



FLORIDA ATLANTIC UNIVERSITY

Department of Exceptional Student Education

Graduate Practicum Student Handbook For Exceptional Student Education

EEX5841: Graduate Teaching Practicum in
Exceptional Student Education

Fall 2009

General Information and Guidelines for
Students, Cooperating Teachers, and University Supervisors

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INTRODUCTION TO GRADUATE PRACTICUM EXPERIENCE

The semester before the graduate internship takes place, Florida Atlantic University (FAU) students in the Exceptional Student Education (ESE) department complete a practicum experience. The Graduate Practicum is a one credit practicum designed to give graduate students the opportunity to gain a supervised teaching experience prior to their Graduate Internship, and to apply skills presented in EEX 6247: Designing Program for Individuals Served in ESE Programs. During this experience, the students will practice and be evaluated on their ability to demonstrate beginning level teaching skills. The Practicum experience consists of an in depth supervised field experience. The practicum student will spend a minimum of 30 hours in a school setting. It is during this time that the practicum student has the opportunity to practice concepts and methodologies he/she is learning in coursework, and to gain new skills and experiences under the guidance and direction of the cooperating teacher and university supervisor.

The practicum experience is a collaborative effort between personnel from FAU and the school district. It is the teamwork between these professionals that creates an environment in which the practicum student may develop teaching skills. The university supervisor recognizes the expertise of the cooperating teacher in promoting an environment conducive to effective instructional and supervisory practices. Each member of the team (student, cooperating teacher, and university supervisor) realizes the role each must play to provide the best possible field experience.

This Handbook provides guidelines for the practicum student, the cooperating teacher, and the university supervisor. Included are role requirements, evaluation procedures, timelines, and copies of the necessary forms. Please take a few minutes to become familiar with the contents of this handbook. Any suggestions you have for information to be included in future editions are appreciated. Please do not hesitate to call the Department of Exceptional Student Education should you have questions about the practicum experience.



Department of Exceptional Student Education
College of Education
Florida Atlantic University

Instructor:
Phone:
Office Hours:

Office:
E-mail:
Class Day/Time:

COURSE NUMBER: EEX 5841

Course Title: GRADUATE TEACHING PRACTICUM IN ESE

CATALOG DESCRIPTION:

The Graduate Practicum in ESE at Florida Atlantic University is designed to give graduate students the opportunity to gain a supervised teaching experience prior to their Graduate Internship, and to apply skills presented in EEX 6247: Designing Programs for Individuals Served in ESE Programs. During this experience, the students will practice and be evaluated on their ability to demonstrate beginning level teaching skills. This course requires a minimum 30 hours in a field placement.

PREREQUISITE or COREQUISITE:

Students in this course must register for EEX 6247 in the same semester and complete the security clearance procedures prior to placement.

COURSE CONNECTION TO CONCEPTUAL FRAMEWORK:

As a reflective decision-maker the student will make informed decisions, exhibit ethical behavior, and provide evidence of being a capable professional by planning and presenting lessons in classrooms that serve ESE students; receiving constructive feedback and modifying their practice and working collaboratively with a clinical educator and university supervisor.

MATERIALS:

REQUIRED TEXTS:

Department of Exceptional Student Education Graduate Practicum Handbook

TECHNOLOGY:

E-mail: Your FAU e-mail address will be used

Computer: Blackboard. This course maybe web assisted through the FAU Blackboard site. Handbook, forms calendars and some handouts may be available on the website. Go to the website: <http://blackboard.fau.edu> (do not type www). Your username is the same as your FAUNetID. Your initial password for Blackboard is your PIN (2 zeros followed by your 2 digit DAY of birth and 2 digit YEAR of birth).

GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES:

- CEC International Standards for Preparation and Certification of Special Education Teachers (CEC)

- State of Florida Certification Standards for Exceptional Student Education (ESE)
 - Florida Educator Accomplished Practices (EAP)
 - Florida Subject Area Competencies ESOL (ESOL)
- (The applicable standards for this course are presented in Appendix A of this syllabus.)

COURSE OBJECTIVES:

By the end of the course, students are expected to demonstrate beginning level proficiency in the following areas:

- 1) Formulate, implement, and evaluate instructional plans for students at-risk for and with identified disabilities, including plans for students with limited English proficiency. (CEC cc4S3, cc7S7, cc7S10, cc7S11, cc7S13, cc8S6, cc8S8) (ESE 1.3, 3.1) (ESOL 3, 14, 16, 17)
- 2) Demonstrate knowledge and skills in the use of specific culturally appropriate behavioral and classroom management methods appropriate to students at-risk for and with identified disabilities. (CEC cc5S1, cc5S4, cc5S5, cc5S10, cc5S11, cc5S12, gc5S6) (ESE 4.3) (EAP 5.1) (ESOL 18)
- 3) Demonstrate direct instruction skills in the presentation of content as appropriate for students at-risk for or with identified disabilities, including culturally and linguistically diverse students. (CEC cc7S12, cc9S9, gc4S1, gc4S6, gc7S2) (ESE 3.2,3.4) (EAP 5.1) (ESOL 8, 12, 21)
- 4) Work collaboratively with other school professionals, parents, and/or family members to facilitate student progress. (CEC cc7S3, cc9S8, cc10S1, cc10S9, cc10S10) (ESE 3.6) (EAP 6.2) (ESOL 3, 21)
- 5) Employ effective problem-solving techniques in program implementation for students with disabilities, culturally diverse students, including those with limited English proficiency. (CEC cc9s11, cc10S9, cc10S10, gc5S5) (EAP 5.1) (ESOL 21)

COURSE CONTENT:

Lesson planning and presentation
 Student assessment and ongoing evaluation
 Research based teaching practices
 Collaborative problem solving and communication
 Classroom management

COURSE REQUIREMENTS:

1. CRITICAL ASSIGNMENTS

CRITICAL ASSIGNMENT 1: Narrative Observation Feedback Summary Form.

Graduate practicum students will be evaluated formally for a minimum of 4 observations by university supervisor and/or cooperating teacher (depending on placement options). After each observation the evaluator will complete the Narrative Observation Feedback Summary (NOFS). The overall ratings on the NOFS indicators will be used to determine whether the student meets the expectations for the critical assignment. At the mid-term and the end of the semester, both the evaluator(s) will complete the NOFS.

CRITICAL ASSIGNMENT 2: Professional Attribute Rubric (PAR)

As part of the mid-term and the final practicum observation by the evaluator(s) there will be a conference with the graduate practicum student to discuss the PROFESSIONAL ATTRIBUTE RUBRIC (PAR). This conference is designed to provide the student with an evaluation of the critical professional skills not generally measured by lesson observations. The PAR should be submitted as part of the practicum paperwork. The practicum student should keep these attributes in mind throughout the semester.

Critical Assignments and Florida Educator Accomplished Practices

The Florida Department of Education has identified a set of Accomplished Practices that must be mastered in order to continue in the ESE Master's Degree Program. For this course, the Educator Accomplished Practices (EAP 5.1, 6.2) will be measured by the Narrative Observation Feedback Summary Form and the Professional Attribute Rating, which are the Critical Assignments. Please read carefully the ESE departmental policy on Critical Assignments.

ESE Departmental Policy on CRITICAL ASSIGNMENT(S):

Assessment criteria:

A student must earn a minimum grade of 83% of the points allotted for the Critical Assignment to receive a passing grade in this course. In other words, a student cannot pass the course without successfully completing the critical assignment.

Remediation policy:

If a student is passing the course, but has failed to pass the Critical Assignment with a minimum of 83% of the possible points for the assignment, the student will receive an "I" in the course until the Critical Assignment is successfully redone (only one attempt allowed). In field-based courses (practicum, student teaching, and internship) re-doing the critical assignments involves the construction and completion of a Professional Development Plan (PDP). (See Department of Exceptional Student Education policies for directions for PDP).

2. FIELD PROJECTS

Students are required to complete three field projects based on activities at their practicum site. These field projects are described in Appendix C. Due dates for each field project will be designated at the orientation meeting.

TEACHING METHODOLOGIES:

Participants will acquire knowledge and skills related to teaching students with exceptionalities, including students from various cultural, religious, ethnic, socioeconomic and language backgrounds, through classroom practices activities.

ASSESSMENT PROCEDURES:

Assignment	Points	% of course grade
Critical Assignment: Narrative observation feedback summary	50	50%
Critical Assignment: Professional attribute rubric (PAR)	50	50%
Field Project 1: Classroom Observation	S/U	
Field Project 2: IEP	S/U	
Field Project 3: Accommodations/Modifications	S/U	
TOTAL	100	100 %

GRADING (ESE GRADING SCALE):

Activity scores are cumulative and the grade scale represents percentage of total points earned.

