

South Florida State College Internship Handbook 2017-2018





**Bachelor of Science
Elementary Education
Intern Handbook
Affidavit**

I _____ sign this affidavit as proof of my having printed and read the Internship Handbook. This handbook contains policies and procedures of the internship at South Florida State College. By signing this document I am attesting that I agree, accept, understand and therefore will strictly abide by the policies and procedures of the internship at South Florida State College. A copy of this document must be present to the Lead Instructor of the BSEE prior to my first day of internship.

Intern's Printed Name _____

Intern's Signature _____

Intern's Coordinator _____

Date _____

Introduction

This handbook has been created to clearly identify the roles and responsibilities of all persons involved in the Internship process. During their Level II and Level III Internships South Florida State College education majors will be exposed to various teaching methods and researched best practices in diverse school environments.

Students will also participate in s directly associated with the effective demonstration of the Florida Educator Accomplished Practices (FEAPs). Internships will also provide opportunities for students to apply educational theory in real life situations such as; diagnosing and solving problems, meeting the needs of diverse learners, impacting student learning in significant ways, and practicing professional dispositions.

This handbook will serve as a common resource for the Level II and Level III Interns, the Hosting Teachers, and College Supervisors. This handbook is organized into two parts: the General Guide and the Appendices. The General Guide provides general guidelines which apply to **all Level II and Level III** interns, host teachers and college supervisor. The Appendices provide specific checklists for all Level II, and Level III intern, host teachers and college supervisors. Evaluation forms and instructions are also located in the Appendices. Together, this Handbook serves as a comprehensive reference for all professionals participating in the Internship.

WHAT IS A HIGH QUALITY PROFESSIONAL EDUCATOR?

The conceptual framework for South Florida State College is based upon the Mission of preparing students for

responsible citizenship, productive careers, and to be the learners and leaders of today and tomorrow. As learners, our graduates will continue to grow and develop as leaders within their field. As leaders, they will build upon the diverse backgrounds and perspectives they encounter to ensure that all individuals are able to construct the understanding necessary to become successful. During Internships, interns are assessed in domains related to the values and behaviors specified by the Florida Educator Accomplished Practices. These domains are connected to the strategic directions of the College of Education where we seek to create innovations in learning, engage the world and focus on those we serve. The Florida Educator Accomplished Practices are included below for your perusal.

FEAPs

Instructional Design and Lesson Planning:

- The pre-professional educator applies concepts from human development and learning theories in designing and planning instructional lessons.

The Learning Environment:

- The pre-professional educator maintains a student centered learning environment that is safe, organized, equitable, flexible, inclusive and collaborative.

Instructional Delivery and Facilitation:

- The pre-professional educator consistently utilizes a deep comprehensive knowledge of the content to be taught.

Assessment:

- The pre-professional educator consistently analyzes and applies data from multiple assessments to diagnose student learning needs and plan for instruction.

Continuous Improvement:

- The pre-professional educator designs professional goals to strengthen the effectiveness of instruction based on student needs.

Professional Responsibility and Ethical Conduct:

- The pre-professional educator adheres to the Code of Ethics and Principals of Professional Conduct and fulfills the expected obligations to students, the public and the profession.

DEFINITION OF TERMS

Host Teacher: The Host Teacher is a fully certified teacher who has completed Clinical Educator Training and has three-four years of professional teaching. The Host Teacher is responsible for working daily to assist in developing the professional growth of the student teacher. The Host Teacher is a highly qualified professional as evidenced by his/her professional teaching evaluations and his/her impact on student learning. The College Coordinators work cooperatively with partner district personnel to identify these highly qualified mentors. The Host Teacher works cooperatively with the College Coordinator to guide, demonstrate effective teaching practices, and evaluate the Intern.

Intern: The Intern is a student of teaching. The Intern is completing teacher-education program in a clinical setting and under the guidance of a fully certified, highly qualified teacher.

Internship: The period in the professional education program when the college student is placed in an accredited public or private school. The Intern is under the supervision of a fully certified, highly qualified classroom teacher for a period of 15 weeks.

Intern Placement: The process of collaborating with partner school districts to obtain strong and supportive learning environments in which Student Teachers work to demonstrate growth in the Florida Educator Accomplished Practices. Coordinators receive applications from approved candidates and work with district personnel to find supportive learning environments in which to place the Intern. An ongoing dialog between partners assures quality placements which are confirmed by the exchange of partner agreements.

College Supervisors: College Supervisors serve as liaisons between South Florida State College and the partner districts. They are faculty members who are directly responsible for supervision and evaluation of the Intern. College Supervisors are d and highly qualified professional educators who have completed Clinical Educator Training which is required by the Florida Department of Education. College Supervisors provide the following supports to the Student Teacher: observation of student teachers with immediate feedback in oral and written form; weekly review of Internship lesson plans; seminars; support; advice and counseling when necessary or requested by either the Intern or Host teacher. The College Supervisor provides the following supports to the Host Teacher: orientation to the Internship; collaboration on lesson plan review; support, advice and counseling when necessary or requested by the Host Teacher or the Intern.

Application and Placement Procedure

Background

The Internship program at SFSC is a two-semester which occur during a student's senior year. The Level II Internship is the initial phase of a two-semester clinical. During the Level II Internship, each intern will be placed at a school site for two days each week for the duration of 15 weeks. During the Level II Internship, each Intern will plan and teach three lessons per week and be active in all facets of classroom life. After successfully completing the Level II Internship each Intern will be placed at a different school site to complete their Level III Internship. The Level III Internship is a full semester of internship where each intern is expected to report to an assigned school site each day and eventually take on the full responsibility for planning and delivering instruction to their assigned classroom. The Level III Internship typically takes place during the intern's last semester before graduation.

Placement Process Level II and Level III

The Lead Instructor of the BSEE program will request an appropriate Internship placement during the semester prior to each intern's internship. The following conditions must be met before a placement will be requested:

1. Intern eligibility must be met in accordance with the college policy: **All** coursework completed, GPA of 2.5, dispositional standards must be satisfactory, and passage of Teacher Certification exams.

Guidelines for Placement Level II and Level III

The BSEE program follows these guidelines in making appropriate placements:

1. Florida Department of Education requires that candidates develop and demonstrate proficiencies that support learning by all students and the College's Conceptual Framework explicitly values diversity in teacher preparation. Interns are required to participate in field s and Internship within the partnership districts that include students with exceptionalities and students from diverse backgrounds, including ethnic, racial, gender, linguistic, and socioeconomic diversity. The interaction with diverse students is linked to course-related field s and Level II and Level III Internships.
2. The Florida Department of Education requires that all Host Teachers have completed three-four years of successful teaching and the Clinical Educator's Course prior to mentoring an Intern. The BSEE and our school partners follow these guidelines in the placement process as well as the guidelines established by the *Race to the Top* initiative.
3. The BSEE program works with our school partners to identify high- performing, safe, stable, supportive and collegial classroom environments in which to place interns.
4. An intern is not permitted to student teach in the same school where he/she is employed, where relatives are employed, or where a candidate's children attend.
5. College policy requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If an intern has a documented disability and requires accommodations, he/she must inform the BSEE lead Instructor, so that an appropriate placement can be secured.

