ___ 3. Arranged, early in the program, a conference with the principal, so that my Student Teacher may learn about the school's philosophy of education and what is expected of its teachers.
- ___ 4. Helped my Student Teacher become familiar with the characteristics and resources of the school and of the community from which the pupils are drawn.
- ___ 5. Helped my Student Teacher learn about the school's curriculum and how it is organized for instruction.

GENERAL POLICIES AND PROCEDURES FOR STUDENT TEACHING

- A. Student Teaching Placement** – The placement process involves collaborating with schools or appropriate agencies to secure mutually beneficial learning environments in which Student Teachers work to gain supervised teaching experience and demonstrate the Florida Educator Accomplished Practices, as assessed using LEON LEADS. The Student Teaching Director receives approved placement requests from program personnel and communicates those requests to schools or appropriate agencies. A positive dialog continues until a suitable placement with qualified personnel is secured and confirmed by the exchange of properly executed agreements. Ultimately, the final decision of accepting a Student Teacher for internship rests solely with the school or placement agency.
- B. Students Arranging Their Own Student Teaching Assignments.** Student Teachers *shall not*, in any way, attempt to or independently arrange their own Student Teaching assignments, or contact an agency to discuss any aspect of the placement unless so directed by an appropriate FSU official. This policy applies also to parents, friends, or relatives of the Student Teacher.
- C. Clearance** – District Schools have taken precautionary measures to ensure the security and safety of students. To gain entry into district schools and to comply with the Jessica Lunsford Act **all students involved in field experiences** (observation, one-on-one instruction, classroom assistant with or without instruction, small group instruction, whole class instruction) and **student teaching** must:
- Complete a Level II background screening (fingerprinting). Application forms must be obtained from OASIS in 2301 Stone Building and the screening is completed at Leon County Schools Administrative Offices (2757 W. Pensacola St., Tallahassee, FL).
 - Secure and provide proof of medical insurance (as current FSU policy states).
 - It is *strongly recommended* that students purchase professional liability insurance for at least \$2,000,000 (policies must be renewed annually).

It is the responsibility of the student to submit verification of health insurance coverage to the Student Teaching Placement Office, 2301 Stone Building (i.e., copy of health insurance card; name of insured and dates of coverage).

The Student Teaching Placement Office will notify the appropriate FSU instructor when students have been cleared to begin their Student Teaching placement. “Cleared” means: all required clearance documents are on file and the school district has approved the placement.

The Student Teaching Placement Office will maintain records for all FSU students regarding their Student Teaching placement.

After students have been cleared to visit their school classrooms, they must take with them the following items:

- Leon County ID badge
- FSU ID card
- FSU course-related materials

- D. Code of Ethics and Professional Conduct** (Rule 6A-10.080, FAC) – Teacher Candidates must adhere to the Code of Ethics and Principles of Professional Conduct for the Education Profession in Florida. These principles are published at the following website:
<http://www.fldoe.org/teaching/professional-practices/code-of-ethics-principles-of-professio.shtml>
- E. First Day in School and Calendar** – Prior to beginning Student Teaching, the Student Teacher must establish contact with the Cooperating Teacher. The Student Teacher reports to school at the same time Cooperating Teachers are expected to report, and should report first to the school office and then to the Cooperating

Teacher. The Student Teacher should meet the school principal at the earliest opportunity. Note: The Student Teacher will follow the *school district calendar*, **not** the FSU semester calendar.

- F. **Absences During Student Teaching** – Student Teachers are permitted *no unexcused* absences (per University Attendance Policy) during Student Teaching. If illness or an emergency should require the Student Teacher to be absent from school for any period of time, it is the *sole* responsibility of the Student Teacher to notify the Cooperating Teacher and University Supervisor as soon as possible. In cases of prolonged or repeated absence, the University Supervisor will, after consulting with the Cooperating Teacher and School Principal (or designee), determine whether the Student Teacher's experience will be extended or terminated.
 - G. **Late Policy** – If a Student Teacher has three or more unexcused late arrivals (per the University Attendance Policy), the University Supervisor and Cooperating Teacher will discuss potential termination of the placement, and the Student Teacher will receive a grade of “Unsatisfactory.”
 - H. **Attire and Grooming** – The attire and grooming of the Student Teacher **must meet or exceed accepted professional practices** of the institution in which the Student Teacher has been placed. Student Teachers may be dismissed by the institution for failure to comply with the institution’s grooming and dress code requirements. Student Teachers should seek the guidance of the Cooperating Teacher or the School Principal in these matters.
 - I. **Outside Activities** – The Student Teacher must not engage in out-of-school (outside) activities, including employment, which interfere with teaching responsibilities in any way. If there is a pressing need for participation in any outside activity, first, it **must** be cleared with the University Supervisor **and** second, the Cooperating Teacher.
 - J. **Taking Additional Courses Concurrently with Student Teaching Course(s)** – Because of the intensity of the Student Teaching experience, students may not enroll in additional courses during the Student Teaching semester unless approved by the Program Coordinator.
 - K. **FSU Academic Honor Policy** – It is important to remember that the FSU Academic Honor Policy applies to both coursework and Student Teaching. It is recommended that Student Teachers become familiar with the Academic Honor Policy at <https://fda.fsu.edu/academic-resources/academic-integrity-and-grievances/academic-honor-policy>.
- Forging field experience logs, collaborating on assignments that are not group work, reusing assignments in classes without instructor permission, and fabricating data are all violations of the FSU Academic Honor Policy. Please be aware that using social media to collaborate on and share course exams or assignments with other students that are not identified by the course instructor as group work is a violation of the FSU Academic Honor Policy. If you have any questions, contact your instructor to ask for clarification.
- L. **Restrictions on Placement** – Student Teachers should not be placed in a high school from which they have graduated or in a school in which an immediate relative is a student or staff member.
 - M. **Students with Disabilities** - In keeping with Section 504 of the 1973 Vocational Rehabilitation Act and with The Americans with Disabilities Act, students with disabilities, who have successfully completed all necessary prerequisites, may be allowed to Student Teach. Given the circumstances in identifying and securing an appropriate placement and arranging any necessary accommodations, such candidates should consult with the FSU Student Teaching Director and their program advisor early in the Student Teaching application process.
 - N. **Temporary Physical Conditions** – It is **strongly advised and encouraged** that students inform the FSU Student Teaching Director of special health conditions (severe allergies, pregnancy, temporary medication, etc.) prior to the negotiation of placements for Student Teaching. This notification will afford the school site personnel and the Student Teaching Director an opportunity to secure appropriate placement assignments.
 - O. **FSU Career Center** – Student Teachers are encouraged to contact the FSU Career Center prior to Student Teaching semester. The Career Center (www.career.fsu.edu) has staff to assist with preparation of resumes, interviewing skills, professional networking, and other services to prepare students for job searches.

