College of Education and Human Performance

UCF

Student Teaching Handbook: A Guide for Internship and Clinical Practice

KELLY JENNINGS-TOWLE, Ed.D.
DIRECTOR, OFFICE OF CLINICAL EXPERIENCES

JODIE NICHOLS
Assistant Director, OFFICE OF CLINICAL EXPERIENCES

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WWW.EDUCATION.UCF.EDU/CLINICALEXP

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Greetings Colleagues and Teacher Candidates,

I would like to welcome you to the culminating and most exciting segment of our Initial Teacher Preparation Program in the College of Education and Human Performance; the internship experience. Our teacher candidates have engaged in rigorous coursework embedded in research and best practices. The teacher candidates are now ready to apply what they have learned in the real-world setting of the classroom.   This invaluable experience is only possible through the collaborative work with our district partners, administrators, and collaborating teachers, to whom we are truly indebted.

This handbook serves as a valuable resource and guide for all aspects of the internship experience.   It is critically important that all parties know and understand the policies, procedures, and timelines related to internship in order to ensure maximum professional growth. In addition to the information within the handbook, all documents pertaining to internship requirements are located on the Clinical Experiences website, located at http://education.ucf.edu/clinicalexp.

Becoming an educator is an exercise in applying and reflecting upon knowledge gained. A positive, supportive, and encouraging environment, including strong, effective mentoring is crucial for our teacher candidates to be successful in their own classrooms upon graduation. We appreciate you taking a part in this development.   I know that our work together ensures this type of experience for our teacher candidates.

Thank you for helping to make the internship experience positive and impactful.

Sincerely,

Kelly Jennings-Towle, Ed.D.
Director, Office of Clinical Experiences
College of Education and Human Performance

ACADEMIC DEPARTMENT RESOURCES

Academic Departments

Department of Child, Family and Community Sciences
Chair: Dr. Glenn Lambie
Phone: 407-823-6106

Department of Educational and Human Sciences
Chair: Dr. Jeffrey Stout
Phone: 407-823-0211

School of Teaching, Learning and Leadership
Director: Dr. Michael Hynes
Phone: 407-823-1768

Academic Program Coordinators

Counselor Education	Dr. W. Bryce Hagedorn
Early Childhood Development and Education	Dr. Judith Levin
Educational Leadership	Dr. Kenneth Murray
Elementary Education Exceptional	Dr. Elizabeth Hoffman
Education	Dr. Becky Hines (Undergraduate)
	Dr. Mary Little (Graduate)
School Psychology (Graduate)	Dr. Oliver Edwards
Secondary Education/K12	Dr. Janet Andreasen
• Art Education	Dr. Debra McGann
• English Language Arts Education	Dr. Elsie Olan
• World Languages Education	Ms. Michele Regalla
• Mathematics Education	Dr. Janet Andreasen
• Physical Education	Ms. Patty Lanier
• Science Education	Dr. Malcom Butler
• Social Science Education	Dr. Scott Waring
Technical Education and Industry	Dr. Jo Ann Whiteman
Training	

OFFICE OF CLINICAL EXPERIENCES

University of Central Florida
College of Education and Human Performance

MAIN CAMPUS

Suite 110
4000 Central Florida Blvd.
PO Box 161250
Orlando, FL 32816-1250
407-823-2518
407-823-3728 (FAX)

Clinical Experiences Website:
www.education.ucf.edu/clinicalexp

Operating Hours:
Monday through Friday:
8:00 AM-5:00 PM

Contacts

Dr. Kelly Jennings-Towle
Director
Kelly.jennings-towle@ucf.edu
407-823-4833

Tracey Robinson-Crawford
Senior Admissions
Specialist
Tracey.Robinson@ucf.edu
407-823-2436

Kathleen M. Ward
Fiscal Support Specialist
Kathleen.Ward@ucf.edu
407-823-1136

Jodie Nichols
Assistant Director
Jodie.Nichols@ucf.edu
407-823-2334

Lynn Wilde
Internship Support Specialist
Lynn.Giovannetti-Wilde@ucf.edu
407-823-2518

The Internship Experience

In the process of developing knowledge, skills, and dispositions that prepare students to become teaching professionals, there are various levels of participation and experience for students in the College of Education and Human Performance, including essential coursework and exposure to classrooms and students. At the initial level of exposure to the classroom, there are field experiences associated with specific courses. In these experiences, students learn skills and techniques for working collaboratively with other professionals, for observing teaching, and for working with diverse populations of young children and families in contemporary society.

Internship I

Eligibility for Internship I

Application Deadlines: **February 15 for Fall, September 15 for Spring**

Admission to Internship I will be granted to students who have been admitted to the College of Education and Human Performance and who meet the following additional requirements at the time of application.

- Possess minimum overall GPA of 2.5.
- Possess minimum specialization GPA of 2.5.
- Possess minimum professional preparation GPA of 2.5.
- Complete a formal application for Internship I online by the deadlines.
- Meet any special departmental or program requirements.
- Be recommended by the faculty of the department of the student's major.
- Upon Office of Clinical Experiences approval of the application, students are required to participate in a background check in the district where they are assigned. Certain criminal histories may prevent clearance.

What Happens in Schools

During Internship I, students are in school-based classrooms part-time, while completing co-requisite courses at UCF. They have the opportunity to observe teaching, to work with small groups of students, and to complete independent study projects in order to engage in experiential learning. In addition, Internship I students are expected to complete assignments from their co-requisite courses. Collaborating teachers and UCF coordinators observe the intern working with students and provide essential feedback about their performance.

Internship II

Eligibility for Internship II

*Application Deadlines: **February 15 for Fall, September 15 for Spring***

Admission to Internship II will be granted to students who have been admitted to the College of Education and Human Performance and who meet the following additional requirements at the time of application.

- Complete all coursework required by program.

- Possess minimum overall GPA, specialization, and professional preparation GPA of 2.5 (3.0 Graduate); (Early Childhood – minimum GPA of 2.75).

- Achieve a "C-" or better in all prerequisite methods/specialization courses (Undergraduates only); (Early Childhood – minimum specialization GPA of 2.75).

- Passing scores on all sections of the Florida Teacher Certification Exam (Catalog Year 2014 and beyond).

- Complete a formal application for Internship II by listed deadlines.

- Meet any special departmental requirements (refer to catalog for program specific requirements).

- Be recommended by the faculty of departmental major.

- Upon final approval of their application, students are required to participate in a background check in the district where they are assigned. Certain criminal histories may prevent clearance.

What Happens in Schools

The College of Education and Human Performance teacher preparation culminating experience is a full- time semester-long student teaching. Internship II provides a structured, supervised process in which interns work with collaborating teachers to develop their teaching skills. In this experience, students gain extensive practice in teaching and in the knowledge, skills, and dispositions of their teaching fields. This final internship is the summative assessment of the program.

Interns are placed in schools and assume the work schedule of a full-time teacher, all day, five days a week, for a full semester. Interns practice to develop knowledge, skills, and dispositions of the teaching profession as measured by the Florida Educator Accomplished Practices (FEAPs).

College of Education and Human Performance faculty (i.e., university coordinators) supervise all internships and work closely with collaborating teachers to guide each intern in developing knowledge, skills, and dispositions, and evaluate teaching practices according to indicators of the Florida Educator Accomplished Practices (FEAPs)*.

Graduate Internships

Eligibility for Graduate Internship

Application Deadlines: ***February 15 for Fall, September 15 for Spring***

Admission to Graduate Internship will be granted to students who have been admitted to the College of Education and Human Performance and who meet the following additional requirements at the time of application.

- Complete all coursework required by program.

- Possess minimum overall GPA, specialization, and professional preparation GPA of 2.5 (3.0 Graduate); (Early Childhood – minimum GPA of 2.75).

- Achieve a "C-" or better in all prerequisite methods/specialization courses (Undergraduates only); (Early Childhood – minimum specialization GPA of 2.75).

- Passing scores on all sections of the Florida Teacher Certification Exam (Catalog Year 2014 and beyond).

- Complete a formal application for Graduate Internship by listed deadlines.

- Meet any special departmental requirements (refer to catalog for program specific requirements).

- Be recommended by the faculty of departmental major.

- Upon final approval of their application, students are required to participate in a background check in the district where they are assigned. Certain criminal histories may prevent clearance.

What Happens in Schools

The College of Education and Human Performance teacher preparation program's final internship experience can either be a full-time, semester-long student teaching experience, or a part time, two semester-long student teaching experience. Graduate Internship provides a structured, supervised process in which interns work with collaborating teachers to develop their teaching skills. In this experience, students gain extensive practice in teaching and in the knowledge, skills, and dispositions of their teaching fields.