Posting Placement Locations

After the school site, teacher name and grade level information is assigned the Intern should contact the Host Teacher to make arrangements to acquire the school schedule, curriculum materials, and to schedule a *classroom visit* prior to the first week of classes. *Disclaimer: While the BSEE program realizes the importance of intern experiencing the special demands on teachers to establish classroom routines and orient students to classroom expectations, especially at the beginning of each school year; the BSEE program cannot require you to begin any official Internship responsibilities prior to the official beginning of each semester.*

Fingerprinting:

Intern **must** be fingerprinted prior to beginning their Internship. **Each district has established its own policy and it is the Intern's responsibility to make themselves aware of the district policy concerning Fingerprinting; each intern must comply with the policy.**

Professionalism and Ethical Conduct during Internship Level II and Level III

Conduct:

While participating in Level II and Level III Internship, interns should consider themselves to be pre-service teachers and should conduct themselves in a professional manner. The intern agrees to follow the rules of each school district as well as college policies. Upon arriving at the school assignment, the intern should immediately become familiar with school policies. Interns should view the Internship as an opportunity to demonstrate what they can do as a teacher. Actions and words should be carefully considered as they will impact the Internship evaluation and written recommendations given by the Host Teacher and the College Supervisor. Intern demonstrating behaviors and dispositions unbecoming a teacher may be subject to termination of Internship.

Confidentiality:

The Host Teacher, students and their families, and the district within which each intern is placed have the expectation of total and complete confidentiality. Realizing the legal, professional and personal importance of confidentiality to the field of education is a necessary disposition for all interns. The expectation of all stakeholders is that student teachers apply and practice this disposition on a daily basis.

Attendance:

Interns in their **Level II Internship** are expected to report to their assigned school two full days per week for the entire semester. Attendance at faculty meetings, parent meetings, parent-teacher conferences, and professional development days is suggested but the student teachers must receive permission of both the Host teacher and the building administrator before attending these functions. Professional obligations may require the Intern to work beyond the scheduled work day. There are no excused absences during Internship and any days missed due to illness, bereavement and other special situations must be made up.

Interns in their **Level III Internship** are expected to be at their assigned school every day of the placement period for the entire teacher work day, including faculty meetings, PTA meetings, parent-teacher conferences, professional work days and other assigned duties. Professional obligations may require the Intern to work beyond the scheduled work day. **There are no excused absences during Internship and any days missed due to illness, bereavement and other special situations must be made up.**

In case of illness or emergency, the **Level II and Level III Intern must** contact the Host Teacher immediately, and the College Supervisor must be notified, whether an observation is planned or not. Lesson plans must be available for the Host teacher even on the days of absences. **Any illness in excess of three consecutive days must be documented by a written excuse from a doctor.** In cases of prolonged or repeated absence, the host teacher and college supervisor will collaborate to determine whether the intern will be terminated and repeated or extended.

Outside Commitments:

Internship is a full-time commitment. Other commitments and obligations should be reduced to a minimum during this time. Internship duties must be given first priority even though there may be other personally compelling concerns. **The Intern is required to follow the calendar of the school where he/she is assigned.** Work or family/personal commitments cannot be excuses for failing to meet the commitments of Internship and professional seminars. If such interference occurs, the Intern will be given the choice of withdrawing from Internship or making the personal adjustments necessary to give full attention to the program.

Substitute Teaching:

Intern **may not** serve as substitute teachers during their Internship. A substitute teacher must be provided by the school should the Host Teacher be absent. Interns who have progressed to full responsibility teaching duties may teach in their assigned classroom **in the presence** of a substitute teacher.

Corporal Punishment:

Interns are **never** to administer corporal punishment as a means of discipline. Interns must never physically restrain a student.

Professional Attire:

The attire of the Intern should conform to the accepted dress code of the district and individual schools where they are placed. It is the responsibility of the Intern to ascertain the dress codes of individual districts and schools. The chart below gives College guidelines for professional attire but individual schools and districts may have other regulations.

Suggested Attire- Women	Suggested Attire - Men
Skirts: Knee length or longer	Shirt, tie and dress pants (Day 1).
Dresses- Knee length or longer, NO spaghetti strap dresses.	Sport coat or blazer (not necessary unless mandated by school)
Non-denim casual slacks-Dockers/Khaki pants	Non-denim casual slacks-Dockers, Khaki
Dress Pants/Pant Suits	Polo type shirts
Dress Blouses, sweaters and jackets- not see through, mesh, tank tops, halter tops	Short sleeve button down shirts, long sleeve dress shirts.
Dress turtlenecks/banded collar shirts/crewnecks- non T-shirt material. No T shirts. Shirts, dresses must not expose cleavage.	Dress turtlenecks/sweaters/banded collar shirts/crewnecks- NO T shirts or T shirt material or shirts with logos or slogans.
Dress or casual shoes, NO flip flops, crocs, beach shoes or stiletto heels.	Dress or casual shoes, NO flip flops, crocs, beach shoes. Socks must be worn.
Body piercing jewelry - ears only	Body piercing jewelry- none
No visible tattoos	No visible tattoos

Roles and Responsibilities

Internship represents a crucial point in the interns' preparations to becoming professional educators. It is a time when theory and practice meet and when candidates may discover whether they even want to teach. The traditional model of clinical practice consists of a triad of the intern, host teacher, and the college supervisor. Each member makes unique contributions to the process. The focus of the College Supervisor is primarily the intern and how he/she is fulfilling the college program's expectations. The Host Teacher is focused on how the intern is functioning in the classroom and how the intern supports student learning and development. The Building Principal provides insight into the connection between district and school goals and how these are integrated with classroom practice. Intern should be focused on their impact on student learning and their professional development. **All parties of the triad share mutual responsibility for the development of the intern's efficacy concerning their practice and their ability to deliver strong instructional practice. The intern's professional efficacy will be strengthened by a collaborative culture with rigorous expectations and proactive peer review which will focus on the intern's impact on student learning.** The clinical model embraced by South Florida State College builds on the traditional model and is strengthened by the inclusion of the building principal as supported by Varrati, LaVine, & Turner, 2007. The table below illustrates the responsibilities of each member in supporting the professional development of the teacher candidate.

Table 1.

Intern	College Supervisor	Host Teacher	Building Principal
Constructs knowledge of students and personal identity as a teacher. Develops routines for behavior management. Uses research based, effective instruction which meets the needs of diverse learners.	Embraces the philosophy of the preparation program, creates balance and support for the Intern and school community. Provides specific, clinical feedback to which results in professional growth in delivering instruction.	Supports authentic practice, provides rich opportunities for the candidate to construct a foundation for the integration of theory and practice.	Provides the connection between theory and how classroom practice Integrates district/school goals and how community dynamics and global issues impact teaching and learning.

(Varrati, LaVine, & Turner, 2007).

Responsibilities Level II and Level III Student Teachers

Interns are novice professionals and reflective learners who must realize and fulfill the responsibilities of both roles. Interns must follow the same policies and expectations for licensed teachers; they are to be guided by the host teacher who must provide clear directions and closely monitor their behaviors in these areas.