S= 83% and higher U = 82% and lower

POLICIES AND PROCEDURES

To avoid learner confusion or disappointment, the following are assumptions and expectations for this course:

UNIVERSITY ATTENDANCE POLICY:

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Attendance includes active involvement in all class sessions, class discussions, and class activities, as well as professional conduct in class.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-sponsored activities (such as athletic or scholastic team, musical and theatrical performances, and debate activities). It is the student's responsibility to give the instructor notice prior to any anticipated absence, and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Graduate Practicum Attendance Policy

If a practicum student must be absent, s/he must follow the procedures described below:

1. The student will inform the cooperating teacher and university supervisor of the absence as far ahead of time as possible.
2. The student will make sure that the cooperating teacher has all the materials necessary to fulfill his/her teaching responsibilities in his/her absence.

3. An absence from the practicum, regardless of the reason, does not absolve the student from fulfilling all responsibilities, including meeting the minimum of 9 hours per week requirement.
4. The student must make up any time missed each week either the week before the absence or the following week.

The practicum is intended to be an *intensive* school-based learning experience. There are many requirements and many new demands placed on the practicum student. Learning for the student takes place through observation, practice, trial and error, and collaboration. It is critical that all parties, the student, cooperating teacher, and university supervisor, work together to maximize the practicum experience. If conflicts arise during practicum, any member of the team may initiate a problem solving meeting to correct a specific issue.

POLICIES:

1. The course carries one (1) credit. Students are expected to complete course requirements sufficient to earn one (1) credit during the time-span of the course.
2. Students are encouraged to talk with the instructor if there are concerns or problems relating to the course
3. A minimum grade of S is required in order to continue in the ESE Master's program.
4. All written assignments must follow the directions on the assignment for presentation.

STUDENTS WITH DISABILITIES:

In compliance with the Americans with Disabilities Act (ADA) and FAU policy, students with disabilities who require special accommodations to properly execute course work must register with the Office for Students with Disabilities (OSD) and provide the instructor of this course with a letter from OSD which indicates the reasonable accommodations that would be appropriate for this course. OSD offices are located on Boca, Davie and Jupiter campuses. Information regarding OSD services and locations can be found on the FAU website.

BIBLIOGRAPHY

(A partial list of resources used in the development of this course.)

- Burden, P. R. (2003). *Classroom management: Creating a successful learning community* (2nd ed.). Hoboken NJ: John Wiley & Sons, Inc.
- Meese, R.L. (2001). *Teaching learners with mild disabilities: Integrating research and practice* (2nd ed.). Wadsworth Publishing.
- Rosenberg, M.S., O'Shea, L., & O'Shea, D.J. (2006). *Student teacher to master teacher: A practical guide for educating students with special needs* (4th ed). Upper Saddle River, NJ: Pearson, Allyn & Bacon.
- Roe, B.D. & Ross, E.P. (1998). *Student teaching and field experiences handbook* (4th ed.). Upper Saddle River, NJ: Merrill.

APPENDIX A

GUIDELINES USED IN THE DEVELOPMENT OF THIS COURSE.

The instructor has included the guidelines of knowledge and skills related to the goal and objectives of this course for beginning special education teachers. The intent is to help the student understand the direction of the course and the relevancy of the material to be learned.

COUNCIL FOR EXCEPTIONAL CHILDREN STANDARDS (CEC)

What every special educator must know: Ethics, standards and guidelines for special educators (5th ed.) 2003. Reston, VA: CEC Publications.

4. Instructional Strategies

- cc4S3 Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs
- gc4S1 Use research-supported methods for academic and nonacademic instruction of individuals with disabilities
- gc4S6 Modify pace of instruction and provide organizational cues

5. Learning Environments and Social Interactions

- cc5S1 Create a safe, equitable, positive, and supportive learning environment in which diversities are valued
- cc5S4 Design learning environments that encourage active participation in individual and group activities
- cc5S5 Modify the learning environment to manage behaviors
- cc5S10 Use effective and varied behavior management strategies
- cc5S11 Use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs
- cc5S12 Design and manage daily routines
- gc5S5 Use skills in problem-solving and conflict resolution
- gc5S6 Establish a consistent classroom routine for individuals with disabilities

7. Instructional Planning

- cc7S3 Involve the individual and family in setting instructional goals and monitoring progress
- cc7S7 Integrate affective, social, and life skills with academic curricula
- cc7S10 Prepare lesson plans
- cc7S11 Prepare and organize materials to implement daily lesson plans
- cc7S12 Uses instructional time effectively
- cc7S13 Make responsive adjustments to instruction based on continual observations
- gc7S2 Select and use specialized instructional strategies appropriate to the abilities and needs of the individual

8. Assessment

- cc8S6 Use assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds
- cc8S8 Evaluate instruction and monitor progress of individuals with exceptional learning needs

9. Professional and Ethical Practice

- cc9S8 Use verbal, nonverbal, and written language effectively
- cc9S9 Conduct self-evaluation of instruction

cc9S11 Reflect on one's practice to improve instruction and guide professional growth

10. Collaboration

- cc10S1 Maintain confidential communication about individuals with exceptional learning needs
- cc10S9 Collaborate with school personnel and community members in integrating individuals with exceptional learning needs into various settings
- cc10S10 Communicate effectively with families of individuals with exceptional learning needs from diverse backgrounds

STATE OF FLORIDA CERTIFICATION STANDARDS FOR EXCEPTIONAL STUDENT EDUCATION (ESE)

- 1.3 Identify required components of Individual Education Plans, Family Support Plans, & Individual Transition Plans
- 3.1 Analyze assessment information to identify a student's environmental needs & instructional levels, to select appropriate specialized techniques & learning strategies, & to determine IEP content
- 3.2 Select instructional practices that reflect individual learning needs & incorporate a wide range of learning strategies & specialized materials to create an appropriate instructional environment for students with disabilities
- 3.4 Select relevant general education & special skills curricula appropriate for a given student's age, instructional needs, & functional performance across settings
- 3.6 Identify effective methods of communication, consultation, & collaboration with students, families, parents, guardians, administrators, general education teachers, paraprofessionals, & other professionals as equal members of education teams
- 4.3 Analyze individual & group data to select & evaluate proactive interventions that foster appropriate behavior

FLORIDA EDUCATOR ACCOMPLISHED PRACTICES (EAP)

- 5.1 Provides a range of activities that accommodate learning styles, abilities, culture, and linguistic diversity
- 6.2 Adheres to relevant and professional Codes of Ethics

FLORIDA SUBJECT AREA COMPETENCIES ESOL (ESOL)

- 3 Identify, expose, and reexamine cultural stereotypes relating to LEP and non-LEP students.
- 8 Select and develop appropriate ESOL content according to student levels of proficiency in listening, speaking, reading, and writing, taking into account: (1) basic interpersonal communicative skills (BICS), and (2) cognitive academic language proficiency skills (CALPS) as they apply to the ESOL curriculum.
- 12 Apply content-based ESOL approaches to instruction.
- 14 Plan and evaluate instructional outcomes, recognizing the effects of race, gender, ethnicity, socioeconomic status, and religion on the results.
- 16 Design and implement effective unit plans and daily lesson plans which meet the needs of ESOL students within the context of the regular classroom.
- 17 Evaluate, adapt and employ appropriate instructional materials, media, and technology for ESOL in the content areas at elementary, middle and high school levels.
- 18 Create a positive classroom environment to accommodate the various learning styles and cultural backgrounds of the students.
- 21 Use formal and alternative methods of assessment/evaluation of LEP students, including measurement of language, literacy and academic content metacognition.

APPENDIX B

Field Projects

Field Project #1: OBSERVING THE TEACHING AND LEARNING PROCESS

Developing skills for conceptualizing what teachers do and why they do them comes only with practice. Early observation experiences allow you to look around classrooms, watch students and watch how teachers teach. As you prepare to teach lesson in your practicum setting, you will need to get an understanding of the classroom where you are teaching. By completing the following activities during the first few days of your practicum, you have gain insight into how your cooperating teacher has organized the class, how s/he makes instructional decisions, and how s/he uses curriculum.

Log your observations and responses to the topics below. The specific topics serve as guides. Add any other descriptive information you consider valuable to the observations.