- P. Housing** – Arrangements for living accommodations is the sole responsibility of the Student Teacher.
- Q. Transportation** – It is the sole responsibility of the Student Teacher to arrange his or her own transportation throughout Student Teaching.
- R. Conveyance of Funds** – Before leaving campus, the Student Teacher must make proper arrangements for the conveyance of funds (financial aid, banking transfers), if necessary, to the area in which he or she will Student Teach.
- S. Substitute Teaching and/or Absence of the Cooperating Teacher** – Student Teaching does not include the use of the Student Teacher as a substitute teacher.

The Student Teacher must be under supervision at all times by a qualified teacher or administrator. If the Cooperating Teacher's absence extends beyond three (3) days, the school should, in cooperation with the University Supervisor and Student Teaching Director, arrange for continued supervision of the Student Teacher, agree that this arrangement may continue, or determine that a substitute teacher will teach the classes in the Cooperating Teacher's absence. A possible change of placement assignment may also be considered.

T. Social and Professional Activities and Confidentiality

1. Extracurricular activities – A Student Teacher may observe and participate in various approved extracurricular activities present in the school (e.g., interest clubs, athletic teams, field trips, and public performances). Appropriate protocol, including the assistance and securing of permission from the Cooperating Teacher, School Administration, and University Supervisor, must be followed prior to the Student Teacher's engagement in extracurricular activities.
2. Social Activities - It is expected that Student Teachers will lead normal lives both professionally and socially. They should, in fact, seek to broaden contacts with the community through appropriate social activities open to teachers, but must exercise mature judgment, tact, and discretion in all relations with students.
3. **Social Media, Confidentiality, and Appropriate Online Interaction** –
 - Present yourself professionally and cordially at all times.
 - Post **nothing** about your school or school students on *any* social media. Demonstrate absolute confidentiality in dealing with information about schools, school students, and school personnel, as required by Federal and Florida law. Such information must not be discussed or shared with persons other than those who have official permission to receive such information.
 - Exercise great discretion in posting anything personal on social media.
 - Exhibit the highest professional standards during online interactions.
 - Check your emails and other correspondence carefully before sending. Proper and appropriately written and oral communication is expected (i.e., clear and reflects proper grammar and spelling).
4. Professional Activities – When appropriate, the Student Teacher should attend and participate in professional meetings. These include in-service seminars, faculty meetings, PTO sessions, subject area meetings, etc.

U. Teacher Strikes or Work Stoppages – If a teacher strike or work stoppage occurs after the Student Teacher has begun his or her assignment:

1. The Student Teacher will, in the case of complete work stoppage, be directed to report to the University Supervisor, not the assigned school.
2. The Student Teacher will, in cases of prolonged work stoppage extending two weeks or more, be reassigned.

If the strike or work stoppage begins prior to the start of Student Teaching, the Student Teacher will report to the University Supervisor instead of the assigned school. In the event that a strike or work stoppage is called by any group other than the recognized teacher bargaining agent for the district, the Student Teacher will report to his or her Student Teaching assignment, providing the Cooperating Teacher is on duty. During a strike or work stoppage, no Florida State University Student Teacher will act as a substitute teacher or in any capacity other than that specified in the original Student Teaching placement agreement.

- V. **Graduation Responsibilities** – Student Teachers **must** arrange for a graduation check with their program and the registrar’s office as they complete 100 semester hours in a given semester. The student **must** also apply for graduation during the first two weeks of the graduation semester. If the Student Teacher plans to participate in graduation exercises, he or she **must** make reservations by the published deadline (see FSU Registrar’s website).
- W. **Cancellation of an Assignment** – When cancellation of a Student Teaching assignment becomes necessary, the appropriate academic program or departmental chair should initiate such cancellation with the FSU Student Teaching Director. Student Teachers **must not** leave their assignments without the permission of their University Supervisor and Student Teaching Director.
- X. **Reassignment During Student Teaching** – When advisable, a Student Teaching placement may be changed *only* with the approval of the academic program, school, and district personnel. Steps to initiate such a change shall originate with the academic program supervisor in cooperation with the FSU Student Teaching Director and the appropriate school and district personnel.
- Y. **Unsatisfactory Performance of a Student Teacher:**
1. **Steps Necessary for the Provision of Due Process (unless Administrative Removal occurs—see next section)**
 - a. In situations where the Student Teacher is progressing at a rate that, in the view of the University Supervisor and the Cooperating Teacher, will prevent successful completion of Student Teaching, the Student Teacher shall be notified by the University Supervisor, both verbally and in writing via student’s FSU email account, of the specific deficiencies requiring improvement. This notification shall be provided as early as reasonably possible in the Student Teaching experience.
 - b. After such notification, but before a decision is made to render an unsatisfactory grade or to terminate the Student Teaching experience, the University Supervisor and Cooperating Teacher, will meet with the Student Teacher to discuss the performance concern(s), and shall identify a **specific** period of time in which the Student Teacher must demonstrate the **required** performance. Very specific identification of the competencies requiring improvement and of what the Student Teacher must do to bring about such improvement shall be provided both verbally and in writing via a remediation plan, using official remediation planning forms, and sent to the student’s official FSU email account. The Student shall confirm receipt and understanding of the remediation plan. During this period, the University Supervisor and the Cooperating Teacher shall regularly provide the Student Teacher with assistance and feedback regarding his/her progress in correcting the deficiencies.
 - c. If the Student Teacher continues to perform unsatisfactorily, continues to demonstrate unacceptable behavior, **or** is not able to sustain an adequate level of learning on the part of his/her assigned students as determined by the University Supervisor and the Cooperating Teacher in their sole discretion, then, the University Supervisor may issue a grade of “unsatisfactory” and in cooperation with the Student Teaching Director, terminate the Student Teaching experience before the end of the term.
 - d. In rendering decisions affecting the Student Teacher, it is imperative that the Student Teacher participate in these decision processes. If the Student Teacher does not participate in these decision processes, the University may render a decision without input from the Student Teacher.
 2. **Administrative Removal**
 - a. A Student Teacher may be removed from Student Teaching, *without prior notice*, if the School Principal or the Cooperating Teacher, in their sole discretion, determine that the presence of the Student

Teacher is a threat to the learning, health, safety, or welfare of the pupils with whom the Student Teacher is assigned to work. This process shall be known as Administrative Removal.