Interns can choose to complete their internship in one semester by enrolling full-time (6 hr) or in two semesters by enrolling part-time (3 hr). Interns completing a full-time internship are placed in schools and assume the work schedule of a full-time teacher for the whole day, five days a week, for a full semester. Interns completing a part-time internship are placed in schools and assume the work schedule of a full-time teacher for half of the day, five days a week, for two semesters. During internship, interns are able to practice and further develop knowledge, skills, and dispositions of the teaching profession as measured by the Florida Educator Accomplished Practices (FEAPs).

College of Education and Human Performance faculty (i.e., university coordinators) supervise all internships and work closely with collaborating teachers to guide each intern in developing knowledge, skills, and dispositions, and evaluate teaching practices according to indicators of the Florida Educator Accomplished Practices (FEAPs).

On-the-Job (OTJ) Internships

Eligibility for On-the-Job Internship

Application Deadline: **2 weeks prior to the beginning of the internship semester.**

To complete an on-the-job (OTJ) internship, graduate students must:

- Meet all eligibility requirements for Graduate internship.

- Meet all academic requirements of the program.

- Complete a formal OTJ application by the posted deadlines.

- Be hired as a **full-time instructor of record**.

- **Be hired to teach within the certification area appropriate to the graduate degree**.

- Provide proof of hire from the principal of the school in which the intern will be teaching.

- Complete a semester long internship.

- Arrange with the school principal an appropriate mentor who will function as the collaborating teacher, sign the appropriate UCF documents, and provide ongoing feedback related to teacher growth.

What Happens in Schools

On-the-job (OTJ) interns will be observed by a university coordinator. It is also expected that the school will provide a mentor teacher. The OTJ intern follows policies, procedures, and guidelines of the school in which they work. The university coordinator will collaborate with the mentor teacher to guide the on-the-job intern in developing teaching skills, and evaluate teaching practice according to indicators of the Florida Educator Accomplished Practices (FEAPs). OTJ interns will register for the graduate course.

OTJ interns will complete their internship in two semesters by enrolling part-time (3 hr). OTJ interns will be expected to attend their teaching position for the whole day, five days a week. Students have two semesters to complete their required Teacher Work Sample that is turned in during their second semester.

THE INTERNSHIP COLLABORATIVE TEAM

COACHING AND MENTORING

Interns are developing teachers. They have received high quality training in research-based pedagogy. Positive coaching/mentoring experiences are beneficial, allowing a craft to develop appropriately. Collaborating teachers and university coordinators coach and mentor interns throughout the internship process. They regularly observe the intern and represent a unified message on midpoint and final evaluations.

Coaching and mentoring are essential elements of the model of clinical experiences in the College of Education and Human Performance at the University of Central Florida. The collaborative team works together to coach the intern. However, the collaborating teacher is the **primary mentor** in the process of developing the intern. Professional learning and growth of the intern can only occur when there is consistent coaching and strong, effective communication, including specific and meaningful feedback.

The most important and influential measure of an intern's development is the written and oral constructive feedback received from the collaborating teacher and/or the university coordinator. Immediate feedback from the collaborating teacher and/or university coordinator tends to have greater meaning to the intern so he or she can accurately reflect on the events being evaluated. Collaborating teachers are encouraged to take written notes and use them for coaching the intern. Upon completion of the internship, collaborating teachers recommend a grade to the university coordinator, and UCF faculty determine the final grade.

Observing Teacher Practice

The UCF College of Education and Human Performance's model of clinical experiences also **requires consistent intern supervision and observation on a regular basis through formal and informal approaches.** Internship I requires observations whenever interns are teaching small group and/or whole group lessons. Internship II requires multiple observations weekly and consistent feedback on intern performance according to the Florida Educator Accomplished Practices (FEAPs). Collaborating teachers and university coordinators must each complete a minimum of five formal observations.

In the feedback process, collaborating teachers provide the coaching required to promote growth in areas of needed improvement. This process requires that the collaborating teacher understands the intern's teaching style to the extent that it lends itself to effective teaching. When this is not the case, the intern should be mentored through a process of change that will help lead to success in the internship.

Continuous Improvement

The university coordinator works closely with interns and collaborating teachers. Interns can consult with the university coordinator about teaching and learning, or address issues of concern. Seminars are provided for interns on various topics related to teaching and learning. These topics should be based on intern needs as determined by the collaborating teacher, coordinator, or interns.

Feedback

Interns need specific and ongoing feedback related to teacher performance. Feedback should be specific, consistent, and objective. Collaborating teachers are expected to provide critical and meaningful feedback.

CLINICAL SUPERVISION

Clinical supervision is both a concept and a process designed to improve teaching performance. The desired outcome from this process is to develop professionally responsible teachers who are committed to self-improvement through help from others, reflection on practice, and self-correction.

Effective clinical supervision should provide an opportunity for pre-service teachers to:

- Examine, discuss, and articulate their educational philosophies.

- Receive objective feedback on their teaching.

- Examine the relationship between their anticipated and actual performance in the classroom.

- Examine the relationship between their philosophies and other assumptions, theories, and research about effective teaching.

- Develop, implement, and receive support for appropriate changes in both their espoused and practiced educational beliefs.

- Examine the impact of their instruction on student learning/behaviors.

- Examine their performance related to expected outcomes on the district teacher evaluation system.

Robert Goldhammer's model for clinical supervision includes five stages:
1) pre-observation conference
2) observation
3) data analysis
4) post-observation conference
5) post-conference analysis

Pre-observation Conference

The purpose of this conference is to obtain information as to the teacher's intentions (objectives of the lesson, planned procedures, criteria for evaluation, etc.), to establish a "contract" or agreement between the supervisor and the intern for carrying out the observation.

Examples of pre-observation questions:
1) How can I be of help to you?
2) What specifically do you wish me to look for?
3) What specifically do you wish me to know?
4) What would you like me to see the students do?
5) What are your understanding goals and expectations for the lesson?
6) How long would you like me to observe?
7) When can we get together to discuss the observation?

The Observation

The purpose of the observation is to view the lesson as planned in the pre-observation conference, and to collect data that may be used to improve or enrich knowledge, skills, and dispositions of the intern.

Data Analysis

The purpose of this step is to allow the observer time to review, sort, and assemble the data collected into a presentable form. This also allows the observer time to plan the post-observation conference.

The Post-Observation Conference

This conference occurs after the observation for the purpose of analyzing and discussing the lesson, addressing concerns, and developing an action plan for intern performance to be enhanced, maintained, or improved. This conference should be held no later than 24 hours after the observation.

Examples of post-observation questions:
1) How do you think the lesson went?
2) What were the students doing during your lesson that made you feel this way?
3) What do you remember about what you did or the strategies you used?
4) How does this compare with what you expected would happen?
5) Why do you think it happened this way?
6) Would you like me to share what I observed?

Post-conference Analysis

This analysis allows the observer to process the entire cycle, evaluate whether or not the intern and the observer came to an agreement regarding the appropriate way(s) to provide needed assistance to the intern. It also allows the observer to evaluate his/her own performance during the conference.

Co-teaching and the Internship

It has become more common that teacher preparation programs embrace co-teaching models, where teacher candidates and collaborating teachers work together to maximize student achievement potential. The intern and the collaborating teacher working together can be a valuable experience for students when co-teaching occurs. Some benefits to co-teaching include a reduced student to teacher ratio, increase in student achievement, and learning from each other's strengths. Suggested co-teaching approaches* are listed below:

One Teach/One Observe: In the beginning of the internship, it is important for the collaborating teacher to model effective teaching strategies for the intern. While the collaborating teacher is teaching, the intern can observe effective teaching practices, while also taking note of student responses. Co-teachers who implement this approach to co-teaching benefit from one person observing what students are doing while another is teaching. Data collected during this approach can result in powerful gains in lesson development.

One Teach/One Assist: One teacher teaches a group of students, while the other is assisting. This may include helping the teacher reach students who need extra support during the lesson. While one teacher teaches, the other may be circulating and guiding students.

Parallel Teaching: Both teachers are teaching the same content, but to different groups of students at the same time. This approach reduces the student to teacher ratio. One teacher may be teaching a lesson to half of the class, while the other teacher is teaching the same lesson to the other half of the class.

Station Teaching: Both teachers are teaching at the same time, but different concepts, and to different students.

Alternative Teaching: One teacher is teaching a larger group of students while another is teaching a smaller group of students.

Team Teaching: Both teachers deliver the instruction to the same group of students at the same time. The lesson is co-presented by both teachers.

*Friend, M., & Cooke, L. (2009). *Interactions: Collaboration skills for school professionals (6th Ed.).* Saddle River, NJ: Prentice Hall.

During the internship, various stages of co-teaching will occur. A natural progression would be that the intern and collaborating teacher begin with the one teach/one observe and one teach/one assist models and, over time, parallel teaching, station teaching, alternative teaching, and team teaching will become the norm.

Each collaborating teacher and intern will find approaches that work best for them, the students they teach, and the specific school goals.