- 1) Describe the physical aspects of the classroom
 - A) Draw a sketch of the room
 - B) Develop a seating plan and label with student names
- 2) How does the teacher use the room and materials in it?
 - A) How is the chalkboard used (e.g., instructional, memos, management, etc)?
 - B) How does the teacher use space in the room (e.g., small group areas, stations, etc)?
 - C) How does the teacher use visual aids (e.g., technology, cue cards, bulletin boards, etc)?
- 3) What materials does the teacher use for instruction?
- 4) Describe the classroom management and discipline plan.
- 5) Describe the cooperating teacher's approach and manner with students.
 - A) Personal Characteristics
 - B) Verbal Communication Skills
 - C) Non-verbal Communication Skills
- 6) What specific skills do you want to emulate?
- 7) Describe how the cooperating teacher presents a lesson.
 - A) Introduction or Focus
 - B) Method of Instruction or Presentation
 - C) Reinforcement Activities
 - D) Independent Activities
 - E) Summary or Closure Activities
- 8) What responsibilities beyond teaching does your cooperating teacher have?
- 9) Of all the things you have observed, which skills do you think will be easy for you to master?
- 10) Which will be more challenging?

Due date for Field project #1:

Field Project #2: IEP ANALYSIS

For one student, with an IEP, answer these questions for each annual goal on the IEP.

1. What standardized assessment results relate to this annual goal?
2. What previous work samples (artifacts) relate to this annual goal?
3. What informal teacher observations relate to this annual goal?
4. What other diagnostic information relates to this annual goal?
5. What domain is represented?
6. Do the short term objectives flow logically from the annual goal? Explain your answer.
7. What is the annual goal's connection to the SSS?
8. How is the evaluation of this annual goal carried out?
9. Where is this annual goal evaluated?
10. What is the connection to life after school for this goal?
11. What recommendations for this annual goal can you identify?

Please write the annual goal out and then answer each question.

Due date for Field Project #2:

Field Project #3: Accommodations and Modifications

For a lesson you have previously developed, add in modifications or adaptations that will provide greater access for all types of learners.

1. Identify corollaries to the instructional objective to be used with students who need to be challenged and those that need extra support.
2. Identify alternative presentation modes to support learners with physical, cognitive, and linguistic limitation.
3. Develop a menu of evaluation techniques that will allow learners to demonstrate mastery in a variety ways.

Xerox the lesson plan and attach your responses in a narrative format after the lesson plan.

Due date for Field Project #3:

EEX 5841
Rubric for Critical Assignment 1
Formal Observation / Final Evaluation Summary

Course Name: *Graduate Teaching Practicum in ESE*

Florida Educator Accomplished Practice: 5 Indicator: 5.1

Description: Formal Observation: Each student will be observed formally by both the university supervisor and the cooperating teacher throughout the semester. The observations include both verbal and written feedback (Narrative observation form) regarding the student's progress in planning and teaching a lesson, as well as the student's ability to communicate academic and behavioral expectations in a positive and supportive manner appropriate to the functioning level of students with special needs. The observer will synthesize the information on the Narrative Observation Feedback Summary Form.

Student:	Date Completed:
Evaluator(s): US: _____ CT: _____	School:

DIRECTIONS: The purpose of this form is to provide the Department of Exceptional Student Education with a summary of the student's overall communication and teaching proficiency. Please circle one of the following: "Exceeds Expectations," "Meets Expectations," or "Does Not Meet Expectations," which will be used to indicate student's final grade on this Critical Assignment.

Exceeds Expectations "S"	Meets Expectations "S"	Does Not Meet Expectations "U"
Majority of scores are 5's & 4's on all observations or evidence of continuous improvement; no 1s or 2s.	Majority of scores are 3's on all observations or evidence of continuous improvement; no 1s or 2s.	Scores are 1's & 2's on observations; no evidence of continuous improvement.

Please see NARRATIVE OBSERVATION FEEDBACK SUMMARY FORM – Final Evaluation for detailed results of student performance on indicators of teaching proficiency/EAP 5-Diversity

CA DATABASE Student: _____ Final CA Score: E M D Date entered: _____ Initials: _____
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EEX 5841
Rubric for Critical Assignment 2
Professional Attribute Rating Scale (PAR) / Final Evaluation Summary

Course Name: *Graduate Teaching Practicum in ESE*

Florida Educator Accomplished Practice: 6 **Indicator: 6.2**

Description: The cooperating teacher and university supervisor discuss and rate (using the PAR) the student's demonstration of critical professional skills not generally measured by lesson observations. These skills include such areas as judgment, tack, reliability, dependability, collegiality, professional development, ethical behavior, and independence.

Student: _____	Date Completed: _____
Evaluator(s): US: _____ CT: _____	School: _____

DIRECTIONS: The purpose of this form is to provide the Department of Exceptional Student Education with a summary of the student's overall professional development and behavior. Please circle one of the following: "Exceeds Expectations," "Meets Expectations," or "Does Not Meet Expectations," which will be used to indicate student's final grade on this Critical Assignment.

Exceeds Expectations "S"	Meets Expectations "S"	Does Not Meet Expectations "U"
Majority of scores for descriptor areas are 3s. No 1s or 2s.	Majority of scores for descriptor areas are 2s. No 1s.	A score of 1 in any professional attribute areas on final scores.

Please see PROFESSIONAL ATTRIBUTE RUBRIC – Final Evaluation for detailed results of student performance on indicators of professional development / EAP 6-Ethics & Professionalism.

CA DATABASE

Student: _____

Final CA Score: E M D

Date entered: _____

Initials: _____

RESPONSIBILITIES of the COOPERATING TEACHER (CT)

The CT is the on-site instructor and mentor for the practicum student. The CT is responsible for structuring the practicum experience to allow maximum opportunity for the practicum student to grow and learn the skills needed to become a beginning teacher. Initially, the CT acts as a model for the practicum student by demonstrating effective teaching practices. They familiarize the practicum student with their classroom procedures, schedules, and routines. They provide the practicum student with the information and models they need to plan and carry out instruction capably. The CT should also allow the practicum student to practice various teaching methods and strategies he/she is learning in university coursework.

Throughout the practicum experience, the CT provides detailed feedback and evaluative information to the practicum student. They alone can evaluate the student's competence in relation to the ESE students in that specific placement. Therefore, it cannot be stressed enough that a great deal of constructive feedback is critical to the professional development of the student. Frequent observation/evaluation followed by a formal conference with verbal and written feedback is a necessary part of the learning process and should occur on a regular basis in order to keep the practicum student apprised of their progress. The formal evaluations should be of adequate length to allow the student to demonstrate several teaching skills (e.g., gaining attention of students, review, presentation of new material, guide practice, independent practice, evaluation, etc.). It is suggested that observations should be no shorter than 45 minutes in length with follow-up conferences as soon as practical.

Primary CT Responsibilities Include:

- **Act as a mentor for the practicum student**
- **Provide an abundance of constructive feedback**
- **Conduct at least two formal observations**
- **Meet with university supervisor to complete mid-term and final evaluations**

RESPONSIBILITIES of the UNIVERSITY SUPERVISOR (US)

The US provides the bridge from university instruction to practical experience. The US has knowledge of the college instruction the practicum student has received and is able to make links between the university work and the teaching requirements. The formal evaluations should be of adequate length to allow the student to demonstrate several teaching skills (e.g., gaining attention of students, review, presentation of new material, guide practice, independent practice, evaluation, etc.). It is suggested that observations should be no shorter than 45 minutes in length with follow-up conferences immediately following the observation. The US is also supportive of the cooperating teacher and often listens to his/her concerns about the student's progress. In this role, the US is able to facilitate three-way discussions about issues related to the practicum placement.

Specific US Responsibilities Include:

- **Perform two formal observations and evaluations**
- **Support both the CT and practicum student and listen to their concerns**
- **Grade three field projects and give feedback**
- **Complete the PAR form with CT**
- **Keep running account of AP**
- **Provide final grade to Field Experience Coordinator**
- **Help the student link university coursework to the classroom**
- **Provide an abundance of detailed feedback**

PROCEDURES TO FOLLOW IF PROBLEMS ARISE

If the cooperating teacher (CT) and/or university supervisor (US) conclude that a practicum student is experiencing difficulty in any aspect of the field experience process, the following steps should be taken until the problem is resolved:

1. Immediately discuss the problem with the student and follow-up on the student's performance to observe a positive change in behavior.
2. If the problem persists, the US will set up a three-way conference with the CT and the practicum student, to attempt to solve the problem. Document the problem on the *Narrative Observation Form* in writing and include the following:
 - a. Describe the problem
 - b. Identify recommended strategies/activities for resolving the problem
 - c. Identify timeline and evaluation criteria
 - d. Document student's response.
3. The CT and US will jointly monitor the student's progress to determine whether the problem is resolved.
4. If the problem is not resolved, the US may ask the Coordinator of Field Experiences or another faculty member to observe the student and provide written feedback.
5. The US, CT, and relevant instructor(s) will discuss options regarding the student's continuation in practicum experience. Based on this discussion, the US will make a recommendation to the coordinator of field experience, and will provide appropriate documentation of the problem.
6. The coordinator of field experiences, together with the US, relevant instructor(s) and department chair, will make the final decision as to whether the student will be permitted to repeat, extend, or be removed from the practicum experience and the conditions under which this will occur. If the student is permitted to repeat or extend the practicum experience a Professional Development Plan (PDP) will be completed that specifies objectives, timelines, anticipated outcomes, and consequences of meeting or failing to meet the PDP.