- b. The University Supervisor shall give the Student Teacher written notice of the Administrative Removal within a 24-hour period, or as soon as reasonably possible. The Student Teacher has the right to discuss and review such Administrative Removal with the appropriate FSU Program Coordinator. Unless instructed otherwise, the Student Teacher shall not contact school or district personnel to discuss the Administrative Removal action.
- c. Student Teachers removed from a placement shall leave the school promptly without protest and have no further contact with school or district personnel or school students.

3. Reassignment

At any point during Student Teaching, a Student Teacher may be reassigned to another classroom *if* such reassignment is deemed necessary by the University Supervisor in consultation with all appropriate parties concerned, and, a Remediation Plan, if required, has been completed successfully. Such reassignment arrangements shall be made through the Student Teaching Director.

If a second Student Teaching assignment *is deemed appropriate after* a Student Teacher's unsatisfactory performance, the Student Teaching Director and/or the Associate Dean for Academic Affairs will work with the Student Teacher's program to explore the *possibility* of a second Student Teaching placement. Nothing in this policy should be construed as a guarantee for a second placement attempt.

As part of the exploration process for a *possible* second placement, the student must:

- (1) Successfully complete an appropriate Remediation Plan which includes sufficient evaluation data that indicates clearly the Student Teacher has demonstrated the expected performance to the appropriate level, as determined by the program faculty in their sole discretion and consistent with stated standards [e.g., affiliation agreements executed between Florida State University and a respective school/agency and Florida's Code of Ethics and Professional Code of Conduct (Rule 6A-10.080, FAC; Rule 6A-10.081, FAC)]; Florida Educator Accomplished Practices (Rule 6A-5065, FAC), as assessed using LEON LEADS, and Unit Dispositions;
- (2) Reapply for Student Teaching placement, beginning with the respective academic program, and then, through the Office of Academic Services and Intern Support.

Note. If a second placement is secured and the Student Teacher fails to achieve the required performance by the specified time frame, *under no circumstances* will a third placement be attempted.

To protect the integrity of a partnership between Florida State University and a respective school/agency, Florida State University through the College of Education's Office of Academic Services and Intern Support reserves the right to fully discuss with the placement agency reasons for the second placement. Ultimately, the final decision of accepting a Student Teacher for Internship (Student Teaching) rests solely with the placement agency.

Z. Grade Appeal Procedure – A Student Teacher who receives an unsatisfactory grade may appeal that grade through the regular FSU grade appeals system.

AA. Initial Teacher Certification Procedures and Materials – Guidelines and materials for securing initial teacher certification in Florida are available from the Florida Department of Education, Educator Certification Section.

BASIC CONCEPTS AND COMPONENTS OF THE STUDENT TEACHING PROGRAM

Student Teaching represents the culminating experience in the University's Educator Preparation Program. Student Teachers synthesize and apply theoretical knowledge from previous courses in realistic, planned, professional settings to prepare for success in full-time teaching in a Florida public school. Student Teachers are expected to demonstrate competency in the Florida Educator Accomplished Practices, as assessed by LEON LEADS, at the pre-professional level, Educator Preparation Unit Dispositions, and the ability to positively impact student learning.

Student Teachers are learners and should be *gradually inducted* into the various phases of teaching. A Co-Teaching model should be emphasized in Student Teaching.

Student Teachers participate in all activities normally expected of regular faculty members, including non-teaching duties, communication with parents, faculty professional development and other meetings and extracurricular activities. Student Teachers adapt assignments to the pupils, content, and instructional methods of their Cooperating Teachers.

Components of the Student Teaching Program include: Major Phases of the Student Teaching Program (see Appendix A), Sequential Plan for Student Teaching, and Student Teaching Evaluation.

SEQUENTIAL PLAN FOR STUDENT TEACHING

The sequential plan for student teaching provides for the gradual induction of the Student Teacher into teaching. The development of the semester Sequential Plan of Experiences and Content should be a cooperative effort between the Cooperating Teacher and the Student Teacher during or prior to the first full week of the teaching experience. Use the following plan **as a guide**. It **may be modified** to meet the special needs and circumstances of your classroom setting or program.

A. Orientation (Week One)

1. Observation - Observe in Cooperating Teacher's classes, learning names and pertinent information about the students, techniques used, and materials available.
2. Teaching - Tutor one student; teach one phase of a lesson, etc.
3. Participation - Assist teacher in collecting papers, checking roll, organizing groups, and be involved in some participation from the first day.
4. Planning - Cooperatively develop plans for next week's teaching with the Cooperating Teacher.
5. Conferring - Confer daily with the Cooperating Teacher regarding mutual expectations.
6. Class Schedule - By the end of the first week, Student Teacher should forward class schedule to assist the University Supervisor in planning observations.

B. Expanding Responsibilities (Week Two)

1. Observation - Begin some observations of teachers other than Cooperating Teacher and School Service Personnel. (Always request permission well in advance.)
2. Teaching - Assume responsibility for teaching one class if Student Teacher is at the secondary-school level or one subject if at the elementary-school level. Increase participation in class or subject for which the Student Teacher will next assume responsibility.
3. Participation - Continue and increase participation activities to include instructional, routine, and supplemental non-teaching activities.
4. Planning - Continue cooperative development of plans with Student Teacher assuming more responsibility.
5. Conferring & Evaluating - Confer daily with the Cooperating Teacher for the purpose of planning and continuous evaluation.