ROLES AND RESPONSIBILITIES

Intern

The intern becomes part of a learning community in the process of the internship, and works closely with the collaborating teacher, the university coordinator, and the school principal in the process of becoming a teaching professional. The intern also follows the guidance of the collaborative team, and meets expectations of the internship and academic program requirements.

School Administration

The principal is instrumental in facilitating a learning environment in which the intern can learn and grow. The principal sets expectations for the collaborating teachers and communicates school expectations to the intern.

Collaborating Teacher

The role of the collaborating teacher is to work together with the intern, the university coordinator, and the principal to guide and assist the intern in developing knowledge, skills, and dispositions essential to the teaching profession. The collaboration should emphasize the application of understanding developed in university coursework and pre-internship field experiences.

The collaborating teacher's responsibility also **includes observing and evaluating the effectiveness of the intern's teaching practice.** Review and appropriate discussion of results of observations are essential to the development of knowledge, skills, and dispositions in teaching practice. The collaborating teacher and the university coordinator collaborate on the frequency of observations. **However, the collaborating teacher must observe and provide feedback to the intern at least once per week.** Upon completion of the internship, collaborating teachers recommend a grade to the university coordinator, and UCF faculty determine the final grade. It is recommended that a documented log of communication is kept to demonstrate patterns in progress.

University Coordinator

The university coordinator facilitates the experience of the interns with the collaborating teacher and students in the classroom. The university coordinator also provides consistent support for the intern and collaborating teacher during the course of the internship experience. University coordinators visit schools, observe interns, facilitate seminars on teaching and learning, confer with collaborating teachers and interns, and serve as a resource for the internship collaborative team. The university coordinator works closely with collaborating teachers to determine the most appropriate grade for the internship experience. Upon completion of the internship, collaborating teachers recommend a grade to the university coordinator, and UCF faculty determine the final grade.

RESPONSIBILITIES OF THE INTERN

The Internship Collaborative Team supports the intern throughout the process of the internship. However, the intern should understand the importance of maintaining standards of performance as well as consistently practicing professional responsibility.

Interns should use the following as a guide throughout the semester.

- ☐ Understand that daily attendance and punctuality is mandatory at the assigned school, as well as attendance at pre-scheduled seminars by the university coordinator.

- ☐ Consistently demonstrate professional conduct in actions and attire.

- ☐ Adhere to school policies and procedures.

- ☐ Work the school duty schedule of the collaborating teacher.

- ☐ Maintain confidentiality of information received about students or school personnel.

- ☐ Be fair, impartial, and consistent in working with children.

- ☐ **Be aware of and meet all deadlines for assignments that are required (Internship I).** *It is the intern's responsibility to review the program syllabi and to communicate requirements to collaborating teachers.*

- ☐ Prepare lesson plans, including Florida Standards, for every lesson that will be taught during the internship experience and submit for review to collaborating teacher **(Internship I).**

- ☐ Submit daily lesson plans to collaborating teacher for feedback and suggestions.

- ☐ Include modifications and adaptations that provide for individual differences among the children.

- ☐ Accept feedback provided by collaborating teachers and university coordinators.

- ☐ Demonstrate proficiency in all Florida Educator Accomplished Practices.

RESPONSIBILITIES OF THE INTERN

The Internship Collaborative Team supports the intern throughout the process of the internship. However, the intern should understand the importance of maintaining standards of performance as well as consistently practicing professional responsibility.

Interns should use the following as a guide throughout the semester.

☐   Welcome constructive suggestions by the collaborating teacher and the university coordinator and incorporate them in subsequent planning and teaching.

☐   ***During Internship II, demonstrate competency in ESOL standards (a score of "E" or "S") indicated on the final ESOL Performance Profile (applies only to Early Childhood, English Language Arts, Elementary and Exceptional Education majors).***

☐   Works closely with the collaborating teacher regarding routine and/or serious discipline problems.

☐   Passing scores of all sections of Florida Teacher Certification Exam either before Internship II (Catalog Year 2014 and beyond) or before graduation (Catalog Year up to 2013).

☐   Attend, whenever possible, professional meetings, in-service programs, evening activities sponsored by the school, and parent meetings.

The CEDHP Professional Dispositions representative alignment to the Florida Educator Accomplished Practices (FEAPs)

The following representative alignment of professional dispositions (D) provides examples of how the unit's professional disposition standards are assessed in alignment with one or more of the 2010 Florida Educator Accomplished Practices (FEAPs), which have been adopted by the unit as its institutional standards. This is not intended to be a comprehensive alignment, but rather representative of the integration of professional dispositions with institutional standards since many of these professional dispositions may be reflected in multiple FEAPs. The professional dispositions are assessed throughout a candidate's program during: 1) coursework; and 2) the final internship/practicum.

FEAP Domain A: Quality of Instruction

FEAP 1.   Instructional Design and Lesson Planning

- *Sets, maintains, communicates, and applies high academic standards and expectations for all students.* **(D1)**
- *Uses teaching and learning practices that include consideration of each student's learning development, differences, styles, needs, and background.* **(D2)**
- *Includes adaptations/modifications in unit and lesson plans to accommodate the needs of all students.* **(D2)**
- *Other professional dispositions as appropriate.*

FEAP 2.   The Learning Environment

- Believes that all students will learn with appropriate instruction. **(D1)**
- *Exhibits diversity values by demonstrating fairness, equity, social justice and democracy* **(D2)**
- *Exhibits caring attitude toward all students* **(D3)**
- *Is committed to providing a safe and caring environment where every reasonable effort is made to protect students from harassment, bullying and discrimination* **(D3)**
- *Other professional dispositions as appropriate.*

FEAP 3.   Instructional Delivery and Facilitation

- *Provides equal educational opportunities for all students*. **(D1)**
- *Recognizes indicators of students' difficulty with academic learning, reading and computational processes, and applies appropriate measures to improve student-learning outcomes.* **(D1)**
- *Uses appropriate collaborative communications with parents/guardians, families, colleagues, supervisors, and other professionals in an effort to improve student-learning gains.* **(D1)**
- *Is committed to providing a safe and caring environment where every reasonable effort is made to protect students from harassment, bullying and discrimination based on sex, age, race, color, national or ethnic origin, primary language, social or family background, intellectual and physical ability, cognitive style, socioeconomic class, income, education, religious faith and non-faith perspectives, political ideology, gender identity and expression, sexual orientation, and communication style or other characteristics and circumstances.* **(D3)**

- *Uses and integrates appropriate technology in teaching and learning processes and in managing, evaluating, and improving individual and group instruction.* **(D5)**
- *Models critical-thinking and problem-solving skills, self-critique, reflection, and accepts and acts on feedback for improving professional knowledge, skills, attitudes and behaviors.* **(D6)**
- *Other professional dispositions as appropriate.*

FEAP 4.   Assessment
- *Uses assessment, and other diagnostic procedures, to acquire knowledge and understanding of the learner in order to facilitate student-learning gains.* **(D5)**
- *Recognizes patterns of physical, social, emotional, and intellectual development in all students.* **(D1)**
- *Recognizes indicators of students' difficulty with academic learning, reading and computational processes, and applies appropriate measures to improve student-learning outcomes.* **(D1)**
- *Other professional dispositions as appropriate.*

FEAP Domain B: Continuous Improvement, Responsibility, and Ethics
FEAP 5.   Continuous Professional Improvement
- *Demonstrates willingness and ability to reflect upon one's own strengths and areas for improvement, as related to what one does, who one is, and how one thinks.* **(D6)**
- *Demonstrates professional initiative by being intellectually and academically curious.* **(D6)**
- *Models critical-thinking and problem-solving skills, self-critique, reflection, and accepts and acts on feedback for improving professional knowledge, skills, attitudes and behaviors.* **(D6)**
- *Other professional dispositions as appropriate.*

FEAP 6.   Professional Responsibility and Ethical Conduct
- *Demonstrates ethical behaviors in accordance to the:*
  - *Code of Ethics of the Education Profession in Florida (SBE Rule 6A-10.080); and*
  - *Principles of Professional Conduct for the Education Profession in Florida (SBE Rule 6B-10.081); and*
  - *University of Central Florida's The Golden Rule Student Handbook; and*
  - *Any other applicable Code of Ethics related to the specific discipline or placement.* **(D4)**
- *Demonstrates professional commitment by being punctual and responsible, attending class regularly, and completing assignments and/or course requirements on time.* **(D4)**
- *Models professional relationships with all students, colleagues, supervisors, parents/guardians, families, and behaviors demonstrate appropriate professional etiquette.* **(D4)**
- *Recognizes signs of tendency toward violence and severe emotional distress in students and applies techniques of crisis intervention.* **(D3)**
- *Recognizes the physical and behavioral indicators of child abuse and neglect and knows rights and responsibilities regarding reporting.* **(D3)**
- *Recognizes signs of alcohol and drug abuse in students and knows how to appropriately work with such students and seek assistance designed to prevent further abuse.* **(D3)**
- *Other professional dispositions as appropriate.*

Code of Professional Conduct

The College of Education and Human Performance at the University of Central Florida expects current and future educators to possess and exhibit professional dispositions and behaviors deemed essential to success as a professional educator. These professional dispositions are reflected in the unit's Conceptual Framework and National Council for Accreditation of Teacher Education (NCATE) unit standards as well as the Council for the Accreditation of Educator Preparation (CAEP) standards. Assessment of these professional dispositions is integrated into key formative and summative standards-based performance assessments in initial and advanced educator preparation programs in the unit.