In the event that the principal or a representative from the school decides to remove the practicum student from their school, the coordinator of field experience, the US, relevant instructor(s) and department chair, will make the final decision as to the next step for the practicum student.

Practicum Observation and Evaluation Forms

- ☐ Timeline for Graduate Practicum Activities
- ☐ Time/Activity Log
- ☐ Sample Lesson Plan Format
- ☐ Site Information Form
- ☐ Narrative Observation Feedback Form
- ☐ Narrative Observation Feedback Summary/Midterm-Final Form
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- ☐ Assessment of the University Supervisor

Timeline for Graduate Practicum Activities

The activities listed below are organized in a month by month format. These activities are to be completed and/or accomplished during the designated month. Mark off each completed activity by writing the date completed on the line to the left of the activity. This timeline should be kept in the practicum notebook for review by the university supervisor and cooperating teacher.

AUGUST/SEPTEMBER

- _____ Practicum Orientation
- _____ If you plan on completing your Internship next semester, applications are due to the Office of Academic and Student Services (OASS)
- _____ Create a Practicum Notebook

OCTOBER (Start Practicum the first week of October)

- _____ Report to assigned school and begin practicum experience
Provide a copy of Practicum Handbook to CT
- _____ Complete *SITE INFORMATION FORM* and turn a copy into the FE Coordinator, US, and place in notebook. Start *TIME/ACTIVITY LOG*.
- _____ Complete electronic versions of *SITE INFORMATION FORM* and *OBSERVATION SCHEDULE* and submit to course website.
- _____ 1st observation should take place by the CT
Forms due to Field Experience Coordinator one week after observation
- _____ 1st observation should take place by the US – Field Project #1 due
Forms due to FE Coordinator one week after observation

NOVEMBER

- _____ 2nd observation should take place by the CT
Forms due to Field Experience Coordinator one week after observation
- _____ 2nd observation should take place by the US – Field Project #2 and #3 due
Forms due to FE Coordinator one week after observation

DECEMBER

- _____ Last day of Practicum Experience – All forms are due to Field Experience Coordinator

TIME/ ACTIVITY LOG
EEX 5841 Graduate Practicum

Date of each visit	Description of Activities	Hrs	CT's Signature
1st week			
2nd week			
3rd week			
4th week			
5th week			
6th week			
7th week			
8th week			

Sample Lesson Plan Format

Teacher: _____
 Subject/Class: _____
 Grade(s): _____
 Unit Name: _____

School: _____
 Date: _____
 Instructional ranges: _____
 Lesson Title: _____

1. Write the Objective (include the action, conditions, and mastery)

2. Introduce the Lesson (Attention, Objective, Knowledge, Rationale)

3. Present the Content
 (Knowledge & Skills, Learning Activities, Organization & Support)

4. Practice & Feedback
 (Guided Practice, Independent Practice, Judicious Review)

5. Summarize the Lesson (Review Objectives, Review Activates)

6. Assess Student Learning (Procedures, Judge Performance)

Accommodations:

Materials and Resources:

**Also see Lesson Plan Form, pp. 99-100, In: Houston, D., & Beech, M. (2002). Designing Lessons for the Diverse Classroom: A Handbook for Teachers. Tallahassee, FL: Florida Department of Education.*

SITE INFORMATION FORM

Student:	Date:
University Supervisor:	Cooperating Teacher:
School Principal:	CT email:
School Name: School Phone:	School Address:
Check One: <input type="checkbox"/> EEX4843: Undergraduate Practicum <input type="checkbox"/> EEX4946: Undergraduate Student Teaching	<input type="checkbox"/> EEX4840: Professional Development Practicum <input type="checkbox"/> EEX5841: Graduate Practicum <input type="checkbox"/> EEX6863: Graduate Internship <input type="checkbox"/> Other:

Teaching Schedule (indicate subject area taught for each time block for each day)

	Monday	Tuesday	Wednesday	Thursday	Friday
Time Block: _____ to _____	Subject area				
Time Block: _____ to _____					
Time Block: _____ to _____					
Time Block: _____ to _____					
Time Block: _____ to _____					
CT's Planning Time: _____ to _____					

Directions for Completing the Site Information Form:

1. Meet with your cooperating teacher the first day/week of placement. Complete the form indicating the days and times you will be at the school using the schedule above.
Undergraduate ESE Student Teachers and Graduate ESE Interns are expected to be at the school full-time, 5 days per week. ***Undergraduate ESE Practicum*** requires students to be at the school a minimum of 3 days per week, for minimum of 9 instructional hours per week. ***Graduate ESE Practicum*** requires a minimum 30 hours in a field placement.
2. Mark days/times when cooperating teacher has planning period. This will be helpful for the University Supervisor for meetings with the cooperating teacher.
3. Make three copies of this form. Return one to the Field Experience Coordinator, one to the university supervisor, and place one in your Notebook.
4. Please provide clear directions to the school on the back of this form.

NARRATIVE OBSERVATION FEEDBACK
(used by US and CT to document each observation)

Observation # 1 2 3 4 5

(circle one)

FAU Student: _____ Date: _____ Indicate if ☐ Midterm or ☐ Final
 Observer: _____ School: _____
 Activity Observed: _____ From: _____ to _____ Number Students: _____

Check One: <input type="checkbox"/> EEX4843: Undergraduate Practicum <input type="checkbox"/> EEX4946: Undergraduate Student Teaching			<input type="checkbox"/> EEX4840: Professional Development Practicum <input type="checkbox"/> EEX5841: Graduate Practicum <input type="checkbox"/> EEX6863: Graduate Internship <input type="checkbox"/> Other:		
Effective Behaviors		Less Effective Behaviors → Suggested Alternatives		Specific Behaviors to be Demonstrated at the Next Observation	
				Student initials: _____	
				Cooperating teacher initials: _____	
				University supervisor initials: _____	

Effective Behaviors	Less Effective Behaviors → Suggested Alternatives	Specific Behaviors to be Demonstrated at the Next Observation

Explanation of the NARRATIVE OBSERVATION FEEDBACK SUMMARY AND MID-TERM AND FINAL EVALUATION FORM

The *Narrative Observation Feedback Summary and Mid-term and Final Evaluation Form* consists of descriptors grouped into eight (8) areas. These eight areas are defined below. Each area measures a specific teaching proficiency. The areas correspond to the FPMS, a statewide evaluation instrument used yearly to document teacher effectiveness.

IMPORTANT INFORMATION: This form is used throughout the semester each time the student is observed by the University Supervisor (US) or Cooperating Teacher (CT). It is also used for the Mid-term and Final evaluation of the student. The US and CT should have their own individual copy of the form to use during each formal observation of the student. The US and CT should complete this form together during the mid-term and final evaluations of the student. Expectations of the student's performance should rise for each subsequent observation. The student is expected to demonstrate continual progress throughout the semester. The student should not expect to receive all check +’s or 5’s on overall rating during the first few observations.

Eight Evaluation Areas:

- 1) General Teaching Skills includes a variety of skills that can be used across different settings.
- 2) Activities Prior to Instruction refers to all the activities the teacher does before the presentation component of the lesson begins.
- 3) Presentation Component refers to the direct delivery/presentation/ description of a body of knowledge that must be mastered.
- 4) Questioning/ Feedback refers to the appropriate use of questioning and feedback techniques with students.
- 5) Guided Practice is an engagement of the student when the information has been initially acquired, but the goal of the practice has shifted to proficiency, maintenance, or generalization.
- 6) Independent Practice is the engagement of the student in the independent use of skills acquired during the teaching process and refined during the guided practice.
- 7) Evaluation of Student Progress includes formal and/or informal assessment procedures, and daily/weekly data collection for the purpose of instructional planning and evaluation of student progress.
- 8) Management of Student Behavior refers to teacher monitoring and managing students' behaviors.