C. Gradual Induction (Weeks Three to Five)

1. Observation - Continue various types of observation as time permits. Observation should decrease as teaching responsibilities increase.
2. Teaching - Gradually assume responsibility for additional class(es) or subject(s).
3. Participation - Continue participation in all areas of the teacher's responsibility.
4. Planning - Plan as necessary for increased teaching responsibility.
5. Conferring & Evaluating - Continue daily conferences and evaluation.

D. Full Time Teaching (Weeks Six Through Next to Final Teaching Week)

1. Teaching - Teaching responsibility should have increased gradually so that the Student Teacher assumes a full schedule during these weeks.
2. Participation - Continue participation as necessary for increased responsibility.
3. Planning - Plan as necessary for increased teaching responsibility.
4. Conferring & Evaluating - Continue daily conferences with Cooperating Teacher for the purpose of planning and continuous evaluation.
5. Complete the Final Evaluation by the last week of student teaching.

E. Wrap-Up (Final Teaching Week)

1. Student Teaching responsibility is gradually returned to the Cooperating Teacher and concluded by the final week of teaching.
2. Observations in different grade levels and diverse schools with students representing different backgrounds are recommended during the last week of student teaching. These arrangements should be completed well in advance with the advice, approval, and assistance of the Cooperating Teacher and principal.

Note: *The Student Teacher's progress should be formally evaluated regularly by the Cooperating Teacher and University Supervisor throughout the experience (see Appendix D).*

STUDENT TEACHING EVALUATION – GENERAL INFORMATION

A. Purpose

Formative and summative evaluation results provide the Student Teacher constructive feedback regarding performance (both strengths and weaknesses linked to FEAPS, as assessed using LEON LEADS, and dispositions). The Student Teacher must also demonstrate a positive impact on student learning. (see Appendix D)

B. Scheduled Use

The Cooperating Teacher and University Supervisor confer and complete periodically scheduled Dispositional, Formative and Summative evaluations of the Student Teacher's progress (see Appendix D). Copies of evaluations (digital and/or hardcopy) should be retained by the Student Teacher and the Cooperating Teacher. Some academic programs may additionally require a portfolio of products to document pre-professional achievement of the Accomplished Practices.

C. Important General Points

1. **Evaluate the Student as a Beginning Teacher**
The Student Teacher should be viewed as a beginning teacher throughout the experience and evaluated accordingly.
2. **Show Cumulative Progress**
Evaluations should demonstrate the cumulative growth of the Student Teacher. As the internship progresses, more and more skills will be rated. LEON LEADS Elements and Rubrics should be used to form the basis of evaluation. (see Appendix D)
3. **Be Honest**
Both Cooperating Teachers and University Supervisors should be honest and fair in completing their evaluations. Use observation data, lesson plans, K-12 student work, and the LEADS Rubric to guide ratings.

4. **Employ Cooperative Evaluation**
Evaluative conferences afford the Student Teacher the opportunity to participate in evaluations, practice self-evaluation, and respond to assessments of his or her progress.
5. **Provide Specific Feedback and Assistance**
When the Student Teacher needs to improve, suggestions for doing so should be given in specific, written terms. Such suggestions should be discussed and made in writing, and copies retained by both the Student Teacher and the Cooperating Teacher.
6. **Review LEON LEADS Teacher Evaluation Framework and Rubrics**
To increase reliability of evaluations, definitions should be mutually reviewed early and regularly during the experience. The Cooperating Teacher and Student Teacher should reach understanding on their interpretations. (see Appendix D)
7. **Provide Written Comments**
“Not Using” or “Beginning” ratings require comments. **Written comments provide more information** than ratings and are particularly helpful to University Supervisors, Programs, and potential employers.
8. **Complete Final Summative Student Teaching Evaluation**
The Student Teacher, Cooperating Teacher, and University Supervisor must be involved in the Summative Evaluation (University Supervisor uploads results into LiveText; see Appendix D). *The summative evaluation results indicate behavior and competencies observed throughout the Student Teaching experience.*

Explanation of Ratings for Final/Summative Evaluation

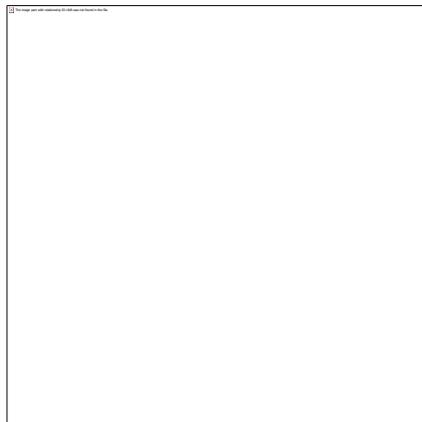
For the summative evaluation, determine whether each LEON LEADS Element has been demonstrated to at least minimum standard (see Student Teaching Evaluation Schedule). The LEADS Rubrics should be used to form the basis of evaluation.

NOTE: The Student Teacher (Intern) *must* demonstrate at least 22 of the 37 LEADS indicators at the “Effective” level or higher and have no ratings of “Not Using” or “Beginning” to pass Student Teaching. (see Appendix D)

**HANDBOOK
FOR
STUDENT TEACHING**

**APPENDICES
(A – D)**

**FLORIDA STATE UNIVERSITY
EDUCATOR PREPARATION UNIT**



Appendix A: Major Phases of the Student Teaching Program

MAJOR PHASES OF THE STUDENT TEACHING PROGRAM

The Cooperating Teacher, with support from the University Supervisor, should assist the Student Teacher in *planning* a program of experiences that includes: Observation, Participation, Planning, Conferring, Teaching, and Evaluation.

A. Observation

1. Specific observation helps the Student Teacher grow and gain a diversity of perspectives. Observations include:
 - a. The Cooperating Teacher and assigned class(es);
 - b. Other teachers and classes (e.g., same grade level or within the discipline, students of diverse ability levels and backgrounds, the same students taught by other teachers, and/or other observations specified in academic program/departamental guidelines);
 - c. School services;
 - d. Other features of the school program of interest or value;
 - e. Extracurricular and other activities involving parents and the community.
2. Observation arrangements should be made in advance in concert with the Cooperating Teacher. School observations outside the assigned classes should occur early in the program, prior to the assumption of much teaching responsibility, and/or toward the end of Student Teaching.
3. The Student Teacher should identify *specific* observational goals that include:
 - a. Classroom management techniques;
 - b. Instructional techniques;
 - c. Techniques useful in positively engaging all class members in learning;
 - d. Ways of structuring effective routines and transitions;
 - e. Differences among learners;
 - f. Teacher behaviors to which learners respond in positive ways;
 - g. Use of technology in instruction and classroom administration;
 - h. Physical conditions of the classroom and their influence on teaching.
4. Professional Student Teachers identify effective learning techniques, are positive in assessing observations, and thank other teachers and staff members for providing observation opportunities.