Specific Internship Responsibilities Level II and Level III

Prior to the First Day Each Intern Must:

- View the website of their assigned school.
- Read and become familiar with the Student and Parent Handbooks which are usually available on the school website. Especially note sign-in procedures and starting times.
- Locate the School Calendar on the website and mark important dates in their personal calendar to facilitate their involvement in the full range of instructional and professional activities. These activities might include: Open House, Parent-Teacher Conferences, professional development days etc.
- Locate the school and determine at least 2 driving routes.
- Call the school or email the teacher to set up an appointment for you to visit the school prior to the beginning of the semester.
- Read the Course Syllabus which will be located on D2L.

During the Internship Each Intern Must:

- Begin the internship by attending the appropriate orientation session.
- Conduct himself/herself in a professional manner at all times, including dress, speech and personal habits such as punctuality and being prepared.
- Give the Internship first priority regardless of other compelling concerns.
- Be punctual in arriving to school, seminars and meetings.
- Notify the host teacher and college supervisor as early as possible of absences.
- Become acquainted with and abide by school policies.
- Show an interest and initiative in assuming the increasing responsibilities of instruction.
- Demonstrate practice which integrates technology and differentiated instruction.
- Reflect and analyze the impact of their instructional practice on student learning gains.
- **Provide the host teacher and college supervisor with completed lesson plans prior to teaching**
- Demonstrate effective classroom management skills.
- Communicate with the host teacher and college supervisor in order to keep both informed about progress, problems or other issues which might impact their development.
- Attend school functions such as parent meetings, Open House, parent-teacher conferences, professional development opportunities and teacher work days (prior principal approval needed).
- Complete the requirements of the Internship including attending all seminars.
- Maintain student and professional confidentiality.

Responsibilities of the Host Teacher

South Florida State College appreciates the time and effort involved in fulfilling the complex role of the host teacher. This role involves mentoring and evaluating the teaching practice and dispositions of the intern but host teachers will also fulfill a number of other roles: role model, guide, advisor and colleague. Some of the most important roles involve initiating the intern into the professional and established norms of the school culture, sharing your wisdom and expertise, and respecting and encouraging innovations. *Remember, this is a new situation for the intern, he/she might not have a sense of what to expect or where he/she will fit into the “scheme of things.” Do not assume that the intern has background knowledge specific to your classroom situation; by being specific in your directions and expectations you and the intern will less anxiety.* **Consider working with the intern as a co-teacher; plan and teach lessons as a team embracing the Gradual Release of Responsibility paradigm for most of the Internship. Co-planning and co-teaching are effective ways to model sound techniques and better guarantee a quality for all.** As you prepare to assume this role, the BSEE program hopes you find this list of expectations helpful.

The host teacher is expected to:

- Demonstrate a positive attitude towards all learners and a belief that all students can learn.
- Prepare your students and families for the arrival of the intern.
- Model professionalism through appearance and relationships with colleagues.
- Maintain open communication with the intern and the college supervisor.
- Define expectations in a reasonable and clear manner, establish an atmosphere of mutual trust and respect which will lead to a strong collaborative partnership.
- Demonstrate how the *Sunshine State Standards/Common Core Standards* and the Florida Educator Accomplished Practices are used on a daily basis in planning, teaching, assessing and reflecting.
- Provide opportunities for the intern to interact with families and the community in meaningful ways.
- Explain the role of all school personnel to the intern and how each supports the classroom community; facilitate introductions to school personnel.
- Provide the intern with appropriate textbooks and reference materials for review and use.
- Provide the emergency and safety plan to the intern.
- Identify health issues of any classroom student - allergies, diabetes, epilepsy etc.
- Provide the intern information about attendance, grading policies and procedures.
- Exchange contact information with the intern and a procedure to follow if the intern is absent.
- Share and demonstrate ways to meet the needs of diverse learners.
- Share IEP information with the intern.
- Preview and observe lessons and provide constructive feedback on a daily basis.
- Help the intern focus on their impact on student learning as well as on their own professional development.
- Assist the intern in maintaining a classroom management plan.
- Meet with the college supervisor and the intern to complete assessment instruments and to resolve issues relating to the internship.
- Complete all evaluation forms in collaboration with the college supervisor and the intern.

Responsibilities of the College Supervisor

The major roles of the College Supervisor are to be a facilitator in the Internship and to act as a liaison between the school and the College. These roles share the same complexity as that of the host teacher in that the College Supervisor is both an advocate and evaluator for the intern. Although the supervision of the intern is a joint responsibility, College Supervisors must meet with both the Intern and the host teacher on a regular basis to ensure the efficacy of the program and the intern's progress. College Supervisors will make at least two observations at regular intervals throughout the semester and provide formative feedback and suggestions for improvement.

- Conduct an orientation session no later than the end of the first week of the internship with the host teacher and intern (if possible). Discuss all evaluation forms, procedures and expectations of the Internship.
- Provide information on how to access the *Internship Handbook* to the host teacher.
- Develop and maintain a personal file for each student. Keep a schedule for observations and try to vary the time and day you observe.
- Confer with the intern following each observation. A pre-observation conference is suggested; and a Post-observation conference is required.
- Confer with the host teacher at each observation visit.
- Be available to the intern and host teacher whenever support is needed.
- Provide timely responses to professional problems, including inadequate performance and inappropriate behavior by the intern.
- Communicate with the Chair of Social Science Department when problems arise, co-write a Professional Development Plan when necessary, and provide information to the college to help resolve problems with the intern.

Lesson Planning

Specific Lesson Plan Guidelines for the Level II and Level III Internship

Lesson Planning

Planned instruction incorporates a creative environment and utilizes varied, motivational strategies and multiple resources for providing comprehensible instruction for all students. Successful teaching begins with effective planning. The first step in the planning process is knowing the students' backgrounds and developing clear learning goals based on their needs and the *Sunshine State Standards/Common Core Standards*. The BSEE program considers lesson plans to be a vehicle which helps the Intern organize the material to be taught. Within the profession there is agreement that good planning contributes to good teaching; however, **there is no agreement that any particular format is best.**

Keeping this thought in mind, the BSEE program agrees that some lesson plan models are better suited for novice level interns and therefore adheres to the following lesson plan policy: **For the Level II and Level III Internships teacher interns will use a BSEE lesson plan format which can be found on the BSEE website.** In order to help the intern, host teacher and college supervisor analyze the effectiveness of the lesson plan we offer the following guidelines.

- Did the intern inform the students of the objectives of the learning activity and their importance?
- Does the lesson plan lead to the achievement of the learning objective?
- Did the intern provide a complete script for the lesson which explains in detail the procedures including classroom management strategies and special directions?
- Did the intern plan for the active engagement of diverse learners?
- Did the intern plan a distinct introduction to the lesson which stimulates/provides background knowledge needed to support the acquisition of new knowledge?
- Did the intern reflect the use of higher order questions and inquiry in the plan?
- Did the intern indicate how various learning aids including technology, are to be employed?
- Did the intern provide a list of materials necessary for teaching the objective?
- Did the intern plan a distinct closure of the learning activities with a summary of important learning outcomes?
- Did the intern provide information on formative/summative/authentic assessments which will be incorporated into the lesson?

Graduating from detailed lesson plans to a more general template: Level III Only

All Level III interns will provide detailed lesson plans through the fifth week of the Internship. As the class load increases and the intern becomes more confident in their planning ability; the host teacher and college supervisor **may** suggest that the intern provide less detail in their lesson plans. This decision is individual in nature; some may be required to provide detailed lesson plans for all teaching during the entire Internship.