The Mid-Term Evaluation Plan for Remediation must be used if scores of 1 or 2 are attained on a given item from the Narrative Observation Feedback Summary form during the Mid-term Evaluation and/or a score of less than 2 on the Professional Attribute Rubric (PAR). The evaluation plan will aid the student in improving instruction or management and will provide a documentation of the plans for remediation. As with Narrative Observation Feedback forms, one copy of Midterm-Term Evaluation Plan for Remediation should be given to the cooperating teacher, university supervisor, the student, and the Field Experience Coordinator.

NARRATIVE OBSERVATION FEEDBACK SUMMARY
(used by US and CT after each observation)
AND
MID-TERM AND FINAL EVALUATION FORM
(used by US and CT together at Mid-Term and Final Evaluations)

Student:	Dates completed:
	Semester/Year: Spring/ Fall/
<i>Check One:</i> <input type="checkbox"/> EEX4843: Undergraduate Practicum <input type="checkbox"/> EEX4946: Undergraduate Student Teaching	<input type="checkbox"/> EEX4840: Professional Development Practicum <input type="checkbox"/> EEX5841: Graduate Practicum <input type="checkbox"/> EEX6863: Graduate Internship
Evaluator(s):	School:

Narrative Observation Feedback Summary Instructions (Observations 1-5 below): Please provide the student with feedback after each observation using both the Narrative Observation Feedback Form and this form. Use the following scale to rate the student on each indicator. *For the OVERALL RATING of each group of indicators please use the numerical rating of 5,4,3,2,1 (see below).*

✓+	= Satisfactory	Consistent performance of the indicator
✓	= Developing	Developing acceptable performance of the indicator
✓-	= Unsatisfactory	Indicator is not demonstrated at an acceptable level
NO	= No opportunity	No opportunity to observe indicator
N/A	= Not applicable	

Mid-term and Final Evaluation: Please rate the student's performance in each area during Mid-term and Final. The rating should be an overall average of the student's performance on a day to day basis and not just their performance during scheduled formal observations. If the student receives a 1 or 2 on any indicator during mid-term evaluation the Mid-Term Evaluation Comment Form must be completed. Please rate the student's performance by using the following rating scale:

5 - Far Exceeds Expectation	Performance demonstrates exemplary ability to perform at an outstanding level that is equivalent to a first-year teacher.
4 - Exceeds Expectation	Performance demonstrates above average ability to create, implement and perform duties.
3 - Meets Expectation	Demonstrates clear conceptual understanding of components with consistent and effective implementation.
2 - Below Expectation	Performance demonstrates understanding of concepts. Implementation attempts are intermittent and not entirely successful. Demonstrates little or no evidence of the indicator.
1 - Unsatisfactory	Demonstrates little or no evidence of the indicator
NO – No Opportunity	No opportunity to observe indicators
N/A – Not Applicable	Indicator is not applicable at this time (all indicators should be rated by final observation)

To meet the expectations of this critical assignment, the majority of scores on the Final Evaluation are to be 3s, 4s, or 5s or evidence of continuous improvement on all observations with no 1s or 2s.

DIRECTION: CT AND US MUST USE THE FOLLOWING SCALE FOR OBSERVATIONS 1-5: a ✓plus (✓+), a check (✓), or ✓minus (✓-). The Midterm and Final ratings are 5, 4, 3, 2, and 1 rating scale

1) General Teaching Skills: include a variety of skills that are demonstrated across settings.
(AP 2, 7, 8, 9, 10)

		OBSERVATIONS							
	BEHAVIORS	EAP	1 ST	2 ND	MIDTERM	3 RD	4 TH	5 TH	FINAL
	dates								
1	Uses students' names	7.1							
2	Requires student involvement throughout activity	9.2							
3	Paces activities to meet student needs	7.1							
4	Is alert & attentive to all students	9.2							
5	Communicates expectations to students	2.1							
6	Promotes student responsibility & independence	7.2							
7	Orients students and maintains students focus	9.1							
8	Plans to insure students meet instructional goals & objectives	10.1							
9	Efficiently uses class time	10.1							
10	Transitions smoothly from one task to another	9.2							
11	Organizes instructional materials & makes use of instructional aids in a non-distracting manner	10.1							
12	Communicates attitude of enthusiasm	2.1							
13	Uses model-lead-test procedure as appropriate	8.1							
**	OVERALL RATING								

Comments:

2) Activities Prior to Instruction: refers to all the activities the teacher does before the presentation component of the lesson begins. (AP 6, 10, 11)

		OBSERVATIONS							
	BEHAVIORS <div>dates</div>	EAP	1 ST	2 ND	MIDTERM	3 RD	4 TH	5 TH	FINAL
1	Lesson plans are submitted in advance to cooperating teacher for approval before lessons are taught	11.1 6.1							
2	Lesson plans are submitted 2-3 days in advance to observer before each formal observation	11.1 6.1							
3	Lesson plans are effective for planning instruction	10.1							
4	Materials are prepared and readily available	11.1 6.1							
**	OVERALL RATING								

Comments:

DIRECTION: CT AND US MUST USE THE FOLLOWING SCALE FOR OBSERVATIONS 1-5: a ✓plus (✓+), a check (✓), or ✓minus (✓-). The Midterm and Final ratings are 5, 4, 3, 2, and 1 rating scale

3) Presentation Component: refers to the direct delivery/presentation/description of a body of knowledge that must be mastered. (AP 4, 5, 7, 8, 9, 10, 12)

OBSERVATIONS

	BEHAVIORS	EAP	1 ST	2 ND	MIDTERM	3 RD	4 TH	5 TH	FINAL
	<i>dates</i>								
1	Begins lesson with attention getter and advanced organizer	7.2							
2	Sets standards for performance and behavior	9.1							
3	Establishes clear purpose of lesson and rationale	10.1							
4	Provides review of previously presented instruction including teacher questions and/or student review activity	10.2							
5	States/defines skills, rules, concepts	8.1							
6	Gives appropriate examples	8.1							
7	Uses think aloud procedure as appropriate	10.2							
8	Asks questions to check for understanding	4.2							
9	Describes situations, gives examples, and asks questions to plan for generalization	8.1							
10	Emphasizes important points	8.1							
11	Task analyzes content from easy to hard	8.1							
12	Uses content appropriate to student need & level	5.2							
13	Modifies content for individual students as needed	5.1							
14	Provides end review/summarizes presentation	10.1							
15	Uses a variety of methods, materials, procedures to enhance learning	12.2 8.2							
16	Communicates knowledge of subject matter	8.1							
**	OVERALL RATING								

Comments:

4) Questioning/ Feedback: refers to the appropriate use of questioning and feedback techniques with students. (AP 2, 4, 9)

OBSERVATIONS

	BEHAVIORS	EAP	1 ST	2 ND	MIDTERM	3 RD	4 TH	5 TH	FINAL
	<i>dates</i>								
1	Utilizes appropriate questioning techniques	4.2							
2	Calls on variety of students	9.2							
3	Accepts all students' responses	9.2							
4	Provides appropriate feedback to student response	9.1							
5	Uses effective praise techniques	2.1							
**	OVERALL RATING								

Comments:

DIRECTION: CT AND US MUST USE THE FOLLOWING SCALE FOR OBSERVATIONS 1-5: a ✓plus (✓+), a check (✓), or ✓minus (✓-). The Midterm and Final ratings are 5, 4, 3, 2, and 1 rating scale

5) Guided Practice: is the engagement of students in a practice situation where the information has been initially acquired, but the goal of practice has shifted to proficiency, maintenance or generalization. (AP 1, 2, 5, 7, 9, 10)

OBSERVATIONS

	BEHAVIORS	EAP	1 ST	2 ND	MIDTERM	3 RD	4 TH	5 TH	FINAL
	<i>dates</i>								
1	Gives advanced organizers for guided practice task	7.2							
2	Gives students clear instructions	2.2							
3	Gives students materials appropriate to their levels	5.1							
4	Guides students through early stages of practice	1.1							
5	Monitors students during practice	9.1							
6	Circulates among students; dividing time as needed	9.1							
7	Solicits and/or answers student questions	2.2							
8	Checks student work for accuracy/mastery	1.2							
9	Provides positive & informative feedback	9.1							
10	Provides "waiting" students with appropriate tasks	9.2							
11	Provides tasks to maintain skills	9.2							
12	Provides summary/review of progress to each student by the end of the session	10.1							
13	Sets & communicates to students criteria for movement from guided to independent practice	2.1							
**	OVERALL RATING								

Comments:

6) Independent Practice: is the engagement of student in independent use of skills acquired during the presentation and refined during guided practice. (AP 1, 2, 5, 7, 9, 10)