B. Participation

1. Because it provides practice, participatory activities should begin on the first day and gradually increase until the Student Teacher has full teaching responsibility. Participatory activities should include:
 - a. Instructional - brief, teaching-related activities;
 - b. Routine - classroom and school-wide activities;
 - c. Supplementary - non-teaching activities such as bus or cafeteria duty.
2. Suggested participatory experiences include:
 - a. Working with individuals, small groups, and students with special needs;
 - b. Care of the classroom and instructional supplies, equipment, and technology;
 - c. Keeping records and making reports;
 - d. Administrative duties of the classroom teacher;
 - e. Assistance with student activities such as clubs, athletic events, and social functions;
 - f. Attendance at professional meetings, parent-teacher student conferences, and School Advisory Council meetings.

C. Planning

While Student Teachers have received training in planning, some general suggestions concerning continuous planning include:

1. Lesson Planning Considerations:
 - a. Should be a cooperative endeavor between the Cooperating Teacher and Student Teacher, particularly in the early stages of the internship;
 - b. As confidence and skill develop, the Student Teacher should require decreasing planning assistance from the Cooperating Teacher;
 - c. The Student Teacher must obtain Cooperating Teacher approval of lesson plans prior to teaching;
 - d. The Student Teacher should be encouraged to show initiative and creativity in planning.
2. Suggested Sequence for Inducting the Student Teacher into Planning:
 - a. Allow Student Teacher to examine the Cooperating Teacher's daily lesson plans;
 - b. Develop daily plans cooperatively (Co-Teaching Approach).
 - c. The Student Teacher's role should gradually progress to independent planning.
3. Remember:
 - a. Student Teachers should produce and keep daily, weekly, and unit plans;
 - b. Learning outcomes and assessing learning should be evident;
 - c. Classroom activities should incorporate appropriate technology;
 - d. All plans should be submitted prior to use and be approved by the Cooperating Teacher. The University Supervisor should review lesson plans prior to observations;
 - e. What works for the Cooperating Teacher may not work for the Student Teacher.

D. Conferring

Daily conferring is critical to Student Teacher growth and effective communication. Conferences should be both informal and formal.

1. The Informal Conference
 - a. Brief informal conferences may take place between classes, at lunch, or at other times during the day.
 - b. Informal discussions provide opportunities to explore teaching strategies and evaluate their results based on student learning.
 - c. Informal conferences provide opportunities for immediate feedback.
2. The Formal Conference
 - a. Formal conferences should be scheduled on a regular, frequent basis throughout the Student Teaching experience.
 - b. Formal conferences have:
 - (1) Purpose - to review the Student Teacher's progress in light of program expectations and clearly defined teaching competencies delineated in Florida Educator Accomplished Practices, as assessed using LEON LEADS;
 - (2) Preparation - Cooperating Teacher and Student Teacher will have questions, observation notes, video or audio tapes, or other evaluative data available;
 - (3) Procedure - mutual participation and pooling of ideas;
 - (4) Result - to identify strengths and weaknesses within an atmosphere of mutual respect and cooperation.
3. Effective Conference Behaviors

The following practices promote growth and positive working relationships:

 - a. Cooperating Teacher:
 - (1) Provides constructive, honest, and **specific** feedback;
 - (2) Provides objective data;
 - (3) Praises and encourages;
 - (4) Asks for ideas, opinions, and clarifications of the Student Teacher;
 - (5) Accepts ideas and opinions of Student Teacher.
 - b. Student Teacher:
 - (1) Reflects and evaluates own teaching with a focus on continual improvement;
 - (2) Analyzes evaluation data to determine strengths and weaknesses;

- (3) Offers ideas, opinions, and clarifications;
- (4) Asks for Cooperating Teacher's ideas, opinions, and clarifications;
- (5) Accepts ideas and suggestions.

4. **Pre-observation Conference Steps**

- a. Identify objectives and relevant situational information (i.e., what are the issues and what is it that you are working on).
- b. Identify/review areas of focus to be given special attention:
 - i. Behaviors to maintain/increase,
 - ii. Behaviors to reduce/eliminate,
 - iii. Strategies/activities to explore or try.
- c. Select observation method.
- d. Agree on observation time and logistics.

5. **Post-Observation Conference Steps**

- a. Review pre-observation conference agreements;
- b. Discuss data and analyze identifiable patterns with the Student Teacher;
- c. Guide the Student Teacher to identify behaviors to:
 - i. Maintain or increase;
 - ii. Reduce or eliminate;
- d. Discuss strategies or activities to explore or try;
- e. Specify and document everyone's responsibilities; and
- f. Schedule next observation or conference.

E. Teaching

- 1. Student Teachers should follow a plan of **gradual induction** into full teaching responsibilities to allow time for:
 - a. Specific observation of the Cooperating Teacher's techniques;
 - b. Careful planning of initial teaching experiences;
 - c. Analysis of early teaching experiences;
 - d. Confirmation of the Student Teacher's demonstrated readiness for teaching.
- 2. **Demonstrated Readiness** is the most important factor in determining when and how much a Student Teacher teaches. An unsatisfactory situation may result if the Student Teacher assumes teaching responsibility prior to demonstrating readiness. The desirable state of readiness should occur as a result of gradual induction into teaching.
- 3. The Student Teacher begins teaching a class when:
 - a. Sufficiently acquainted with the pupils, with suitable teaching methods, and with available teaching materials;
 - b. A reasonable degree of confidence has been developed;
 - c. The Cooperating Teacher is confident the Student Teacher is ready to teach the class.

F. Evaluation

Central to the professional education program at Florida State University is performance-based evaluations of the Student Teacher's progress toward becoming an Educational Leader. As a continuing and cooperative effort among the Student Teacher, the Cooperating Teacher, and the University Supervisor, this evaluation process should establish a life-long practice of continuous professional improvement.