Suggested Schedule for Level II and Level III Internships

Collaboration/Co-Teaching

The Internship is designed to provide the opportunity to gradually increase responsibilities to novice level interns. The **Level III** Intern should have at least 5 weeks of full responsibility in **planning** all instruction during their final internship. *Level II Internship does not have a full responsibility component but we highly suggest that Level II interns teach as much as the host teacher and college supervisor think is realistic.*

Full responsibility does not mean that the intern is left completely alone all day with the classroom. The Host Teacher should always be in the school building and accessible. The host teacher is **not expected to relinquish all** responsibility to the intern; the Host Teacher and intern should always work as a team to provide a positive academic for all students. During the “full responsibility” period the intern will have primary responsibility for all lesson planning and execution of lesson plans, classroom management and record keeping. **We offer the following suggestions for the 5 week full responsibility component:**

- The host teacher can function as an assistant while the intern is teaching.
- The host teacher and the intern can work together in a team teaching situation.
- The host teacher and the intern can work together with cooperative groups of students.
- The host teacher works with individuals or small groups of students that need additional assistance while the intern is teaching.

The following charts provide a suggested schedule for Level II and Level III Interns and Host teachers. Individual classroom situations may prompt variations in this **SUGGESTED** schedule.

HT= Host Teacher **IN**= Intern

Level II

Week	Activity
1	Assist HT Observe classroom and Begin Directed Observation IN introduces self to class using lesson plan
2	IN assists HT , Complete Directed Observations, and plan and teach 2 lessons.
3 & Beyond	IN assists HT , complete required assignments plan and teach a minimum of 3 lessons per week . Work with individuals, small groups. Learn and facilitate classroom procedures and transitions.
12	If appropriate, IN leads the classroom for at least 1 entire day.

Level III

Week	% HT/IN	Activity
1	HT/IN 90/10	IN ACTIVELY observes classroom & assists as necessary IN completes journal entries IN introduces self to class using lesson plan IN introduces self to staff, administration IN becomes familiar with building procedures IN/HT collaborate on what lessons IN will teach during week 2 HT reviews lesson plans HT shares relevant student information like IEP goals for students with active IEPs, PTL information, health information, etc.
2	HT/IN 90/10	IN assumes assisting role as appropriate IN assumes routine tasks like attendance and leading students to specials IN assists individual students IN/HT Begins some Co-teaching responsibility IN/HT Collaborate and plan for following week's lesson plans and IN assumption of responsibilities as appropriate HT reviews lesson plans, begins a discussion Impact on Student Learning Project (Sample Unit Plan Topic) Observe IN and give specific, constructive feedback
3	HT/IN 75/25	IN continues to assume routine tasks IN continues to assist students IN/HT continue to co-teach IN/HT plan for following week's lessons/IN plans for half of classes HT reviews lesson plans, ISL Unit Plan topic decision Give specific and constructive feedback on the IN's practice.
4	IN/HT 50/50	IN/HT continue to co-teach with IN gradually taking the lead or more responsibility for approximately half of classes. IN assumes all routine tasks IN continues to assist individual students IN/HT plan for full responsibility, IN assumes lesson planning for all lessons. HT reviews plans and gives daily constructive feedback to the IN.
5 - 12	HT/IN 10/90	IN has primary responsibility for planning, teaching, assessment and management of the classroom Co-teaching is expected IN initiates ISL Integrated Unit Plan HT may work with cooperative groups of students and individuals that need assistance. HT reviews lesson plans and gives daily constructive feedback to the IN.
Last 2 weeks of placement	HT/IN---HT/IN 25/75—90/10	Gradually return responsibility to HT throughout these 2 weeks IN observes 4 other teachers at different grade levels. HT/IN meet with College supervisor to complete evaluations.

Evaluation Level II and Level III

In collaboration with the Host Teacher, the College Supervisor will fulfill a pivotal role in deciding whether the Level II and/or Level III intern receives a passing grade for the Internship. Therefore, it is vitally important that the evaluations be completed accurately and fairly. All formal evaluations must be made in regularly scheduled visits throughout the placement and must last for an entire instructional session. The College Supervisor must include specific comments and review the results with the Intern following the observation.

It is the responsibility of the College Supervisor to report any concerns to the Chairperson of Social and Behavioral Sciences Department. If the intern is not progressing in their placement the College Supervisor must inform it. Every attempt should be made to identify areas of concern by the midpoint in the semester. However, the BSEE committee reserves the authority to make final grade and placement determinations. Options include the development of a remediation plan, repetition of the placement, or removal from the program.

The Level I and Level III Internships are graded on a pass/fail basis. The purpose of evaluations is to determine the readiness of the Intern to be recommended for teacher certification.

Level II Midterm Evaluation:

The Level II Midterm Evaluation is a web based instrument which the College Supervisor and The Host Teacher complete **separately**.

Level II Final Evaluation:

The Host Teacher and the College Supervisor will work together to complete the final evaluation instruments and will discuss the results with the Intern. The final grade determination is arrived at through reviews of the College Supervisor's evaluations and through interviews with the Host Teacher and Principal if necessary. The College Supervisor will submit the final evaluation for the Intern.

Evaluation forms for the Level II Internship are:

- College Supervisor and Host Teacher observation forms.
- *Level II Internship Evaluation Form.*
- *Video Rubric*
- *ESOL Checklist*

Criteria for a Passing Grade: Level II Internship

- **Level II** Interns must have satisfactorily completed **all** Internship components as evidenced by their scores on all evaluation rubrics and assessment instruments.

- It is expected that scores on the *Level I Internship Evaluation* form must be in the “Developing” or higher range. Scores in this range would indicate that the intern has demonstrated readiness to enter the Level II Internship.
- Any days missed must have been rescheduled and completed.
- All course assignments must be completed on a *satisfactory* level or higher.

Level III Midterm Evaluation:

The purpose of the Midterm evaluation is to verify the readiness of the Intern to assume increased or full takeover responsibilities. The Host Teacher and the College Supervisor **will work together** to complete the *Level III Internship Assessment Form* and **will discuss** the results with the Intern. The Intern will assume increased responsibilities or full takeover if **ALL** scores on the *Level III Internship Assessment Form* are in the Developing or Higher range.

Level III Final Evaluation:

The Host Teacher and the College Supervisor **will work together** to complete the final evaluation instruments and **will discuss** the results with the Intern. The final grade determination is arrived at through reviews of the College Supervisor’s evaluations and through interviews with the Host Teacher and Principal if necessary. The College Supervisor will submit the final evaluation for the Intern.

Evaluation forms for the Level III Internships are:

- College Supervisor and Host Teacher observation forms.
- *Level II Internship Evaluation Form* which is completed twice - once, prior to the Student Teacher’s assumption of full teaching responsibilities and again at the conclusion of the semester.
- *ESOL Documentation Form*
- *Reading Portfolio*
- *Teacher Work Sample Portfolio Rubric (ISL project)*

Criteria for a Passing Grade: Final Internship

Final Interns must have satisfactorily completed all Internship components as evidenced by their scores on **all** evaluation rubrics and assessment instruments.