OBSERVATIONS

	BEHAVIORS	EAP	1 ST	2 ND	MIDTERM	3 RD	4 TH	5 TH	FINAL
	<i>dates</i>								
1	Gives advance organizers for independent practice task	7.2							
2	Gives students clear instructions	2.2							
3	Assures students have met criterion for beginning independent practice	1.2							
4	Gives students materials appropriate to their levels	5.1							
5	Provides independent practice of skills	9.2							
6	Circulates among students; dividing time as needed	9.1							
7	Solicits and/or answers student questions	2.2							
8	Checks student work for accuracy/mastery	1.2							
9	Provides positive & informative feedback	9.1							
10	Provides "waiting" students with appropriate tasks	9.2							
11	Provides varied formats, procedures, and materials for practice	5.1							
12	Provides tasks designed to maintain skills	9.2							
13	Provides summary/review of progress to each student by the end of the session	10.1							
**	OVERALL RATING								

Comments:

DIRECTION: CT AND US MUST USE THE FOLLOWING SCALE FOR OBSERVATIONS 1-5: a ✓ plus (✓+), a check (✓), or ✓minus (✓-). The Midterm and Final ratings are 5, 4, 3, 2, and 1 rating scale

7) Evaluation of Student Progress: Includes formal and/or informal assessment procedures, daily/ weekly data collection for the purpose of instructional planning and evaluation of student progress for instructional purposes. (AP 1, 3, 12)

OBSERVATIONS

	BEHAVIORS <i>dates</i>	EAP	1 ST	2 ND	MIDTERM	3 RD	4 TH	5 TH	FINAL
1	Sets criteria, collects data, & monitors progress toward mastery of individual student objectives	12.1							
2	Evaluates lessons & documents results & decisions in lessons plans	3.1							
3	Modifies subsequent lessons to incorporate results & decisions from #2 above	1.1							
**	OVERALL RATING								

Comments:

8) Management of Student Behavior: refers to teacher behaviors that manage student's behavior. (AP 2, 9)

OBSERVATIONS

	BEHAVIORS <i>dates</i>	EAP	1 ST	2 ND	MIDTERM	3 RD	4 TH	5 TH	FINAL
1	Manages off-task behavior	9.1							
2	Specifies, explains & consistently enforces rules	9.2							
3	Uses prompts to stop misbehavior before it occurs	9.1							
4	Shows awareness of all activities within classroom	9.1							
5	Simultaneously attends to multiple activities	9.2							
6	Gives short, clear directions	2.2							
7	Refocuses students to stop inappropriate behavior	9.2							
8	Utilizes behavior management systems effectively and consistently	9.2							
**	OVERALL RATING								

Comments:

9) Notebook (AP 11)

OBSERVATIONS

	BEHAVIORS <i>dates</i>	EAP	1 ST	2 ND	MIDTERM	3 RD	4 TH	5 TH	FINAL
**	Organizes and maintains Notebook (please rate using only the check +, check, and check -)	11.2							

Comments:

10) Typical Performance (AP 3)

OBSERVATIONS

	BEHAVIORS <i>dates</i>	EAP	1 ST	2 ND	MIDTERM	3 RD	4 TH	5 TH	FINAL
**	Is the student's performance typical of ALL lessons presented (even while not being formally observed) please indicate yes or no	3.1 3.2							

Comments:

Mid-term and Final Summary, Comments, and Signature Page

Student:	Dates completed:
<i>Check One:</i> <input type="checkbox"/> EEX4843: Undergraduate Practicum <input type="checkbox"/> EEX4946: Undergraduate Student Teaching	<input type="checkbox"/> EEX4840: Professional Development Practicum <input type="checkbox"/> EEX5841: Graduate Practicum <input type="checkbox"/> EEX6863: Graduate Internship <input type="checkbox"/> Other:
Evaluator(s):	School:

Summary of Ratings for Each Indicator

INDICATOR	OVERALL RATING (CIRCLE ONE)		COMMENTS
	MIDTERM Date:	FINAL Date:	
1) General Teaching Skills	5 4 3 2 1	5 4 3 2 1	
2) Activities Prior to Instruction	5 4 3 2 1	5 4 3 2 1	
3) Presentation	5 4 3 2 1	5 4 3 2 1	
4) Questioning/ Feedback	5 4 3 2 1	5 4 3 2 1	
5) Guided Practice	5 4 3 2 1	5 4 3 2 1	
6) Independent Practice	5 4 3 2 1	5 4 3 2 1	
7) Evaluation of Student Progress	5 4 3 2 1	5 4 3 2 1	
8) Management of Student Behavior	5 4 3 2 1	5 4 3 2 1	
9) Notebook	✓ ⁺ ✓ ✓	✓ ⁺ ✓ ✓	
10) Typical Performance	YES NO	YES NO	

☐ **Midterm Comments:**

Signatures:

Student _____

Date _____

Cooperating Teacher _____

Date _____

University Supervisor _____

Date _____

☐ **Final Comments:**

Signatures:

Student _____

Date _____

Cooperating Teacher _____

Date _____

University Supervisor _____

Date _____

If Observed # 1 2 3 4 5
(circle one)

Student Reflection on Lesson Presentation
(used by the student after each observation)

Indicate if ☐ Midterm or ☐ Final

Student:	Date:
Observer:	Lesson:
Check One: <input type="checkbox"/> EEX4843: Undergraduate Practicum <input type="checkbox"/> EEX4946: Undergraduate Student Teaching	<input type="checkbox"/> EEX4840: Professional Development Practicum <input type="checkbox"/> EEX5841: Graduate Practicum <input type="checkbox"/> EEX6863: Graduate Internship <input type="checkbox"/> Other:

Student: Indicate the value that represents your perception of your performance of this lesson using the following rating scale:

5 - Far Exceeded Expectation	Demonstrated exemplary ability
4 - Exceeded Expectation	Demonstrated above average ability
3 - Met Expectation	Demonstrated solid competence
2 - Below Expectation	Demonstrated understanding of concepts. Some problems with implementation occurred.
1 - Unsatisfactory	Demonstrated little or no evidence of the indicator
NO - No Opportunity	No opportunity to perform indicator
N/A - Not Applicable	Indicator was not applicable at this time

1. _____ **General Teaching Skills:** include a variety of skills that are demonstrated across settings.
2. _____ **Activities Prior to Instruction:** refers to all the activities the teacher does before the presentation component of the lesson begins.
3. _____ **Presentation Component:** refers to the direct delivery/presentation/description of a body of knowledge that must be mastered.
4. _____ **Questioning/ Feedback:** refers to the appropriate use of questioning and feedback techniques with students.
5. _____ **Guided Practice:** is the engagement of students in a practice situation where the information has been initially acquired, but the goal of practice has shifted to proficiency, maintenance or generalization.
6. _____ **Independent Practice:** is the engagement of student in independent use of skills acquired during the presentation and refined during guided practice.
7. _____ **Evaluation of Student Progress:** includes formal and/or informal assessment procedures, daily/ weekly data collection for the purpose of instructional planning and evaluation of student progress.
8. _____ **Management of Student Behavior:** refers to teacher behaviors that manage student's behavior.

Comments:

Mid-Term Evaluation Plan for Remediation
(used if student earns 1's or 2's on NOFSF and/or less than 2 on PAR)

Student:	Date completed: Semester/Year: Spring/ Fall/
<i>Check One:</i> <input type="checkbox"/> EEX4843: Undergraduate Practicum <input type="checkbox"/> EEX4946: Undergraduate Student Teaching	<input type="checkbox"/> EEX4840: Professional Development Practicum <input type="checkbox"/> EEX5841: Graduate Practicum <input type="checkbox"/> EEX6863: Graduate Internship <input type="checkbox"/> Other:
Evaluator(s):	School:

Directions: Please complete this form ONLY if scores of 1 or 2 are attained on a given item from on the Mid-term NOFSF and/or less than 2 on the PAR. This comment form will provide documentation of the problems and the plans for remediation, which will aid the student in improving instruction, management, and/or professionalism. Copies are to be given to the cooperating teacher, university supervisor, student, and the FE Coordinator.