- 1. The Formative and Summative Evaluation Forms
 - a. The Digital Forms based on the Accomplished Practices, as assessed using Leon School District's Teacher Evaluation Model, LEON LEADS, will be employed via LiveText (www.LiveText.com). (see Appendix D)

- b. The Cooperating Teacher and University Supervisor must participate in the Formative, Summative, and Dispositions Evaluations. The University Supervisor shall upload into LiveText the agreed upon evaluation results.
2. Formative Evaluations
At scheduled intervals (see Student Teaching Evaluation Schedule), the Cooperating Teacher and University Supervisor record judgments of the Student Teacher's progress based on established standards. It is vital that the Student Teacher be made aware of both strengths and weaknesses at every stage in the program. Sufficient, but reasonable, time for improvement must be provided so the Student Teacher can work to eliminate any deficiencies that might otherwise appear on the final evaluation.
3. The Summative Evaluation Report
The Summative Evaluation Report must reflect the level of performance attained by the Student Teacher at the **completion** of Student Teaching. Final Evaluation Report(s) are the results of a final meeting that involves the Cooperating Teacher, University Supervisor, and Student Teacher. The University Supervisor is responsible for uploading the Final Evaluation Report into LiveText (see Appendix D).
4. Grading
The University Supervisor assumes final responsibility for assigning the grade of **S** (Satisfactory) or **U** (Unsatisfactory)] at the completion of Student Teaching; however, the Cooperating Teacher's evaluations are a major factor in assigning the grade. **A Student Teacher cannot receive a grade of "S" if the Summative Evaluation has not been uploaded by the required due date.**

G. Dispositions (attitudes, values, and beliefs) in Educator Practices

The Educator Preparation Unit developed a Unit-wide Dispositions survey based on research and The Code of Ethics and The Principals of Professional Conduct of The Education Profession in Florida (<http://www.fldoe.org/teaching/professional-practices/code-of-ethics-principles-of-professio.stml>), published by Florida Department of Education. The Dispositions survey and rubric may be found here: <https://education.fsu.edu/student-resources/student-academic-services-oasis/educator-preparation>.

After conferring with the Cooperating Teacher, the University Supervisor uploads the Dispositions Evaluation results into LiveText.

Appendix B: Student Teacher Professional Liability Insurance

Student Teachers are not covered by the school district's or the university's liability insurance policies. Therefore, it is *strongly recommended* that Student Teachers purchase their own professional liability insurance policies. Liability insurance is available from various professional organizations as well as from independent insurance agencies. Information about purchasing reasonably-priced, professional liability insurance prior to beginning an internship is available online (<http://education.fsu.edu/student-resources/student-academic-services-oasis/classroom-field-experience/professional-liability-insurance>) and from the Office of Academic Services and Intern Support, 2301 Stone Building, Tallahassee, FL 32306-4450.

Appendix C: Florida Educator Accomplished Practices (Rule 6A-5.065)

Teacher candidates must demonstrate to an acceptable level all of the Florida Educator Accomplished Practices (Rule 6A-5.065). These standards may be found at the following website:

<https://www.flrules.org/gateway/ruleno.asp?id=6A-5.065>

Appendix D: Live Text and Student Teacher Evaluation

LiveText

LiveText is an electronic assessment and communication system used in field experience work. Student Teaching Evaluation forms are located in the LiveText system.

LiveText **Help Desk** provides Students, Cooperating Teachers, Program Faculty, and University Supervisors with technical assistance (support@livetext.com; 1-866-548-3839).

Questions about LiveText *logistics*, should be directed to **Tonya Jones**, Live Text Coordinator (tjones7@fsu.edu; 850.644.1627).

Questions about *program assessments and placement information* posted in LiveText should be directed to **Meredith Higgins**, Director of Student Teaching (mhiggins@fsu.edu; 850.644.0031).

Student Teacher Evaluation

The Florida Accomplished Educator Practices (FEAPs), established by State Board of Education Rule 6A-5.065 in 1998, are standards to evaluate Student Teachers.

<http://www.fldoe.org/teaching/professional-dev/the-fl-educator-accomplished-practices.stml>. FEAPs will be assessed using the LEON LEADS model. Both FEAPs and Dispositions will be evaluated during Student Teaching.

FEAPs and LEON LEADS

LEON LEADS is a Teacher Evaluation System utilized by Leon County Schools, Leon Co., Florida. FEAPs, and associated Indicators, link to the LEADS Domains and Elements. Utilizing LEADS as the system to evaluate Student Teachers (a) provides continued evaluation of all required FEAPs and Indicators and (b) links Student Teaching Evaluation with a School District Evaluation Model that is based on one of Florida's recognized evaluation models (i.e., Marzano). Finally, using LEADS introduces Student Teachers to a School District Evaluation Model prior to entering their first-year of teaching. Such an introduction to school district teacher evaluation will better prepare Student Teachers for annual evaluation as a teacher in a school district.

Formative and Summative Evaluation Report forms, available in LiveText, are used to assess Student Teachers on each FEAP and corresponding indicators, as configured in **LEON LEADS**. Ratings for each Domain and Element of LEON LEADS—those observed during that evaluation period—must be entered into LiveText timely (see Evaluation Schedule). Comments on strengths or concerning what the Student Teacher needs to do to develop this practice (**required**), enhance evaluation results. To ensure meaningful evaluation occurs, Cooperating Teachers and Student Teachers should review together the LEADS Domains and Elements.

The Summative Evaluation Report must reflect the level of performance attained by the Student Teacher at the **completion** of Student Teaching, including **the Student Teacher's collection of evidence and analysis of positive impact on P12 student learning**. The Cooperating Teacher, University Supervisor, and Student Teacher must be involved in the evaluation

Dispositions

Disposition indicators evaluate the professional attitudes, values, and beliefs of Student Teachers. Disposition Evaluation Rubrics may be accessed at the following website address:

<http://education.fsu.edu/student-resources/student-academic-services-oasis/educator-preparation>.

Florida State University

Educator Preparation Unit - Student Teaching Evaluation Schedule: Fall 2019

Formative and Summative Evaluations: The University Supervisor (US) collaborates with the Cooperating Teacher (CT) to score evaluations; the US completes evaluation in **LiveText**.