- The greater majority of rubric scores on the second *Level III Internship Evaluation* form must be in the Proficient or higher range with no indicator being evaluated as less than “Developing.” Scores within the required range would indicate that the Intern has demonstrated readiness for assuming the professional responsibilities of teaching.
- All evaluations must provide evidence of growth in the application of all Florida Educator Accomplished Practices.
- All rubric scores on the *Impact on Student Learning Project* must be in the Developing or Higher range.

All Interns who receive a grade of Satisfactory for Internship , provided that all course work and the appropriate certification tests have been taken and passed, become eligible for a teaching certificate.

All evaluation forms can be found in the Appendices of this handbook

Procedure to Follow if Problems Arise Level II and Level III

The admission standards to the Level II and Level III Internships serve as an attempt to place only those candidates who have a reasonable chance of successfully completing Internship. All parties must keep in mind that interns are novice practitioners with unique strengths and insights into the teaching process. **With that reality in mind, the BSEE program will support the Interns and serve as a resource; however, the Interns must realize that placement does not guarantee completion. Successful completion of Internship is the responsibility of each Intern.**

When an issue impacting the successful completion of Internship arises the Intern has the following responsibilities:

- Discuss any specific concerns with the Host Teacher and College Supervisor.
- Be an active listener and communicator.
- If Intervention is necessary, work to overcome any weaknesses and follow the Intervention Plan in all areas.

The Host Teacher has the following responsibilities:

- Clearly communicate any concerns to the intern and the College Supervisor **immediately**.
- Develop an Intervention Plan with the College Supervisor and the intern **as soon as major concerns are identified**.
- Inform to the Lead Instructor of the BSEE Program
- Provide specific feedback to the Chairperson of Social and Behavioral Sciences Department
- Document any concerns, interventions and progress of the intern.

The College Supervisor has the following responsibilities:

- Communicate with the Host Teacher about any concerns.
- Develop an Intervention Plan with the Host Teacher and the Intern.
- Inform/Involve the Chairperson of Social and Behavioral Sciences Department in the process.
- Provide written documentation about any concerns, interventions and progress.

The School Administrator has the following responsibilities:

- Communicate with the Host Teacher/report any problems.
- Communicate with the College Supervisor if any problems are not resolved.
- Provide written documentation and or recommendation of removal.

Policy on Intervention and/or Removal during the Level II and Level III Internship

The purpose of the Internship Intervention Plan is to formalize support for an Intern that is focused on areas that need improvement. Prior to developing a plan, the Supervisor and Host Teacher should informally mentor and support the efforts of the Intern.

At the four/five-week checkpoint, the College Supervisor, in collaboration with the Host Teacher will assess for the **Level II Student Teacher's** demonstration of sufficient mastery of skills and professional attitudes necessary for taking full classroom responsibility. A satisfactory performance is mandatory in all areas of evaluation. A rating of "needs improvement" in any area requires that an Internship Intervention Plan be generated by the team consisting of the Coordinator(s) of the Level II and Level III Internship, College Supervisor, and Host Teacher. The team, in a planned meeting, will share the plan with the Intern. The plan will specify an Intervention Plan of action with a timeline for its completion and recommended support for the Intern.

A follow-up meeting is held **within two weeks** to determine if necessary skills and professional attitudes are in place for the intern to take full classroom responsibility.

If sufficient mastery of skills and professional attitudes necessary for full takeover are evident, student may continue in the current placement, extending the time in full takeover to meet internship requirements. The student is expected to earn a satisfactory grade.

If, at that point, the skills and professional attitudes are not present, the team may recommend withdrawing the intern from the placement and an incomplete grade for the Student Teacher. If the recommendation is for withdrawal, a meeting will be scheduled with Chairperson of Social and Behavioral Sciences Department, Dean of Arts & Sciences, and the Intern's advisor.

Intervention Guidelines Level II and Level III

- If a new placement occurs it will be in a different school.
- The Intervention Plan is developed on a case-by-case assessment and will be tailored to the needs of each Intern.
- Intern must adhere to the plan.
- If the Intervention Plan is completed satisfactorily during the repeated internship, the Intern will receive a grade of Satisfactory for the course.
- If the Intervention Plan is not completed satisfactorily and within the specified time schedule, the Intern is dismissed from the internship and removed permanently from the teacher education program.

Removal of an Intern

The removal of an intern from his/her school placement will only be done for compelling reasons. The BSEE program recognizes that there may be circumstances beyond the intern's practice which may warrant removal and will consider requests to remove an Intern when any of the following situations occur:

- Unethical behavior has been exhibited by either the Intern or the Host Teacher (i.e. sexual harassment, use of alcohol or drugs).
- Any evidence of a lack of sensitivity to multicultural situations on the part of the Intern.
- Excessive absenteeism, tardiness, and or failure to comply with established school policies on the part of the Intern.
- Two visits by the College Supervisor has produced no written lesson plans. The first visit in which there are no written lesson plans is a warning, the second time lesson plans are not available will result in removal and termination of Internship for the remainder of the semester. The Intern must have written plans to show evidence of preparation for teaching.
- The appropriate school authority or the school administrator, requests that the Intern be removed.

All requests for the removal of an Intern should be made through BSEE program. Written documentation must accompany any request for removal. If an Intern is removed from their Internship classroom the Intern MAY be eligible to repeat the Internship the next available semester in a district different from the one from which they were removed.

Receiving a Grade of Unsatisfactory

An Intern whose performance is such that he/she cannot fulfill the duties normally expected of teachers will receive a grade of “unsatisfactory.” The grade will be supported by written documentation from the College Supervisor and the Host Teacher, documentation **must** include evaluation and assessment documents which indicate areas of concern or inability to fulfill the duties normally expected of teachers. Written documentation may include observational notes, letters of complaint, or legal documents. **An Intern receiving a grade of “Unsatisfactory” MAY be eligible to repeat the Internship once more. The decision for the ability to repeat the Internship will be made through collaboration with the student’s Academic Advisor, College Supervisor and Associate Dean for Student Services.**

Appendi

X

Level II and Level III Intern's Checklist

I Have

___ Printed and read BSEE Handbook.

___ Obtained a Name badge

___ Contacted host teacher and made an appointment to visit school prior to beginning of semester.

___ Reviewed school website:

- Read School Student Handbook
- Marked important dates on calendar
- Found two routes to the school.

___ Visited School and obtained any pertinent materials from Host Teacher.

___ Introduced myself to the School Office Staff and the Principal.

___ Attended College Orientation arrived on time

___ Signed and submitted the Clinical Internship Handbook Agreement.

___ Obtained a three-ring binder and labeled each divider as follows:

- Reflections
- Lesson Plans
- Evaluations
- ISL, Unit Plan (**Level III Internship**)

___ Marked important dates in personal calendar:

- Lesson Plan Submission Information
- College Supervisor and Host teacher contact information.
- Seminars

School/District functions.

___ Obtained the Teacher/District Handbook from the Principal and read it to make myself familiar with district policies especially in regard to the School Safety plan and health concerns.

___ Become familiar with the materials supplied by my Host teacher (teacher editions, curriculum maps, short and long range plans, classroom procedures, classroom management plan etc.)