Procedures

If any faculty or staff member has a concern with a candidate's professional dispositions and/or performance concern(s), the following guidelines will be used for counseling, documenting and remediating concerns:

1. Candidates enrolled in certification programs in the College of Education and Human Performance are provided information concerning the UCF College of Education and Human Performance Code of Professional Conduct document and how the unit's professional dispositions and/or performance are assessed in alignment with the Florida Educator Accomplished Practices. The information is located on the CEDHP website, course syllabi, and the *Student Teaching Handbook.*

2. If any faculty or staff member has a concern with a candidate's professional dispositions and/or performance concern(s), that faculty or staff member shall counsel with the candidate. If the concern persists, the faculty or staff member will conduct a formal counseling session with the candidate and document the concern(s) and develop a plan for improvement using the ***Professional Dispositions and/or Performance Concern(s) Remediation Form.*** Copies of the completed form will be provided to the candidate, the candidate's advisor, the appropriate Faculty Administrator associated with School or Department, School Director or Department Chair, Offices of Undergraduate/Graduate Affairs, Director for Accreditation and Program Approval, and Associate Dean for Academic Affairs.

3. When a plan of action does not satisfactorily resolve the candidate's professional dispositions and/or performance concern(s), the faculty or staff member will notify the appropriate School Director or Department Chair, who will convene a faculty committee (e.g., standing or ad hoc School or Departmental Candidate Issues Committee) meeting for the purpose of recommending, deferring, or denying the candidate's further progression in the program.

4. Candidates who are denied further progression by the faculty committee may pursue the following appeal process:
    *   The candidate sends a letter to the College of Education and Human Performance, Office of the Dean/Associate Dean for Academic Affairs asking to appeal the School or Departmental decision.
    *   The Associate Dean for Academic Affairs responds with a letter to the candidate requesting the candidate provide appropriate documentation to support the appeal. The candidate has 10 days from the date the letter is received to respond in writing.
    *   The Associate Dean for Academic Affairs has 10 days from the date the documentation is received to respond in writing.

- If the candidate wishes to appeal the responsible Associate Dean for Academic Affairs' decision, the candidate sends a letter to the Dean of the College of Education and Human Performance asking to appeal the decision.
- The College Dean responds with a letter to the candidate requesting the candidate to provide appropriate documentation to support the appeal. The candidate has 10 days from the date the letter is received to respond in writing.
- The College Dean has 10 days from the date the documentation is received to respond in writing.
- The College Dean is the final level of appeal for the candidate.

Professional Dispositions and/or Performance Concern(s) Remediation Form

Based upon the College of Education and Human Performance Code of Professional Conduct, I have concerns regarding the following candidate's professional dispositions and/or performance:

_____   _____

Candidate's Last Name   First Name   M.I.   Candidate's UCF ID#

_____   _____   Fall   Spring   Summer   _____

Candidate's Major Program Area   School/Dept.   Semester (Circle)   Year

_____   _____

Candidate's Advisor/Faculty   Course Number and Name

Professional Dispositions and/or Performance Concerns: (also provide related FEAP reference):

Plan for Improvement (Provide specific, measureable objectives to be satisfactorily completed):

Date of conference: _____

_____   _____

Candidate's Signature   Date

_____   _____

Faculty/Staff Member Signature   Date

Copies and Documentation:
The candidate will receive a copy of the completed/signed *Professional Dispositions and/or Performance Concern(s) Remediation Form* at the counseling meeting.
The **original copy** of the completed/signed copy *Professional Dispositions and/or Performance Concern(s) Remediation Form* will maintained by the Academic Unit (i.e., Department or School).

cc: **A copy of the signed *Professional Dispositions and/or Performance Concern(s) Remediation Form* will be provided to the following individuals:**
         Candidate's Faculty Advisor
         School Director or Department Chairperson
         Director for Undergraduate Affairs and Partnerships, or Director for Office of Graduate Affairs
         Director for Accreditation and Program Approval*****
         Associate Dean for Academic Affairs

Date received by Office of Student Services: _____

*For accreditation and state program approval documentation processes, the CEDHP Director for Accreditation and Program Approval will maintain a data file of candidates' remediation progress.
In addition to the *Professional Dispositions and/or Performance Concern(s) Remediation Form*, also please forward periodic summary reports of <u>**remediation progress**</u> **to the Director for Accreditation and Program Approval for documentation purposes.**

College of Education and Human Performance

Professional Disposition Standards and Sample Indicators

Definitions:
Candidate: UCF-CEDHP student
Student: Prekindergarten - grade 12 students; or *any individual who receives instruction/services from a UCF CEDHP candidate*

The UCF College of Education and Human Performance candidate:

1. **Believes that all students will learn with appropriate instruction.**
   Observable behavioral indicators expected of CEDHP candidates:
   - *Sets, maintains, communicates, and applies high academic standards and expectations for all students.*
   - *Provides equal educational opportunities for all students.*
   - *Bases instructional decision-making on the collective and individual needs of students.*
   - *Recognizes indicators of students' difficulty with academic learning, reading and computational processes, and applies appropriate measures to improve student-learning outcomes.*
   - *Uses appropriate collaborative communications with parents/guardians, families, colleagues, supervisors, and other professionals in an effort to improve student-learning gains.*
   - *Recognizes patterns of physical, social, emotional, and intellectual development in all students.*
   - *Other discipline-specific professional dispositions as appropriate.*

2. **Exhibits diversity values by demonstrating fairness, equity, social justice and democracy.**
   Observable behavioral indicators expected of CEDHP candidates:
   - *Uses teaching and learning practices that include consideration of each student's learning development, differences, styles, needs, and background.*
   - *Recognizes the educational needs of all students, including students who have limited proficiency in English, students with disabilities, gifted/talented and accelerated learners, and employs appropriate teaching practices.*
   - *Includes adaptations/modifications in unit and lesson plans to accommodate the needs of all students.*
   - *Demonstrates commitment to teaching all students regardless of sex, age, race, color, national or ethnic origin, primary language, social or family background, intellectual and physical ability, cognitive style, socioeconomic class, income, education, religious faith and non-faith perspectives, political ideology, gender identity and expression, sexual orientation, and communication style or other characteristics and circumstances.*
   - *Other discipline-specific professional dispositions as appropriate.*

3. **Exhibits caring attitude toward all students.**
   Observable behavioral indicators expected of CEDHP candidates:
   - *Is committed to providing a safe and caring environment where every reasonable effort is made to protect students from harassment, bullying and discrimination based on sex, age, race, color, national or ethnic origin, primary language, social or family background, intellectual and physical ability, cognitive style, socioeconomic class, income, education, religious faith and non-faith perspectives, political ideology,*

gender identity and expression, sexual orientation, and communication style or other characteristics and circumstances.

- *Recognizes signs of tendency toward violence and severe emotional distress in students and applies techniques of crisis intervention.*
- *Recognizes the physical and behavioral indicators of child abuse and neglect and knows rights and responsibilities regarding reporting.*
- *Recognizes signs of alcohol and drug abuse in students and knows how to appropriately work with such students and seek assistance designed to prevent further abuse.*
- *Uses tolerant, adaptive, open-minded, supportive, and encouraging behaviors and attitudes.*
- *Other discipline-specific professional dispositions as appropriate.*

4. **Demonstrates ethical professional behavior.**
   Observable behavioral indicators expected of CEDHP candidates:
   - *Demonstrates ethical behaviors in accordance to the:*
     - *Code of Ethics of the Education Profession in Florida (SBE Rule 6A-10.080); and*
     - *Principles of Professional Conduct for the Education Profession in Florida (SBE Rule 6B-10.081); and*
     - *University of Central Florida's The Golden Rule Student Handbook; and*
     - *Any other applicable Code of Ethics related to the specific discipline or placement.*
   - *Demonstrates professional commitment by being punctual and responsible, attending class regularly, and completing assignments and/or course requirements on time.*
   - *Models professional relationships with all students, colleagues, supervisors, parents/guardians, families, and behaviors demonstrate appropriate professional etiquette.*
   - *Other discipline-specific professional dispositions as appropriate.*

5. **Uses and reflects upon research-based and innovative practices.**
   Observable behavioral indicators expected of CEDHP candidates:
   - *Uses assessment, and other diagnostic procedures, to acquire knowledge and understanding of the learner in order to facilitate student-learning gains.*
   - *Reads, comprehends, interprets, applies and/or conduct research and other professional materials in coursework and/or student teaching experiences.*
   - *Uses and integrates appropriate technology in teaching and learning processes and in managing, evaluating, and improving individual and group instruction.*
   - *Other discipline-specific professional dispositions as appropriate.*

6. **Is committed to lifelong learning (e.g., academic, professional, behavioral).**
   Observable behavioral indicators expected of CEDHP candidates:
   - *Demonstrates willingness and ability to reflect upon one's own strengths and areas for improvement, as related to what one does, who one is, and how one thinks.*
   - *Demonstrates professional initiative by being intellectually and academically curious.*
   - *Models critical-thinking and problem-solving skills, self-critique, reflection, and accepts and acts on feedback for improving professional knowledge, skills, attitudes and behaviors.*
   - *Other discipline-specific professional dispositions as appropriate.*

THE CODE OF ETHICS AND THE PRINCIPLES OF PROFESSIONAL CONDUCT
OF THE EDUCATION PROFESSION IN FLORIDA

All UCF College of Education and Human Performance interns are expected to adhere to the Code of Ethics.