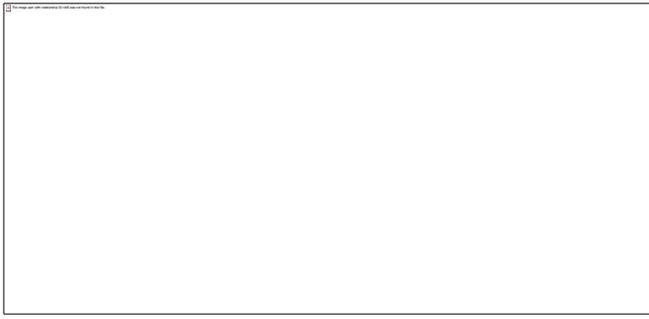
Evaluation	Evidence Used	Performance Expectations	Process for Students Receiving a Score Below Expectations
Week 2 Cooperating Teacher Observation 1 Due By: January 17, 2020	Pre-Observation Conference: Observation area(s) of focus is/are determined from areas for improvement identified by the CT and ST. Completion of COE Student Teaching Formal Observation Form using: <ul style="list-style-type: none"> • Observations of Student Teacher in classroom teaching • Sample lesson plans 	N/A	N/A
Weeks 3-4 Formative Student Teaching Evaluation 1 Due: January 31, 2020	Domains 1, 2 and 4: <ul style="list-style-type: none"> • Observations of Student Teacher in classroom teaching or working with individual students • Sample lesson plans Domain 3: <ul style="list-style-type: none"> • Reflective Log (to be uploaded to LiveText by ST prior to US & CT completion of Formative 1); Due date to be determined by the US 	Expected Number of Elements: At least 15 LEADS elements have been observed Expected Level of Performance: Student Teachers will demonstrate LEADS elements at the “Developing” or “Effective” level with no ratings of “Not Using” and no more than 2 ratings of “Beginning”	For all scores of “Not Using” and more than two scores of “Beginning”: <ul style="list-style-type: none"> • The US must provide specific written feedback and specific recommendations for improvement. • The US, CT, and Student Teacher meet and create a remediation plan to address concerns. Please refer to Remediation Plan template in handbook. If less than 15 LEADS elements have been observed: <ul style="list-style-type: none"> • The US, CT, and Student Teacher must meet and determine how a minimum of 20 elements can be demonstrated by the Formative Student Teaching Evaluation 2.

<p>Weeks 5-6</p> <p>University Supervisor Formal Observation 1</p> <p>Due: February 14, 2020</p>	<p>Pre-Observation Conference: Observation area(s) of focus is/are determined from areas for improvement identified in Formative 1 or other observations.</p> <p>Completion of COE Student Teaching Formal Observation Form using:</p> <ul style="list-style-type: none"> • Observations of Student Teacher in classroom teaching • Sample lesson plans 	<p>N/A</p>	<p>N/A</p>
<p>Week 7</p> <p>Formative Student Teaching Evaluation 2</p> <p>Due: February 21, 2020</p>	<p>Domains 1, 2 and 4:</p> <ul style="list-style-type: none"> • Observations of Student Teacher in classroom teaching • Sample lesson plans <p>Domain 3:</p> <ul style="list-style-type: none"> • Reflective Log (to be uploaded to LiveText by ST prior to US & CT completion of Formative 2); Due date to be determined by the US 	<p>Expected Number of Elements:</p> <p>At least 20 LEADS elements have been observed</p> <p>Expected Level of Performance:</p> <p>Student Teachers will demonstrate all LEADS elements at the “Developing” or “Effective” level.</p>	<p>For all scores of “Not Using” and “Beginning”:</p> <ul style="list-style-type: none"> • The US must provide specific written feedback and specific recommendations for improvement. • Please refer to Remediation Plan. <p>If less than 20 LEADS elements have been observed:</p> <ul style="list-style-type: none"> • The US, CT, and Student Teacher must meet and determine how all elements can be demonstrated by the Formative Student Teaching Evaluation 3.
<p>Week 7</p> <p>Formative Disposition Evaluation</p> <p>Due: February 21, 2020</p>	<ul style="list-style-type: none"> • Observations of Student Teacher in classroom teaching and working with individual students 	<p>Expected Level of Performance:</p> <p>Student Teachers will demonstrate all Dispositional standards at the “Target” level.</p>	<p>For all scores of “Unacceptable”, “Developing 1”, or “Developing 2”:</p> <ul style="list-style-type: none"> • The US must provide specific written feedback and specific recommendations for improvement. • The US, CT, and Student Teacher meet and create a remediation plan to address concerns. Please refer to Remediation Plan template in handbook.
<p>Week 8</p> <p>Cooperating Teacher Observation 2</p> <p>Due: February 28, 2020</p>	<p>Pre-Observation Conference: Observation area(s) of focus is/are determined from areas for improvement identified by the CT and ST.</p> <p>Completion of COE Student Teaching</p>	<p>N/A</p>	<p>N/A</p>