Level II and Level III Host teacher Checklist

Preparing for your Intern

I Have:

- ___ Prepared my class (classes) for the arrival of “another teacher” who will have the same authority as I.
- ___ Arranged for a desk or some form of personal space for my Intern (desk, table, and chair).
- ___ Welcomed my intern’s call to set up a meeting to visit the classroom prior to officially beginning.
- ___ Met with the College Supervisor and **read the material supplied by the College to provide** background information about my intern and the program components.
- ___ Prepared/acquired a collection of pertinent information and material that my Intern will be working with. (Class list, classroom procedures and schedule, District policies, teacher editions, report card examples, curriculum maps etc.).

Week 1

I Have:

- ___ Introduced my Intern to my co-workers including the school administration.
- ___ Familiarized my Intern with the school facilities, resources and policies regarding the use of materials and equipment.
- ___ Explained the procedures for record keeping.
- ___ Provided time for my Intern to examine data from the academic records of students he/she will be working with, my lesson plans and to become familiar with the various services the school provides such as guidance, ESL, teacher support, library, media etc.

WE HAVE:

- ___ Exchanged personal contact information.**
- ___ Chosen a particular time for planning; on a daily and weekly basis.
- ___ Developed/thought about a schedule for the assumption of teaching and other duties.
- ___ Informed Intern of expectations concerning the submission of lesson plans and how approval and feedback will be communicated.
- ___ Discussed the College Program components so we are both informed about these expectations.

Week 2 and Beyond:

I Have:

___ Helped my Intern develop plans for his or her Internship.

___ Helped my Intern identify specific competencies to strive to improve.

___ Followed the practice of cooperative development of lesson plans for each phase or class.

___ Co taught lessons with my Intern, gradually relinquishing teaching responsibilities.

___ **Observed my intern very closely and consistently during their internships to provide continuing, specific feedback and evaluation, including specific suggestions for improvement and specific praise for successes.**

___ Communicated openly with my intern regarding professional issues and encouraged my intern to evaluate his or her own plans and teaching practice.

___ Examined my intern's lesson plans daily throughout the program, initialed the plans and given feedback.

___ Allowed my intern the flexibility to choose his or her own teaching methods, so long as those methods did not impede student learning.

___ Encouraged initiative and creativity on the part of my intern.

___ Conferred with the College Supervisor at each observation visit

___ Provided my intern with some written evaluations of his/her teaching.

___ Provided opportunities for my intern to observe other classes and other teachers.

Lesson Plan Template

Name: _____ **Grade Level:** _____

Subject: _____ **Unit Title:** _____

Lesson Title: _____ **Estimated Time:** _____

Standard/s (Sunshine State, Next Generation Sunshine State, Core Curriculum):

Learning Goal/Target/Objective: (What should students know and be able to do as a result of this lesson?)

Essential/Guiding Question(s): (Higher-order thinking level in student-friendly language)

Content: (Outline what you are going to teach)

Key Vocabulary:

WICOR: AVID Method Strategies:

W Writing: How will students use writing as a tool of learning?

I Inquiry: What questions will I ask? How will I facilitate students asking questions?

C Collaboration: How will I facilitate student collaboration?

O Organization: How will students set goals for their learning? How will I help students manage the Tasks/materials of the lesson? How will I release responsibility to students for their own learning?

R Reading: What will students read? What strategies will I use to facilitate that reading?

Procedures:

1. **Activate prior knowledge/Anticipatory Set/Hook:** What prior knowledge should students have for this lesson? How will you gain their attention?
2. **Input:** Teaching Phase: How will you present the concept or skill to your students?
 - a. Key vocabulary instruction
 - b. Teaching of the concept
3. **Modeling:** Showing, explaining, demonstrating to the students how to do something that they will then be expected to do.
4. **Check for understanding:** Whatever you do to determine students' comprehension of what has been taught thus far (Q & A, cognitive processing strategies, graphic organizers, use of scales, etc.)
5. **Guided practice:** What activities or exercises will the students complete with teacher and/or peer guidance?
6. **Independent practice:** What activities or exercises will students complete to reinforce the concepts and skills developed in the lesson?
7. **Closure:** How will you assist your students in organizing the knowledge gained in the lesson? (Q & A, exit slip, game, cognitive processing strategies, etc.)

Assessment/Evaluation: How will you assess the students' attainment of the lesson objectives? The assessment must be stated in measurable terms. (Condition, performance, criteria)

- Formative Assessment and/or Summative Assessment:

Materials/Resources: All materials and equipment needed to teach this lesson.

References: Any sources (e.g., textbooks, internet sites, etc.) used in the planning of this lesson.

Accommodations: Differentiated instruction; any modifications made to the lesson to assist ESE and/or ELs in the comprehension of the lesson.



THE SCHOOL BOARD OF HIGHLANDS COUNTY

Where Excellence is a Tradition

ENHANCING TEACHER EFFECTIVENESS

Working together to help students achieve by helping teachers succeed

Formal Classroom Observation Form

Teacher _____
Date _____

School _____
Beginning Time _____

Observer _____
Ending Time _____

Component	Scripted Comments on Observed Components	
Domain 1: Planning and Preparation		
1a. Knowledge of Content and Pedagogy *Knowledge of Content/Structure *Knowledge of Prerequisite Relationship *Knowledge of Related Pedagogy	HE <input type="checkbox"/> E <input type="checkbox"/> NI <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NO <input type="checkbox"/>	
1b. Knowledge of Students *Know Child/Adolescent Development *Know the Learning Process *Students' needs, interest, proficiency	HE <input type="checkbox"/> E <input type="checkbox"/> NI <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NO <input type="checkbox"/>	
1c. Selecting Instructional Outcomes *Value, Sequence, and Alignment *Clarity and Balance *Suitability for Diverse Learners	HE <input type="checkbox"/> E <input type="checkbox"/> NI <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NO <input type="checkbox"/>	
1d. Knowledge of Resources *Resources for Classroom Use *Resources to Extend Knowledge *Resources for Students	HE <input type="checkbox"/> E <input type="checkbox"/> NI <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NO <input type="checkbox"/>	
1e. Designing Coherent Instructions *Learning Activities/Materials *Instructional Groups *Lesson and Unit Structure	HE <input type="checkbox"/> E <input type="checkbox"/> NI <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NO <input type="checkbox"/>	

1f. Designing Student Assessment *Congruence w/ Instructional Outcomes *Criteria and Standards *Design of Formative Assessment	HE E NI D I NO	
--	--------------------------------	--

Component	Scripted Comments on Observed Components	
Domain 2: Classroom Environment		
2a. Environment of Respect and Rapport *Teacher Interaction w/ Students *Students Interaction w/ one another	HE <input type="checkbox"/> E <input type="checkbox"/> NI <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NO <input type="checkbox"/>	
2b. Establishing a Culture of Learning *Importance of the Content *Expectations for Learning *Student Pride in Work	HE <input type="checkbox"/> E <input type="checkbox"/> NI <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NO <input type="checkbox"/>	
2c. Managing Classroom Procedures *Management of Instructional Groups, Transitions, and Materials *Performance of Non-instructional duties *Supervision of Volunteers and Paras	HE <input type="checkbox"/> E <input type="checkbox"/> NI <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NO <input type="checkbox"/>	
2d. Managing Student Behavior *Expectations *Monitoring of Student Behavior *Response to Student Misbehavior	HE <input type="checkbox"/> E <input type="checkbox"/> NI <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NO <input type="checkbox"/>	
2e. Organizing Physical Space *Safety and Accessibility *Arrangement of Furniture and use of Physical Resources	HE <input type="checkbox"/> E <input type="checkbox"/> NI <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NO <input type="checkbox"/>	
Component	Scripted Comments on Observed Components	
Domain 3: Instruction		
3a. Communicating with Students *Expectations for Learning *Directions and Procedures *Explanations of Content *Use of Oral and Written Language	HE <input type="checkbox"/> E <input type="checkbox"/> NI <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NO <input type="checkbox"/>	
3b. Use of Questioning/Discussion Techniques *Quality of Questions *Discussion Techniques *Student Participation	HE <input type="checkbox"/> E <input type="checkbox"/> NI <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NO <input type="checkbox"/>	