State Board of Education Rule 6B-1.006, FAC
The Principles of Professional Conduct of the Education Profession in Florida

"By virtue of their leadership capacity, teachers are traditionally held to a high moral standard in a community." ~ District of Court Appeal, First District, State of Florida

(1)   The following disciplinary rule shall constitute the Principles of Professional Conduct of the Education Profession in Florida.

(2)   Violation of any of these principles shall subject the individual to revocation or suspension of the individual educator's certificate, or the other penalties as provided by law.

(3)   ***Obligation to the student requires that the individual:***

   (a)   Shall make reasonable effort to protect the student from conditions harmful to learning and/or to the student's mental and/or physical health and/or safety.

   (b)   Shall not unreasonably restrain a student from independent action in pursuit of learning.

   (c)   Shall not unreasonably deny a student access to diverse points of view.

   (d)   Shall not intentionally suppress or distort subject matter relevant to a student's academic program.

   (e)   Shall not intentionally expose a student to unnecessary embarrassment or disparagement.

   (f)   Shall not intentionally violate or deny a student's legal rights.

   (g)   Shall not harass or discriminate against any student on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition, sexual orientation, or social and family background and shall make reasonable effort to assure that each student is protected from harassment or discrimination.

   (h)   Shall not exploit a relationship with a student for personal gain or advantage.

   (i)   Shall keep in confidence personally identifiable information obtained in the course of professional services, unless disclosure serves professional purposes or is required by law.

(4)   ***Obligation to the public requires that the individual:***

(a) Shall take reasonable precautions to distinguish between personal views and those of any educational institution or organization with which the individual is affiliated.

(b) Shall not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression.

(c) Shall not use institutional privileges for personal gain or advantage.

(d) Shall accept no gratuity, gift, or favor that might influence professional judgment.

(e) Shall offer no gratuity, gift, or favor to obtain special advantages.

(5) ***Obligation to the profession of education requires that the individual:***

(a) Shall maintain honesty in all professional dealings.

(b) Shall not on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition if otherwise qualified, or social and family background deny to a colleague professional benefits or advantages or participation in any professional organization.

(c) Shall not interfere with a colleague's exercise of political or civil rights and responsibilities.

(d) Shall not engage in harassment or discriminatory conduct which unreasonably interferes with an individual's performance of professional or work responsibilities or with the orderly processes of education or which creates a hostile, intimidating, abusive, offensive, or oppressive environment; and further, shall make reasonable effort to assure that each individual is protected from such harassment or discrimination.

(e) Shall not make malicious or intentionally false statements about a colleague.

(f) Shall not use coercive means or promise special treatment to influence professional judgment of colleagues.

(g) Shall not misrepresent one's own professional qualifications.

(h) Shall not submit fraudulent information on any document in connection with professional activities.

(i) Shall not make any fraudulent statement or fail to disclose a material fact in one's own or another's application for a professional position.

(j) Shall not withhold information regarding a position from an applicant or misrepresent an assignment or conditions of employment.

(k) Shall provide upon the request of the certificated individual, a written statement of specific reason for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.

(l) Shall not assist entry into or continuance in the profession of any person known to be unqualified in accordance with these Principles of Professional Conduct of the Education Profession in Florida and other applicable Florida Statutes and State Board of Education Rules.

(m)   Shall self-report within 48 hours to appropriate authorities (as determined by district) any arrests/charges involving the abuse of a child or the sale and/or possession of a controlled substance. Such notice shall not be considered an admission of guilt nor shall such notice be admissible for any purpose in any proceeding, civil or criminal, administrative or judicial, investigatory or adjudicatory. In addition, shall self-report any conviction, finding of guilt, withholding of adjudication, commitment to a pretrial diversion program, or entering of a plea of guilty or Nolo Contendere for any criminal offense other than a minor traffic violation within 48 hours after the final judgment. When handling sealed and expunged records disclosed under this rule, school districts shall comply with the confidentiality provisions of Sections 943.0585(4)(c) and 943.059(4)(c), Florida Statutes.

(n)   Shall report to appropriate authorities any known allegation of a violation of the Florida School Code or State Board of Education Rules as defined in Section 231.28(1), Florida Statutes.

(o)   Shall seek no reprisal against any individual who has reported any allegation of a violation of the Florida School Code or State Board of Education Rules as defined in Section 231.28(1), Florida Statutes.

(p)   Shall comply with the conditions of an order of the Education Practices Commission imposing probation, imposing a fine, or restricting the authorized scope of practice.

(q)   Shall, as the Collaborating administrator, cooperate with the Education Practices Commission in monitoring the probation of a subordinate.

State Board of Education Rule 6B-1.001, FAC*
The Code of Ethics of the Education Profession in Florida

(1)   The educator values the worth and dignity of every person, the pursuit of truth, devotion to excellence, acquisition of knowledge, and the nurture of democratic citizenship. Essential to the achievement of these standards are the freedom to learn and to teach and the guarantee of equal opportunity for all.

(2)   The educator's primary professional concern will always be for the student and for the development of the student's potential. The educator will therefore strive for professional growth and will seek to exercise the best professional judgment and integrity.

(3)   Aware of the importance of maintaining the respect and confidence of one's colleagues, of students, of parents, and of other members of the community, the educator strives to achieve and sustain the highest degree of ethical conduct.

(Adams v. State of Florida Professional Practices Council, 406 So 2nd 1170, Fla. 1st DCA 1981)

INTERNSHIP DRESS GUIDELINES

Teachers are held to the highest standards in the community. They are expected to dress appropriately. When preparing for an internship, a few things need to be considered when building a wardrobe. Some of these are comfort, practicality and professionalism. Outward appearance often has an effect on the amount of respect given by students and other faculty/staff. Keep in mind, interns not only represent themselves in the classroom, but also the UCF College of Education and Human Performance. Typically, interns should dress in 'business casual' attire, unless asked otherwise.

Here are a few suggestions on how to dress while attending your internship:

- **Hair** – Neat, natural styles. No extreme colors or cuts.

- **Tops** – Shirts should be clean and without wrinkles. Avoid tight fitting blouses, tank tops and t-shirts. Do not expose midriffs, undergarments, or cleavage.

- **Pants or Skirts** – Pants should be neatly pressed, clean, and should fit comfortably. Skirts should be no higher than an inch above the knee. Avoid jeans and pants with rips or tears.

- **Shoes** – Closed toe, closed heel shoes are recommended. No flip flops. Remember, teaching involves prolonged periods of standing, so take comfort into consideration when choosing footwear.

- **Accessories** – Makeup should be natural and jewelry kept to a minimum and tasteful. There should be no visible body piercings or tattoos.

- **Hygiene –** Appropriate grooming and bathing should be reflected in appearance and smell.

Teachers are always on stage. Dress the part!

ELIGIBILITY REQUIREMENTS FOR COLLABORATING TEACHERS

The collaborating teacher has an essential role as a member of the collaborative team. As a **daily observer of the intern**, the collaborating teacher is the pivotal support in terms of mentoring and assessing progress of the intern.

All school district personnel and instructional personnel who supervise or direct teacher preparation students during field experience courses or internships must have evidence of "clinical educator" training and must successfully demonstrate effective teaching strategies that consistently result in improved student performance.

Collaborating Teacher Requirements

The Collaborating teacher must meet the following requirements:

- Completed three years of successful teaching with effective/highly effective, or the equivalent, ratings.
- Completed Clinical Educator Training as described in Florida State Statutes, Section 1004.04, through either:
  a. District-sponsored in-service *or*
  b. University-sponsored coursework.