Your plan, to be implemented immediately, is to:

Additional Comments:

NOTE: **Student is to accomplish this plan with 100% accuracy in order to receive a satisfactory rating on the final NOFSF and/or PAR and a satisfactory grade in this course.**

Student: _____

Date: _____

Cooperating Teacher: _____

Date: _____

University Supervisor: _____

Date: _____

FE Coordinator: _____

Date: _____

Florida Atlantic University – Florida Educator Accomplished Practices

Florida Educator Accomplished Practice	Behavioral Indicator 1	Behavioral Indicator 2
1. Assessment	1.1: Employs traditional and alternative assessment strategies and uses data to modify interventions.	1.2: Interprets data from various informal and standardized assessment procedures.
2. Communication	2.1: Communicates high expectations in a positive and supportive manner.	2.2: Demonstrates the ability to communicate verbally and in writing.
3. Continuous Improvement	3.1: Uses data and reflects on data to improve professional practice.	3.2: Participates in professional development and other learning activities to increase his or her own professional development.
4. Critical and Creative Thinking	4.1: Identifies strategies, materials, and technologies that expand critical thinking.	4.2: Demonstrates and models the use of higher-order thinking skills.
5. Diversity	5.1: Provides a range of activities that accommodate learning styles, abilities, cultural, and linguistic diversity.	5.2: Practice skills and gain knowledge needed in a diverse society.
6. Ethics and Professionalism	6.1: Meets expectations of professional behavior and demeanor.	6.2: Adheres to relevant and Professional Codes of Ethics.
7. Human Development and Learning	7.1: Varies activities to accommodate different learning needs, developmental levels, experiential backgrounds, linguistic development, and cultural heritage.	7.2: Shows knowledge of learning and development theories.
8. Knowledge and Presentation of Subject Matter	8.1: Demonstrates subject matter knowledge.	8.2: Communicates knowledge of subject matter by using the materials and technology of the field.
9. Learning Environment	9.1: Monitors learning activities by providing feedback and reinforcement.	9.2: Develops an environment conducive to learning.
10. Planning	10.1: Plans activities with identified performance and learning outcomes.	10.2: Plans activities that help participants develop knowledge through a variety of strategies.
11. Role of the Teacher (Professional)	11.1: Communicates and cooperates with colleagues and communities.	11.2: Develops short and long-term professional goals.
12. Technology	12.1: Uses instructional and other electronic tools to gather information.	12.2: Uses technology in a professional role.

PROFESSIONAL ATTRIBUTE RUBRIC (PAR)
(completed by the US and CT together at Mid-term and Final)

Student: <i>Check One:</i> <input type="checkbox"/> EEX4840: Professional Development Practicum <input type="checkbox"/> EEX4843: Undergraduate Practicum <input type="checkbox"/> EEX4946: Undergraduate Student Teaching	Dates completed: Semester/Year: Spring/ Fall/ Check one: <input type="checkbox"/> Midterm or <input type="checkbox"/> Final <input type="checkbox"/> EEX5841: Graduate Practicum <input type="checkbox"/> EEX6863: Graduate Internship <input type="checkbox"/> Other:
Evaluator(s):	School:

DIRECTIONS: The purpose of this evaluation instrument is to provide the Department of Exceptional Student Education with specific, pertinent information regarding the student's progress and performance in the field. For each attribute circle either 3, 2, or 1 for each statement that accurately describes the behavior the student typically displays. Please elaborate further in the comment section when necessary.

*To meet the expectations of this critical assignment,
 scores on the Final PAR must be 2s or 3s on the indicators with no 1s.*

Attribute	EAP	3: Exceeds Expectations	2: Meets Expectations (satisfactory)	1: Does Not Meet Expectations (unsatisfactory)
1. Attendance Comments:	6.1	<input type="checkbox"/> Consistently present	<input type="checkbox"/> Sometimes absent (3 days or fewer)	<input type="checkbox"/> Frequently absent
2. Punctuality Comments:	6.1	<input type="checkbox"/> Consistently on time	<input type="checkbox"/> Generally punctual	<input type="checkbox"/> Frequently late
3. Work Ethic Comments:	6.2	<input type="checkbox"/> Consistently attends to assigned tasks or duties without prompting	<input type="checkbox"/> Sometimes needs reminders to attend to assigned tasks or duties	<input type="checkbox"/> Passive; depends on others for ideas, direction; needs close and frequent supervision
4. Tact Comments:	2.2	<input type="checkbox"/> Consistently interacts appropriately to establish, maintain good relations with others	<input type="checkbox"/> Interacts appropriately with others	<input type="checkbox"/> Limited sensitivity and diplomacy; insensitive to others' feelings, opinions
5. Collegiality Comments:	11.1	<input type="checkbox"/> Consistently shares ideas, materials; works as part of a team	<input type="checkbox"/> Prefers being part of a team	<input type="checkbox"/> Reluctant to share ideas, materials; prefers to work alone
6. Response to Feedback Comments:	3.1	<input type="checkbox"/> Consistently receptive to constructive feedback; incorporates feedback into performance and solicits suggestions	<input type="checkbox"/> Receptive to feedback and implements suggestions	<input type="checkbox"/> Defensive; unreceptive; rarely implements suggestions
7. Desire to Improve Performance Comments:	3.1 3.2	<input type="checkbox"/> Consistently seeks better teaching skills; very resourceful	<input type="checkbox"/> Sometimes demonstrates effort to improve teaching performance; somewhat resourceful	<input type="checkbox"/> Makes little or no effort to improve performance

8. Oral Expression	2.2	<input type="checkbox"/> Expressive, animated, articulate	<input type="checkbox"/> Articulate	<input type="checkbox"/> Inarticulate; makes frequent grammatical errors
Comments:				
9. Written Expression	2.2	<input type="checkbox"/> Ideas efficiently & clearly expressed; written products appear very professional	<input type="checkbox"/> Written products sufficiently express ideas	<input type="checkbox"/> Frequent misspellings and/ or grammatical errors; ideas poorly stated
Comments:				
10. Self-Initiative	11.2	<input type="checkbox"/> Creative & resourceful; independently implements plans	<input type="checkbox"/> Good ideas; works effectively with little supervision	<input type="checkbox"/> Passively depends on others for directions, ideas, and guidance
Comments:				
11. Professional Ethics & Demeanor				
11a. Maintains high ethical and professional standards (e.g., does not share confidential information).				
	6.2	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unable to judge
Comments:				
11b. Is aware of district policies and normative practices, and responds to these guidelines in appropriate ways.				
	6.2	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unable to judge
Comments:				
11c. Maintains a professional appearance.				
	6.2	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unable to judge
Comments:				
11d. Maintains professional interactions.				
	6.2	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unable to judge
Comments:				
12. Please identify other personal and professional attributes that contribute to this student's success in the classroom.				
Comments:				
13. Please list other personal and professional attributes that need further development.				
Comments:				
14a. Potential as a teacher (practicum students only)				
<input type="checkbox"/> Practicum student is ready for student teaching.				
<input type="checkbox"/> Recommend continuation in teacher training program with minor qualification(s) (Please elaborate)				
<input type="checkbox"/> Recommend review in program; questionable suitability to teaching profession.				
<input type="checkbox"/> Recommend review of career options and consideration of profession other than teaching.				
Comments:				
14b. Potential as a teacher (student teachers and interns only)				
<input type="checkbox"/> Recommend student successfully complete teacher education program.				
<input type="checkbox"/> Recommend review in program; questionable suitability to teaching profession. (Please elaborate)				
Comments:				
Student Signature: _____			Date: _____	
Cooperating Teacher Signature: _____			Date: _____	
University Supervisor Signature: _____			Date: _____	



FLORIDA ATLANTIC UNIVERSITY
777 Glades Road
Boca Raton, FL 33431-0991

COLLEGE OF
EDUCATION
Office: (561)-297-3280
Fax: (561)-297-2507

To Whom it May Concern:

_____ is enrolled in EEX 5841 at Florida Atlantic University and is required to complete a minimum of thirty (30) hours of direct instruction as a practicum student at your school. As part of the coursework requirements, this student must demonstrate the use of formal and informal assessment to collect information for writing Individual Educational Plans (IEPs). In order to develop an awareness of how IEPs are written and how lesson plans are developed from specific goals and objectives on an IEP, it is beneficial for students to have the opportunity to review IEPs already written and in use in the classrooms where they are placed. Be assured that NO information that would identify individual students will be included in any materials copied or submitted to the university faculty. Any information the practicum student collects will only be used for the delivery of instructional programming and no confidentiality requirements will be violated.

As a way demonstrating our appreciation, for every three practicum students that you host, the cooperating/mentor teacher is eligible to receive a tuition certificate for 6 credits of tuition at any state institution. The certificate, valid for 3 years from date of issue, is redeemable only one-time and is non-transferable. See page 41 for detailed information.

We appreciate your cooperation in helping our students gain a better understanding of special education practices to fulfill these very important requirements. If you have any questions or concerns, please feel free to contact me at the number listed below.

Sincerely,

Lawrence A. Heiser, Ph.D.