3c. Engaging Students in Learning *Activities and Assignments *Grouping of Students *Instructional Materials/Resources *Structure and Pacing	HE <input type="checkbox"/> E <input type="checkbox"/> NI <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NO <input type="checkbox"/>	
3d. Using Assessment in Instruction *Assessment Criteria *Monitoring of Student Learning *Feedback to Students *Student Self-Assessment	HE <input type="checkbox"/> E <input type="checkbox"/> NI <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NO <input type="checkbox"/>	
3e. Demonstrating Flexibility *Lesson Adjustment *Response to Students *Persistence	HE <input type="checkbox"/> E <input type="checkbox"/> NI <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NO <input type="checkbox"/>	
Component	Scripted Comments on Observed Components	
Domain 4: Professional Responsibilities		
4a. Reflecting on Teaching *Accuracy *Use in Future Teaching	HE <input type="checkbox"/> E <input type="checkbox"/> NI <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NO <input type="checkbox"/>	
4b. Maintaining Accurate Records *Student Completion of Assignments *Student Progress in Learning *Non-instructional Records	HE <input type="checkbox"/> E <input type="checkbox"/> NI <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NO <input type="checkbox"/>	
4c. Communicating with Families *Information on Instructional program *Information on Individual Students *Engagement of Families in School	HE <input type="checkbox"/> E <input type="checkbox"/> NI <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NO <input type="checkbox"/>	
4d. Participating in Professional Community *Relationships with Colleagues *Service to School *Participation in School/District Project	HE <input type="checkbox"/> E <input type="checkbox"/> NI <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NO <input type="checkbox"/>	

<p>4e. Growing/ Developing Professionally</p> <p>*Enhancement of Content Knowledge</p> <p>*Receptivity to Feedback from Colleagues</p> <p>*Service to Profession</p>	<p><input type="checkbox"/> HE</p> <p><input type="checkbox"/> E</p> <p><input type="checkbox"/> NI <input type="checkbox"/> D</p> <p><input type="checkbox"/> I</p> <p><input type="checkbox"/> NO</p>	
<p>4f. Demonstrating Professionalism</p> <p>*Integrity and Ethical Conduct</p> <p>*Service to Students/ Advocacy</p> <p>*Decision Making</p>	<p><input type="checkbox"/> HE</p> <p><input type="checkbox"/> E</p> <p><input type="checkbox"/> NI <input type="checkbox"/> D</p> <p><input type="checkbox"/> I</p> <p><input type="checkbox"/> NO</p>	

Key: HE-Highly Effective E-Effective NI-Needs Improvement/D-Developing (1st 3 yrs)
I-Ineffective NO-Not Observed



ADMINISTRATOR AND PEER EVALUATOR OBSERVATION FORMS

THE SCHOOL BOARD OF HIGHLANDS COUNTY
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Pre-Observation Conference Form - Classroom Teacher

(To be completed by teacher prior to Pre-Observation Conference for discussion with observer)

Teacher Name _____ School /location _____

Observer Name _____ Date _____

Questions: Please provide brief answers to each question.

Learning Goals and Objectives
1. What is/are your lesson objective(s)? (Domain Components 1a, 1c)
2. How is/are the lesson objective(s) aligned with state curriculum standards? (1a, 1c)
3. What data did you use to design this lesson? How did the data influence the planning of this lesson? (1b, 1c, 1f)
Assessment
4. How will you know if your lesson objective(s) was/were achieved? (1f)

Instructional Strategies and Activities

5. What teaching strategies will you use to teach this lesson? What resources will be utilized? (1a, 1d)

Why did you choose these strategies and resources? (1a, 1b, 1d)

Connecting Learning

6. What is the academic relationship between this lesson with past or future lessons? (Why this lesson? Why now?) (1a, 1e)

Other

7. Please explain any special situations or circumstances of which the observer may need to be aware.

8. The observer will provide feedback on this lesson. Are there specific areas you would like the observer to look for or focus on?

Additional Comments

9. Teacher

10. Observer

Post-Observation Summary Form-Classroom Teacher
(To be completed by administrator/evaluator prior to post-observation conference)



Teacher Name _____ School _____

Observer Name _____ Date _____

Observation Date _____ Subject Area/Grade Observed _____

Lesson Topic(s) _____

Strengths of Lesson Observed
Areas for Development (not more than 3 - in priority order)
Next Step(s) (Recommendations for Support, Prescriptive Professional Development, etc.)
AVID Strategy Observed

Video Lesson Scoring Rubric Level I

Criterion	Exemplary	Proficient	Developing	Beginning
Planning 20%	Identifies student performance outcomes, using diverse support and enrichment activities and materials. _____	Identifies student performance outcomes for planned lessons, using some support and enrichment activities and materials. _____	Identifies student performance outcomes for planned lessons, with no supporting activities or materials. _____	Fails to identify student performance outcomes for planned lessons. _____
Organization of the Lesson 20%	Well organized and components of the lesson plan were addressed consistently	Well organized but components of the lesson plan were addressed inconsistently	Loosely organized and components of the lesson plan were addressed inconsistently	Loosely organized and components of the lesson plan were not addressed
Learning Environment 15%	Applies established rules and standards for behaviors consistently and equitably and provides evidence of monitoring student learning and adjusting instruction accordingly.	Applies established rules and standards for behaviors consistently and equitably and provides some evidence of monitoring learning activities.	Applies established rules and standards for behaviors consistently and equitably but provides no evidence of monitoring learning activities. _____	Applies established rules and standards for behaviors inconsistently and inequitably and provides no evidence of monitoring learning activities.
Lesson Design and Assessment 15%	Lesson components are aligned and encourage students to demonstrate their understanding in different formats.	The content, structure and assessments of the lesson are aligned with the lesson objectives.	The content and structure of the lesson are loosely aligned with the lesson objectives but the assessments are not aligned.	The content, structure and assessments of the lesson are not aligned with the objectives
Communication 10%	Gives consistent and clear directions, appropriate both for learners and the task using an engaging teacher voice/tone. _____	Gives directions, appropriate both for learners and the task using an appropriate teacher voice/tone. _____	Directions are inconsistent, but sometimes appropriate for the task, using an appropriate teacher voice/tone _____	Does not give clear directions, appropriate for the learners or the task, using an inappropriate voice/tone. _____
Reflection 20%	Reflects and presents varied alternatives to presentation and assessment.	Reflects on the performance, citing specific strengths and weaknesses and discusses an alternative.	Misses specific strengths and weaknesses in the performance; speaks in generalities in reflection.	Misses strengths and weaknesses in the performance; draws incorrect conclusions in reflection.