Demonstrate outstanding performance in:

- Receive "effective" or "highly effective" rating on performance appraisal.
- Classroom management strategies that consistently result in improved student performance.
- The proven ability to mentor adults.
- Strategies for incorporating technology into classroom instruction and record-keeping.
- Methods for linking instructional plans to state and national standards.
- Instructional strategies that address various learning styles, exceptionalities, achievement levels, and other special circumstances.
- Assessment of student learning.
- Teaching strategies for instruction of English Learners (EL) students.

ESOL Endorsement

- If the collaborating teacher of an intern in an ESOL eligible major does not have ESOL endorsement, the collaborating teacher and UCF Coordinator will arrange for ESOL experiences, as appropriate, with an ESOL qualified teacher in the school.

The Student Teacher Acceptance Form, signed by the principal, the collaborating teacher, the county representative, and the university, also outlines these criteria.

RESPONSIBILITIES OF THE COLLABORATING TEACHER

As a member of the collaborative team, the collaborating teacher oversees a process in which the intern develops understanding of the education process and begins to demonstrate competency in the Florida Educator Accomplished Practices (FEAPs). In demonstrating effective clinical supervision practice, the collaborating teacher is a coach and mentor to the intern in the learning and developing process.

Mentoring and Coaching an Intern
The following items are **ongoing** activities and should take place **throughout** the internship.

- ☐ Read and review the ***Student Teaching Handbook: A Guide for Internship and Clinical Practice.***

- ☐ **Provide opportunities for the intern to teach at least once per week beginning no later than the third week of the internship (Internship I).**

- ☐ Provide plan for swift induction to the teaching process in planning for assuming responsibility for full-time teaching (Internship II).

- ☐ Clarify teaching assignments and instructional planning procedures.

- ☐ Help the intern develop effectiveness in teaching through joint planning.

- ☐ Supervise and guide the intern as he/she plans and teaches.

- ☐ Assess the intern's work with students.

- ☐ Demonstrate and clarify effective teaching strategies.

- ☐ Collaborate with the university coordinator to discuss areas of needed improvement when necessary.

- ☐ Create a climate in which the intern feels free to ask questions.

- ☐ Keep lines of communication open between members of the collaborative team.

- ☐ Praise and encourage.

- ☐ Share professional experiences and materials.

- ☐ Demonstrate and explain the major activities of the public school teacher.

- ☐ Create an atmosphere in which the intern is accepted as a professional colleague.

- ☐ Orient the intern to facilities and learning materials.

- ☐ Model high leverage practices that engage students in quality learning experiences.

RESPONSIBILITIES OF THE COLLABORATING TEACHER

- ☐ Build positive relationships.

- ☐ Capitalize on the special interests, talents, and background of the intern to enrich the curriculum.

- ☐ Assess **daily** the strengths and areas of needed improvement in the intern's effectiveness in the teaching-learning situation.

- ☐ Provide continuous feedback and analysis of intern's daily teaching performance.

- ☐ Help the intern implement recommendations received during daily feedback/ mentoring input.

Evaluation – Internship I

- ☐ Observe each lesson taught by the intern to determine progress.

- ☐ Discuss immediately any unacceptable behavior or performance of the intern with the internship liaison, principal and/or the Office of Clinical Experiences.

- ☐ Review the Internship I Checklist and meet with intern and UCF Coordinator to complete midpoint and final evaluation forms.

- ☐ The midpoint and final Internship I Evaluation Forms should be signed by the intern, collaborating teacher, and UCF Coordinator.

Evaluation – Internship II

- ☐ Formal observations taught by the intern to determine progress (5 minimum).

- ☐ Discuss *immediately* any unacceptable behavior or performance with the intern, the university coordinator (and principal, if appropriate).

RESPONSIBILITIES OF THE COLLABORATING TEACHER

Evaluation – Internship II

☐   **Both collaborating teacher and university coordinator** must complete **ongoing** observations, a midpoint, and a final evaluation for interns using the internship evaluation rubric. The observations, midpoint and final evaluation should all be discussed with the intern and university coordinator. The final intern evaluation summary is completed as a team: intern, collaborating teacher, and university coordinator.

☐   **Collaborate with the university coordinator and collaborating teacher** to develop a professional development plan (PDP), which details a plan of continuous improvement, and provides specifics that describe *how* improvement is to be achieved.

☐   Complete the midpoint and final evaluations and discuss with the intern. All evaluation forms are available on the Office of Clinical Experiences website a*t* www.education.ucf.edu/clinicalexp. Forms are also located in the appendices.

☐   All evaluations must be signed by the intern, university coordinator and the collaborating teacher.

RESPONSIBILITIES OF COORDINATORS

The university coordinator plays an essential role in the internship experience, and works closely with the collaborating teacher, the interns, and the principal to ensure the success of the intern.

The university coordinator:

- ☐ Understands and communicates College of Education and Human Performance policies and procedures effectively.

- ☐ Positively represents the UCF College of Education and Human Performance.

- ☐ Participates as a collaborating member of the internship team.

- ☐ Conducts an orientation with the intern before internship begins.

- ☐ Holds an initial welcome meeting with the collaborating teacher and intern within the first two weeks of internship.

- ☐ Confers regularly with the internship collaborative team: collaborating teacher, intern, and site administrator.

- ☐ Mentors the intern and provides feedback as appropriate, including analysis of written unit and/or lesson plans.

- ☐ Provides resources and assistance to schools as requested and appropriate.

- ☐ Works with collaborating teachers and interns on internship evaluation.

- ☐ Makes recommendations, as appropriate, concerning withdrawal, reassignment, or extension of the internship experience.

- ☐ Conduct midpoint and final evaluation meetings including collaborating teacher and intern. **Note: All midpoint and final evaluation copies must be signed by the university coordinator, the intern, and the collaborating teacher.**

- ☐ Confers regularly with the intern during the semester to:

    - • Provide encouragement.
    - • Assess progress of the internship.
    - • Provide opportunities to meet and discuss the internship in a seminar format.

- ☐ Reviews and evaluates the Teacher Work Sample

- ☐ Evaluates the internship and assigns a "satisfactory" or "unsatisfactory" grade (graduate students receive a letter grade – A, B or F).

- ☐ If necessary, works closely with collaborating teacher to complete Student Concerns process if performance remediation is required.

OFFICE OF CLINICAL EXPERIENCES
INTERNSHIP STUDENT ISSUES PROTOCOL

The internship is an opportunity for growth, both personally and professionally. Interns are held to the highest standards, just as teachers are. In the event there is a concern about an intern's performance, it is critical that the collaborating teacher, intern, and university coordinator work diligently to resolve in the most expeditious and collaborative manner.

Sometimes, a further review of issues is needed. In the event the issues in performance cannot be resolved among the collaborating teacher, intern, and university coordinator, the university coordinator should immediately notify the Student Issues Committee (SIC) Chair. The SIC will review all circumstances and documentation to determine an intervention to help the intern succeed, while considering the needs of the school site. Recommendations by the faculty committee may include (but not limited to): establishing an improvement plan, taking additional coursework to build skills, retaking previous coursework to ensure mastery of the teaching craft, counseling services, withdrawal from the internship, and change of major. Students who wish to appeal the recommendation of the SIC should follow the appeal procedures outlined in the CEDHP Code of Professional Conducts.

Collaborating teacher, intern, and university coordinator work quickly to resolve the issue.

If issue still not resolved, the university coordinator contacts the SIC and fills out a Personal Attributes Concerns Form with strong documentation of concern (See Appendix).

The SIC meets to review performance issues.