	<p>Formal Observation Form using:</p> <ul style="list-style-type: none"> • Observations of Student Teacher in classroom teaching • Sample lesson plans 		
<p>Weeks 9-10</p> <p>University Supervisor Formal Observation 2</p> <p>Due: March 13, 2020</p>	<p>Pre-Observation Conference: Observation area(s) of focus is/are determined from areas for improvement identified in Formative 2, Formative Dispositions, or other observations.</p> <p>Completion of COE Student Teaching Formal Observation Form using:</p> <ul style="list-style-type: none"> • Observations of Student Teacher in classroom teaching • Sample lesson plans 	N/A	N/A
<p>Weeks 10-11</p> <p>Formative Student Teaching Evaluation 3</p> <p>Due: March 27, 2020</p>	<p>Domains 1, 2 and 4:</p> <ul style="list-style-type: none"> • Observations of Student Teacher in classroom teaching • Sample lesson plans <p>Domain 3:</p> <ul style="list-style-type: none"> • Reflective Log (to be uploaded to LiveText by ST prior to US & CT completion of Formative 3); Due date to be determined by the US 	<p>Expected Number of Elements:</p> <p>All LEADS elements have been observed</p> <p>Expected Level of Performance:</p> <p>Student Teachers will demonstrate at least 17 LEADS elements at the “Effective” level or higher with no ratings of “Not Using” or “Beginning” on any LEADS element.</p> <p>As a reminder, the following LEADS elements must be at “Effective” or higher on the Summative Student Teaching Evaluation (Weeks 13-14): 5, 7, 9, 12, 20, 21, and 30.</p>	<p>For all scores of “Not Using” or “Beginning” or more than 17 LEADS elements at a “Developing” level:</p> <ul style="list-style-type: none"> • The US must provide specific written feedback and specific recommendations for improvement. • The US, CT, and Student Teacher meet and create a remediation plan to address concerns. Please refer to Remediation Plan template in handbook. <p>If all LEADS elements have not been demonstrated:</p> <ul style="list-style-type: none"> • The US, CT, and Student Teacher must meet and determine how all elements can be demonstrated by the Summative Student Teaching Evaluation.
<p>Weeks 13-14</p> <p>Summative Dispositions Evaluation</p> <p>Due: April 17, 2020</p>	<ul style="list-style-type: none"> • Observations of Student Teacher in classroom teaching 	<p>Expected Level of Performance:</p> <p>Student Teachers will demonstrate all Dispositional standards at the “Target” level.</p>	<p>For all scores of “Unacceptable”, “Developing 1”, or “Developing 2”:</p> <ul style="list-style-type: none"> • Student Teacher will receive an “Unsatisfactory” in student teaching course.

<p>Weeks 13-14</p> <p>FSA #9: Summative Student Teaching Evaluation</p> <p>Due: April 17, 2020</p>	<p>Domains 2 and 4:</p> <ul style="list-style-type: none"> • Observations of Student Teacher in classroom teaching <p>Domains 1 and 3:</p> <ul style="list-style-type: none"> • Capstone Instructional Impact Analysis 	<p>Expected Level of Performance:</p> <p>Student Teachers will demonstrate at least 22 of the 37 LEADS elements at the “Effective” level or higher.</p> <p>As part of the 22 LEADS elements, the following 7 must be demonstrated at Effective: 5, 7, 9, 12, 20, 21, and 30.</p> <p>No ratings of “Not Using” or “Beginning”.</p>	<p>For any score of “Not Using” or “Beginning”:</p> <ul style="list-style-type: none"> • Student Teacher will receive an “Unsatisfactory” in student teaching course. <p>For less than 22 scores of “Effective”:</p> <ul style="list-style-type: none"> • Student Teacher will receive an “Unsatisfactory” in student teaching. <p>For LEADS elements 5, 7, 9, 12, 20, 21, and 30 scored below “Effective”:</p> <ul style="list-style-type: none"> • Student Teacher will receive an “Unsatisfactory” in student teaching.
---	--	--	--

Student Teaching Placements conclude no earlier than Friday, April 24, 2020.



Student Teaching Formal Observation Form

Student Teacher: _____ **Semester:** _____

School: _____ **Grade:** _____

University Supervisor or Cooperating Teacher: _____

Pre-Observation Conference

Date of Pre-Observation Conference _____

- Analysis of previous Formative Evaluation(s) and feedback from informal observation(s)

Focus of Observation Identified (i.e. Behaviors to maintain/increase, Behaviors to reduce or eliminate, and/or Strategies or activities to explore and try):

Leon LEADS Element(s): _____

- Observation date and time was scheduled based on areas for improvement identified in Formative Evaluation or other observations

Observation

Date of Observation _____

Attach Anecdotal Observation Notes

During the Observation, please make specific notes regarding how the candidate measured the lesson objectives.

Post-Observation Conference (To address Focus of Observation as well as other skills)

Student Teacher Question: How do you know that you met your lesson objectives?

Targeted Feedback of Strengths of the Student Teacher:

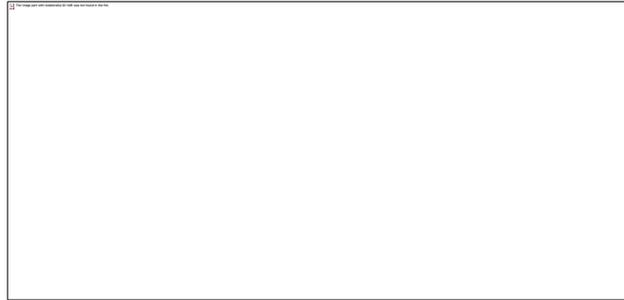
Targeted Feedback of Areas for Improvement:

Strategies for Improvement:

Student Teacher Signature: _____

Date: _____

University Supervisor or Cooperating Teacher Signature: _____



**Student Teaching Remediation Plan:
Teaching Performance & Responsibilities**

Student Teacher: _____ **Program:** _____

Cooperating Teacher: _____ **School:** _____

University Supervisor: _____

Today's Date: _____ **Expected Date of Final Completion:** _____

Identified Area(s) for Improvement (include specific examples):

Specific Leon LEADS Indicator(s):

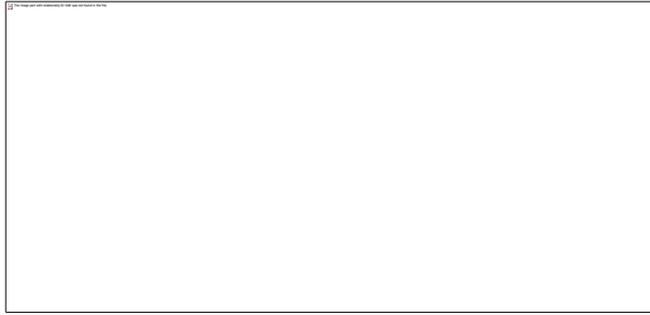
Expected Level of Performance/Results:

Timeline for Successful Remediation:

Student Teacher Signature: _____

Cooperating Teacher Signature: _____

University Supervisor Signature: _____



**Student Teaching Remediation Plan:
Dispositions**

Student Teacher: _____ **Program:** _____

Cooperating Teacher: _____ **School:** _____

University Supervisor: _____

Today's Date: _____ **Expected Date of Final Completion:** _____

Identified Area(s) for Improvement (include specific examples):

Specific Disposition Indicator(s):

Expected Level of Performance/Results:

Timeline for Successful Remediation:

Student Teacher Signature: _____

Cooperating Teacher Signature: _____

University Supervisor Signature: _____