INTEROBSERVATION FORM

Date: _____

Internship Level: _____

Intern: _____ Intern's Signature: _____
Print Name

Evaluator: _____ Evaluator's Signature: _____
Print Name

PLANNING

- _____ Designs learning s that meet students' needs and interests.
- _____ Formulates objectives and outcomes based on SSS.
- _____ Accommodates the diversity of the class in the lesson plans.
- _____ Uses multiple, appropriate resources.
- _____ States procedures clearly.
- _____ Organizes and submits all materials prior to lesson.

COMMENTS

INSTRUCTION

- _____ Begins on time.
- _____ Begins with review.
- _____ Presents lesson systematically.
- _____ Paces efficiently.
- _____ Gives clear direction.
- _____ Orients students effectively.
- _____ Provides practice (guided; independent)
- _____ Circulates, checks comprehension.
- _____ Reviews – midpoint and at the end.
- _____ Provides transition.

SUBJECT MATTER

- _____ Understands and presents accurate content information that allows student learning.
- _____ Uses materials and technology in the subject area to facilitate learning activities.
- _____ Asks effective (high, low level) comprehension questions.
- _____ Responds or Expands with: Corrective Feedback
Specific Academic Praise
Effective Probes

COMMUNICATION SKILLS

- _____ Interacts positively and effectively with students.
- _____ Enthusiastically challenges students.
- _____ Articulates in well - modulated speech.
- _____ Writes effectively using proper grammar, spelling, punctuation, and sentence structure.
- _____ Uses body behavior that shows interest.

MANAGEMENT

- _____ Uses clearly defined, age-appropriate, and positive classroom management plan.
- _____ Maintains academic focus.
- _____ Demonstrates "with-it-ness".
- _____ Stops misconduct while maintaining instructional momentum.

ASSESSMENT

- _____ Planned learning s were informed by student readiness and performance data (Pre-Consultation)
- _____ Formative assessment strategies during lesson are used to modify instruction.
- _____ A variety of informal assessments were used to determine students' performance (pre + post)
- _____ Accurately assesses individual and group performance to design instruction (Pre-consultation)

INTERN EVALUATION

BSEE SOUTH FLORIDA STATE COLLEGE

Intern Name: _____ **Internship Level:** _____ **County:** _____ **School:** _____ **Midterm** ____ **Final** ____

This evaluation form is utilized once during internship II and twice during the Internship III. This evaluation uses the Florida Educator Accomplished Practices to assess the intern’s competency for all indicators. Please use the rubric guidelines to rate the Intern’s competency on each indicator. During Internship III, a plan of action is expected for any section that is evaluated at **Unsuccessful (U)**

A. Quality of Instruction

Instructional Design and Lesson Planning: Applying concepts from human development and learning theories, the effective educator consistently	The Learning Environment: To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently	Instructional Delivery and Facilitation: The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to	Assessment: The effective educator consistently
<p>_____ Aligns instruction with state-adopted standards at the appropriate level of rigor.</p> <p>_____ Sequences lessons and concepts to ensure coherence and required prior knowledge.</p> <p>_____ Designs instruction for students to achieve mastery.</p> <p>_____ Selects appropriate formative assessments to monitor learning.</p> <p>_____ Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons.</p> <p>_____ Develops learning s that require students to demonstrate a variety of applicable skills and competencies.</p>	<p>_____ Organizes, allocates, and manages the resources of time, space, and attention.</p> <p>_____ Manages individual and class behaviors through a well-planned management system</p> <p>_____ Conveys high expectations to all students. _____ Respects students’ cultural and family background.</p> <p>_____ Models clear, acceptable oral and written communication skills.</p> <p>_____ Maintains a climate of openness, inquiry, fairness, and support.</p> <p>_____ Integrates current information and communication technologies.</p> <p>_____ Adapts the learning environment to accommodate the differing needs and diversity of students.</p> <p>_____ Utilizes current and emerging assistive technologies that enable students to participate in high- quality communication interactions and achieve their educational goals.</p>	<p>_____ Deliver engaging and challenging lessons.</p> <p>_____ Deepen and enrich students’ understanding through content area literacy strategies, verbalization of thought, and application of the subject matter.</p> <p>_____ Identify gaps in students’ subject matter knowledge. _____ Modify instruction to respond to preconceptions or misconceptions. _____ Relate and integrate the subject matter with other disciplines and life s.</p> <p>_____ Apply varied instructional strategies and resources, including appropriate technology, to teach for student understanding.</p> <p>_____ Employ higher order questioning techniques.</p> <p>_____ Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students.</p> <p>_____ Support, encourage, and provide immediate and specific feedback to students to promote student achievement.</p> <p>_____ Utilize student feedback to monitor instructional needs and to adjust instruction</p>	<p>_____ Analyzes and applies data from multiple assessments and measures to diagnose students’ learning needs, informs instruction based on those needs, and drives the learning process.</p> <p>_____ Designs and aligns formative and summative assessments that match learning objectives and lead to mastery.</p> <p>_____ Uses a variety of assessment tools to monitor student progress, achievement and learning gains.</p> <p>_____ Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge.</p> <p>_____ Shares the importance and outcomes of student assessment data with the student and the students’ parent/caregiver(s).</p> <p>_____ Applies technology to organize and integrate assessment information.</p>

B. Continuous Improvement, Responsibility, and Ethics

Continuous Professional Improvement: The effective educator consistently	Professional Responsibility and Ethical Conduct: Understanding that educators are held to a high moral standard in a community	Comments
<p>_____ Designs purposeful professional goals to strengthen the effectiveness of instruction based on students 'needs. _____ Examines and uses data-informed research to improve instruction and student achievement.</p> <p>_____ Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement. _____ Engages in targeted professional growth opportunities and reflective practices.</p> <p>_____ Implements knowledge and skills learned in professional development in the teaching and learning process</p>	<p>_____ Effective educators adhere to the Code of Ethics and the Principles of Professional Conduct for the Education Profession of Florida.</p> <p>Pursuant to State Board of Education Rules 6B-1.001 and 6B-1.006, F.A.C. educators fulfill the expected obligations to students, the public, and the education profession.</p>	

RUBRIC GUIDELINES

- E=Exemplary The Intern demonstrates this Accomplished Practice at a level exceeding that expected of a beginning teacher.
- P=Proficient The student teacher demonstrates this Accomplished Practice at a level expected of a beginning teacher.
- D=Developing The student teacher demonstrates this Accomplished Practice at a level expected of a beginning teacher, although not consistent over time.
- U=Unsuccessful The student teacher is unsuccessful in demonstrating this Accomplished Practice.
- NA= Not applicable

Criteria for final grade:

- Internship II- To qualify for a grade of Satisfactory, a rating of "Developing" or higher in all indicators.
- Internship III Midterm – To qualify for full take over responsibilities, a rating of "Developing" or higher in all indicators.
- Internship III Final – To qualify for a grade of Satisfactory, a rating of "Proficient" or higher in all indicators.

THE TEACHER CANDIDATE’S OVERALL PERFORMANCE: (Please circle one) Satisfactory Unsatisfactory

1. Host Teacher: _____ Signature: _____ Date: _____
2. College Supervisor: _____ Signature: _____ Date: _____
3. Teacher Candidate: _____ Signature: _____ Date: _____