The SIC makes recommendation to School Director or Department Chair.
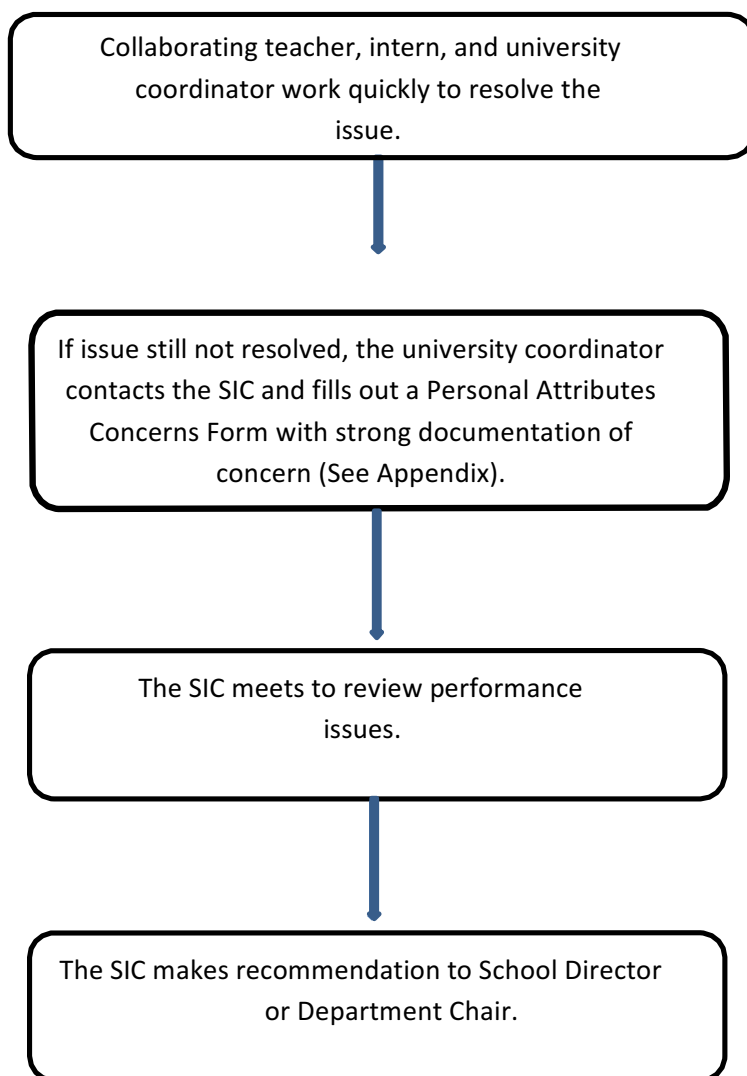
EVALUATION OF THE INTERNSHIP

Benchmarks for Evaluation

All University of Central Florida interns (Internship I, Internship II, Graduate, and On-the-Job) are evaluated based on the Florida Educator Accomplished Practices (FEAPs), which are addressed in coursework and used in evaluation of work prior to the internship experience. Depending upon the type of internship (I, II, or Graduate) interns are evaluated by using some or all FEAPs.

Evaluation of the Internship

Progress of interns is evaluated throughout the course of the internship. The intern, collaborating teacher, and the university coordinator collaborate on the evaluation process. Collaborating teachers and university coordinators complete ongoing formal observations, including a midpoint and a final.

ESOL

Interns in Early Childhood Education, Elementary Education, English Language Arts Education, and Exceptional Education will qualify for the ESOL endorsement. Collaborating teachers and university coordinators use the ESOL Performance Profile as a guide in evaluating ESOL competencies demonstrated in the internship.

Grades

Internship Type	Grade	Evaluated By
I	S/U	Collaborating Teacher
II	S/U	University
Graduate	A/B*	University
On-the-Job	A/B*	University Coordinator

* An F grade can be given if performance standards are not met and it is determined that the intern will not pass the internship.

The final evaluation is determined by performance in teaching and in meeting requirements of the academic program. There must be achievement at a minimal level of mastery based on the Florida Educator Accomplished Practices, and UCF College of Education and Human Performance standards of internship performance.

Attendance

It is imperative that you are in attendance on a daily basis. You are expected to follow your school's requirements in regard to what time you need to report for duty and what time you may leave each day. **Being ready to report to duty means that you are in the classroom ready to begin the day's activities, not pulling into the parking lot or signing in.** It is strongly suggested that you arrive earlier and stay later than required in order to optimally communicate with your teacher and be fully organized and prepared.

- In the event of an absence, you MUST call your collaborating teacher and your university coordinator the night before the absence or before the school days begins, to inform them of your absence. Make-up days will be added to the end of the internship.

- It is further expected that you take part in all roles that your classroom teacher is expected to assume. For example, you should attend staff meetings, parent-teacher conferences, open house, and so on.

- Only the following absences **do not** need to be made up:
    - Seminars and orientations facilitated by the university.

    - College of Education Career Fairs (check website calendar for specific dates)

    - Any days that are missed due to natural disasters of unforeseen school closures (hurricanes, tornadoes, etc.), unless a makeup day is scheduled by the district and falls during the intern's scheduled placement time.

Please note: Attendance patterns are considered in the overall evaluation of the internship, in spite of make-up days. The coordinator and/or collaborating teacher may use patterns in attendance to determine whether or not an intern has successfully demonstrated professional conduct within the accomplished practice of ethics. In cases where excess absences have occurred, or where patterns of attendance have interfered with the instructional momentum of the classroom, an 'Unsatisfactory' grade will be assigned.

Internship Placement Procedures

The UCF College of Education and Human Performance teacher preparation programs are state-approved, leading to initial teacher certification. Therefore, the selection of the internship placement is key to ensure experiences that match the settings for which pre-service teachers have been prepared. Interns have a variety of experiences throughout their entire program, including early field experiences and service learning courses. Interns are placed in settings that match the certification area for their program area.

Art Education, K-12
Internship I/II: Interns are placed in one art setting for an entire semester (elementary, middle, or high).
Graduate: Interns are placed in one elementary art setting for half of a semester and a secondary art setting for the other half of the semester.

Early Childhood, PK-3
Internship II: Early Childhood Development and Education majors are placed in grades PK-3.

Elementary Education, K-6*
Internship I: Interns are placed in a primary setting (K-3) for one half of a semester and an intermediate setting (3-5) for the other half of the semester.
Internship II/Graduate: Interns are placed in an elementary setting for an entire semester.

Exceptional Student Education, K-12
Internship I: Interns are placed in an elementary ESE setting for one half of a semester and the other half of the semester are placed in a secondary ESE setting.
Internship II/Graduate: Interns are placed in one ESE setting for an entire semester (elementary, middle, or high).

Physical Education, K-12
Internship I:
Internship II/Graduate:

School Counseling, K-12
Graduate: Interns are placed in one setting for an entire semester (elementary, middle, or high).

Secondary Education, 6-12
Secondary Education majors (English Language Arts, Mathematics, Science, and Social Science) are placed in middle or high school settings in the content area for which they have been prepared to teach.
Internship I/II/Graduate: Interns are placed in one secondary setting (content specific) in middle or high.

World Languages Education, K-12
Internship I/II/Graduate: Interns are placed in one foreign language setting for an entire semester (elementary, middle, or high).

*Elementary interns are only placed in 6th grade if at a K-6 school. Most elementary interns are placed in K-5 schools.

APPENDIX

- Personal Attributes Concerns Form
- Internship I Elementary Education Observation Form
- Internship I Exceptional Education Observation and Evaluation Forms
- Internship I Secondary/K-12 Education Observation Form
- Internship I Elementary Education Performance Profile
- Internship I Secondary/K-12 Education Performance Profiles
- Internship II/Graduate Instruction Sheet
- Internship Assessment Rubric
- Internship Assessment Summary Sheet
- Internship Observation Instrument
- Professional Development Plan

FREQUENTLY ASKED QUESTIONS

COMMUNICATION / GENERAL INFORMATION

Q: **How do I know that I am eligible for internship?**
A: Students must possess an overall 2.5 GPA as well as a 2.5 GPA in professional preparation and specialization. Eligibility for internship is also outlined on the Clinical Experiences web site in the *Student Teaching Handbook: A Guide for Internship and Clinical Practice*. Please refer to your specific program requirements in the university catalog.

Q: **How will I receive information and updates about my internship?**
A: You are required to have an active Knights e-mail address in order to receive updated internship information. Your Knights email is required and should be provided at time of application. *The most important source of information is the Clinical Experiences website*, *which is regularly updated with essential information about internships.* www.education.ucf.edu/clinicalexp/

Q: **How can I find out about orientations for Internships I and II?**
A: Please refer to the Office of Clinical Experiences *Calendar* on the website for information regarding orientation dates and information.

APPLICATION PROCESS

Q: **What is the deadline for the internship application?**
A: Directions for applying for internship can be viewed on the Office of Clinical Experience's website. For Fall internship, the online application opens January 15 and the hardcopy application is due by February 15. For Spring internship, the online application opens August 15 and the hard copy application is due by September 15.

Q: **How will I know that my application has been processed?**
A: The Office of Clinical Experiences will send you an email to your Knights email account regarding the status of your application approximately one month after the application due date. This is referred to as your "Status Email". Please check your Knights email regularly (including your clutter email box) for updates and information about the status of your internship.

Q: **What happens if I miss the application deadline?**
A: Late applications will not be accepted. No exceptions. If you miss the deadline, meet with your faculty advisor to create an alternative plan of study.

Q: **How do I register for the internship course?**
A: All students must register themselves for the appropriate internship course. Each semester, the appropriate class numbers are listed on the Office of Clinical Experiences website. Use these class numbers to register on myUCF for the internship course and any courses that are internship co-requisites. You will receive registration instructions in your status email.

Q: **What are the steps to withdraw an application?**
A: Students are required to complete a "Drop Internship" form in the Office of Clinical Experiences (Orlando campus), or the College of Education and Human Performance office on regional campuses or email edintern@ucf.edu with the request to withdraw from internship. In addition, if already registered, it is the intern's responsibility to drop the internship course through the university add/drop process. If the internship is dropped, the student will have to reapply for a future semester and meet all applicable deadlines.