Field Experience Coordinator
Email: lheiser1@fau.edu



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Boca Raton, FL 33431-0991

COLLEGE OF
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Dear Principal:

_____ is a student in the Department of Exceptional Student Education at Florida Atlantic University. Arrangements for a practicum for the remainder of the semester at your school have been made following county procedures, for this student to fulfill the one (1) credit hour requirement for field experience as part of his/her program.

The practicum experience is one part of an intensive course that must be taken prior to the student teaching experience. For this course, students are required to spend a minimum of 30 hours engaged in direct instruction of students in field-based training in addition to participating in three hours of university based training.

Each cooperating teacher has received information to assist him/her in the supervision and evaluation of practicum students. University supervisors are also available to answer any questions. The university supervisor assigned to this student will observe and evaluate the practicum student three times during the semester.

The faculty in the Department of Exceptional Student Education at Florida Atlantic University appreciates the support and assistance you are providing our practicum students and the university. We eagerly seek your comments and suggestions for improving this relationship.

Sincerely,

Lawrence A. Heiser, Ph.D.

Field Experience Coordinator
Email: lheiser1@fau.edu

CLINICAL EDUCATOR REGISTRATION

To insure that you receive either a Certificate of Participation from the University or Inservice Points through participating district offices, please complete this registration form and return it to Florida Atlantic University's Office of Student Teaching.

Semester: _____ Fall _____ Spring Year: _____

Your Name _____ Social Security # _____

Your Professional Email Address _____

District _____ School Name _____

Name of
Developing Teacher _____ SS# _____

Major: _____ Elementary _____ Secondary _____ ESE Practicum
 _____ ESE Internship _____ Counselor Practicum _____ Counselor Internship

Check One:

_____ I wish to receive a Certificate of Participation from Florida Atlantic University

_____ I wish to receive Inservice Points from the District (Palm Beach, St. Lucie, or Okeechobee Counties ONLY). I will request that the district inservice points contact at my school activate the appropriate inservice component.

I certify that I have either attended an orientation meeting for Clinical Educators within the last twelve months or reviewed all materials available on the FAC Clinical Educator Orientation web page at the start of the current semester. I have also requested a copy of the Student Teaching Handbook and course syllabus for student teaching from the Developing Teacher assigned to me.

 Clinical Educator's Signature Date

Please FAX this registration form to the Office of Student Teaching by the end of the fourth week of the semester:

Director/Coordinator of Student Teaching
 Palm Beach and Treasure Coast – (561) 297-2991
 Broward and Miami-Dade Counties - (954) 236-1022

Assessment of the Cooperating Teacher

Cooperating Teacher:	Dates completed: Semester/Year: Spring/ Fall/
<i>Check One:</i> <input type="checkbox"/> EEX4843: Undergraduate Practicum <input type="checkbox"/> EEX4946: Undergraduate Student Teaching	<input type="checkbox"/> EEX4840: Professional Development Practicum <input type="checkbox"/> EEX5841: Graduate Practicum <input type="checkbox"/> EEX6863: Graduate Internship <input type="checkbox"/> Other:
School: University Supervisor:	Student Evaluating CT:

The Department of Exceptional Student Education is constantly seeking to improve the quality of its instructional training programs. For this reason, we have prepared the following evaluation form to allow you to rate the quality of supervision during your teaching experience. You are asked to give honest answers to the following questions. Your responses and suggestions are appreciated and will serve as a basis for future planning. Please remember that on this form you are evaluating the COOPERATING TEACHER, not the university supervisor or the teaching site. Please feel free to add any additional comment on the back of this evaluation. **(RETURN THIS COMPLETED FORM TO Dr. Heiser, FAU Boca Raton Campus, ESE Department)**

- 1) How closely did the cooperating teacher adhere to the Handbook?
 A Always B Frequently
 C Occasionally D Seldom
 If your CT didn't adhere to the handbook, in what ways did he/she deviate?
 - 2) The communication process between you and the cooperating teacher can be described as
 A Two way; collaborative C Tense; constrained
 B Unidirectional; directive D Little or no communication present
 - 3) What was the quality of the feedback provided to you by the cooperating teacher?
 A Always provided direction, evaluation, & support.
 B Frequently provided direction, evaluation, & support.
 C Occasionally provided direction, evaluation, & support.
 D Never provided me with feedback that was useful in directing my teaching.
 - 4) How effectively did the cooperating teacher use the post-observation conferences to build skills and provide feedback?
 A Extremely effective conferences given at each observation.
 B Very effective conferences; supportive feedback given at each observation.
 C Adequately effective conferences; feedback was sporadic or not supportive.
 D Ineffective conferences; feedback was not useful.
 E No follow-up conferences.
 - 5) Evaluate the models of instruction provided by the cooperating teacher.
 A Instruction was always effective. C Instruction was occasionally effective
 B Instruction was frequently effective. D Instruction was not effective.
 - 6) Evaluate the models of management provided by the cooperating teacher.
 A Management was always effective. C Management was occasionally effective.
 B Management was frequently effective. D Management was ineffective.
 - 7) Do you feel the cooperating teacher assigned tasks for you to complete in a fair manner? Yes No
 - 8) How many observations did your cooperating teacher conduct? _____ Was this an adequate number? Yes No
 - 9) How would you describe the willingness of your cooperating teacher to make you feel like a part of the class?
 A Went out of his/her way to include me. C Did what was required to help me fit in.
 B Was very welcoming. D Tended to make me feel like a visitor.
 - 10) How would you rate the overall performance of your cooperating teacher?
 A Outstanding B Very Good C Adequate D Poor
 - 11) Were you able to complete related course assignments with this teacher and in this setting?
 Yes No N/A
 - 12) Would you recommend this cooperating teacher and setting for future field experiences?
 Yes No
- Comments:

Please return the completed pages 43 & 44 to Dr. Heiser, COE, ESE Department

Assessment of the University Supervisor

University Supervisor:	Dates completed: Semester/Year: Spring/ Fall/
<i>Check One:</i> <input type="checkbox"/> EEX4843: Undergraduate Practicum <input type="checkbox"/> EEX4946: Undergraduate Student Teaching	<input type="checkbox"/> EEX4840: Professional Development Practicum <input type="checkbox"/> EEX5841: Graduate Practicum <input type="checkbox"/> EEX6863: Graduate Internship <input type="checkbox"/> Other:
School: Cooperating Teacher:	Student Evaluating CT:

The Department of Exceptional Student Education is constantly seeking to improve the quality of its instructional training programs. For this reason, we have prepared the following evaluation form to allow you to rate the quality of supervision during your teaching experience. You are asked to give honest answers to the following questions. Your responses and suggestions are appreciated and will serve as a basis for future planning. Please remember that on this form you are evaluating the UNIVERSITY SUPERVISOR, not the cooperating teacher or the teaching site. Please feel free to add any additional comment on the back of this evaluation. **(RETURN THIS COMPLETED FORM TO Dr. Heiser, FAU Boca Raton Campus, ESE Department)**

- 1) How closely did the university supervisor adhere to the Handbook?
 A Always B Frequently
 C Occasionally D Seldom
 If your CT didn't adhere to the handbook, in what ways did he/she deviate?
- 2) The communication process between you and the university supervisor can be described as
 A Two way; collaboration C Tense; constrained
 B Unidirectional; directive D Little or no communication present
- 3) What was the quality of the feedback provided to you by the university supervisor?
 A Always provided direction, evaluation, & support.
 B Frequently provided direction, evaluation, & support.
 C Occasionally provided direction, evaluation, & support.
 D Never provided me with feedback that was useful in directing my teaching.
- 4) How effectively did the university supervisor use the post-observation conferences to build skills and provide feedback?
 A Extremely effective conferences given at each observation.
 B Very effective conferences; supportive feedback given at each observation.
 C Adequately effective conferences; feedback was sporadic or not supportive.
 D Ineffective conferences; feedback was not useful.
 E No follow-up conferences
- 5) Did the university supervisor provide written and verbal feedback to you immediately after observing you?
 A Always C Occasionally
 B Frequently D Never
- 6) Did the university supervisor review all information on the written evaluation forms with you?
 A Yes B No
- 7) How many observations did your cooperating teacher conduct? _____
 Was this an adequate number? yes no
- 8) How would you describe the availability of your supervisor during your field experience?
 A Always available.
 B Frequently available.
 C Seldom available.
 D Available when I initiated contact
- 9) How would you rate the overall performance of your university supervisor?
 A Outstanding
 B Very Good
 C Adequate
 D Poor
- 10) Would you recommend this university supervisor for future field experiences?
 Yes No

Comments:

Please return the completed pages 43 & 44 to Dr. Heiser, COE, ESE Department