Q: **What are the steps to withdraw from an internship once it has begun?**
A: Students must notify their university coordinator, collaborating teacher, faculty advisor, and the Office of Clinical Experiences of their intent to withdraw from the internship. Withdrawal from the internship, the required internship course, or co-requisite courses must be initiated by the student and must be completed prior to all university deadlines. Notify your university coordinator, who should immediately notify the College of Education and Human Performance department/school. **If the withdrawal deadline is not met, students must go through the offices of Undergraduate or Graduate Studies, located in Millican Hall.**

PLACEMENT

Q: **How do I find out where I have been placed?**
A: Students will be notified at orientation where they are placed for internship or sooner if the placement school/teacher contacts the intern first. **Students may not arrange their own placement.**

Q: **How long is the student teaching requirement?**
A: Internship I is a full semester.

- Elementary Education and ESE majors intern in schools two days per week all day (Mondays and Tuesdays); plus one full week near midterm and one full week near finals.
- Secondary majors intern in schools two days per week all day (normally Tuesdays and Thursdays)
- For programs requiring two placements, the duration of each placement is seven weeks. Check with the Calendar on the Office of Clinical Experiences website.

   Internship II is a full semester. Students are in school Monday through Friday for the entire school day. Once you have been assigned to a school, check school schedules and calendars.

Q: How can I find directions and information about my placement school?
A: This information can be found on the Office of Clinical Experiences website under Partnership Districts or go to the school's website.

Q: What is the policy for changing my placement?
A: Placements are final. Changes can only be initiated by the Office of Clinical Experiences and are extremely rare.

Q: Can I be released early from my student teaching?
A: No. The student teacher must remain at his/her placement for the entire semester. Completion of the internship is a graduation requirement.

Q: Is it possible to take any classes during my internship?
A: Internship I students are usually enrolled in co-requisite courses during the internship. Internship II is considered a **full-time experience**. Normally, students cannot take classes during Internship II. Students are permitted to enroll in other classes only with the consent of their academic program coordinator.

Q: Can I be exempt from any part of my first student teaching experience (Internship I)?
A: No, Internship I cannot be waived. It is a graduation requirement.

Q: Can I be exempt from any part of my Internship II/Graduate student teaching experience?
A: No. This is a state requirement governed by the Florida Department of Education for all initial teacher certification undergraduate and graduate students.

CERTIFICATION

Q: How do I get certified as a teacher?
A: Please contact the [Florida Department of Education](#) for information on applying for teacher certification.

PARTNERSHIP DISTRICT

Alachua County Schools
620 East University Avenue
Gainesville, FL 32601
Phone: (352) 955-7300
Website: http://www.sbac.edu/pages/ACPS

Brevard County Schools
2700 Judge Fran Jamieson Way
Viera, FL 32940
Phone: (321) 633-1000 ext. 500
Website: http://www.brevard.k12.fl.us/

Citrus County Schools
1007 W. Main Street
Inverness, Florida 34450
Phone: (352) 726-1931
Website: http://www.citrus.k12.fl.us/

Collier County Schools
5775 Osceola Trail
Naples, FL 34109
Phone: 239-377-0001
Website: www.collierschools.net/collier

Flagler County Schools
1769 East Moody Blvd.
Bunnell, FL 32110
Phone: (386) 437-7526
Website: www.flaglerschools.com

Florida Virtual School
2145 Metro Center Blvd, Suite 200
Orlando, FL 32835
Phone: (407) 513-3587
Website: www.flvs.net

Hillsborough County Schools
901 E. Kennedy Blvd
Tampa, FL 33602
Phone: (813) 272-4000
Website: www.sdhc.k12.fl.us/

Indian River County Schools
1990 25th Street
Vero Beach, FL 32960
Phone: (772) 564-3000
Website: http://www.indianriverschools.org

Lake County Schools
West Burleigh Blvd
Tavares, FL 32778
Phone: (352) 253-6820
Website: http://www.lake.k12.fl.us/

Levy County Schools
480 Marshburn Dr.
Bronson, FL 32621
Phone: (352) 486-5231
Website: http://www.levy.k12.fl.us/

Marion County Schools
512 SE 3rd Street
Ocala, FL 34471 USA
Phone: (352) 671-7700
Website: http://www.marion.k12.fl.us/

Orange County Schools
445 W. Amelia Street
Orlando, FL 32801
Phone: (407) 317-3200
Website: https://www.ocps.net

Osceola County Schools
817 Bill Beck Blvd.
Kissimmee, FL 34744
Phone: (407) 870-4600
Website: http://www.osceola.k12.fl.us/

Palm Beach County Schools
3300 Forest Hill Blvd
West Palm Beach, FL 33406
Phone: (866) 930-8402
Website: www.palmbeachschools.org

Polk County Schools
1915 South Floral Ave.
Bartow, FL 33830
Phone: (863) 534-0500
Website: http://www.polk-fl.net

Seminole County Schools
Educational Support Center
400 East Lake Mary Blvd.
Sanford, FL 32773
Phone: (407) 320-0000
Website: http://www.scps.k12.fl.us/

Sumter County Schools
2680 West County Road 476
Bushnell, FL 33513
Phone: (352) 793-2315
Website: www.sumter.k12.fl.us

Volusia County Schools
200 N. Clara Avenue
Deland, FL 32720
Phone: (386) 255-6475
or 386-258-4660
Website: www.myvolusiaschools.org

Certificate of Participation Guidelines and Request Form

In appreciation of your supervision of UCF College of Education and Human Performance interns, we are able to offer you a Certificate of Participation (COP). COPs are issued on behalf of the Florida Board of Governors, in appreciation of services rendered to the State of Florida and the State University System. The COP entitles you to exempt the tuition fee for up to six hours during one term (1 semester) of instruction, including credit courses offered through continuing education programs, at any state university in Florida. If you chose to take only 3 hours, the entire COP will be cashed in and cannot carry over to another term. Therefore, taking 6 hours in one semester will allow you to get the most value out of your COP. You will be required to pay all current fees applicable at the time of registration except tuition fees and comply with all applicable statutes and policies of the State of Florida and its agencies regarding admission and registration.

COPs are non-transferable and expire 3 years from the date of issue.

Certificate of Participation Requirements:

One COP is issued <u>after</u> the supervision of any one of the following:

1 senior intern (any major)	4 junior elementary interns	2 junior secondary interns
1 6hr graduate (any major)	4 junior ESE interns	2 On-the-job interns (any major)
1 FLVS intern (junior or senior)	4 early childhood seminar students	2 (3)hr graduate interns (any major)
1 sport/exercise practicum students		

Once you have met the requirements for earning a COP, return this completed form to the UCF CED&HP Office of Clinical Experiences (fax# 407-823-3728) or email to kathleen.ward@ucf.edu. COPs are processed at the end of each semester upon verification of placement data. Issuance of COPs is contingent upon meeting the requirements of collaborating teachers as described in the Student Teaching Handbook. Once the Certificate of Participation is processed, reviewed, and authorized, the **new electronic pdf version** Certificate of Participation will be emailed directly to you.

Thank you for all you do to support the UCF College of Education and Human Performance.

Required Information for Certificates of Participation (<u>Please print</u>)

Collaborating Teacher Information

Name: _____ E-mail: _____

Phone: _____ School: _____ District: _____

Intern Information

Please circle the type of intern(s) you supervised.

1 senior	1 6hr graduate	1 FLVS (jr or sr)	4 junior elementary	4 junior ESE
4 junior early childhood	2 junior secondary	2 On-the-job	2 3hr graduate	1 sport/exercise

List the name, major/type, and semester/year of each intern you supervised.

1) Name: _____ Major/Type: _____ Semester/Year: _____

2) Name: _____ Major/Type: _____ Semester/Year: _____

3) Name: _____ Major/Type: _____ Semester/Year: _____

4) Name: _____ Major/Type: _____ Semester/Year: _____

For Office Use Only:

Date Received: _____ *Verified:* _____ *Confirmation Sent:* _____

Certificate of Participation #: _____

College of Education & Human Performance
INTERNSHIP I Observation Instrument

Intern:_____ Supervising Teacher:_____ Grade: _____

School:_____ Date Observed:_____ Observer: _____

Lesson Description: _____

Pre-Teaching Preparation: *Please check all that apply.*

_____ Intern met with teacher prior to implementation to review lesson plan and assessment.
_____ Intern revised plan according to meeting with teacher.
_____ Materials for lesson were prepared prior to lesson.

Use the following scale to rate each observed indicator:

4: Exceeds expectations (Comment required)   **3: Meets expectations**
2: Developing expectations   **1: Does not meet expectations**

Note: All scored FEAPs must be at least 2 by Final Evaluation to pass Internship I unless otherwise noted.
Greyed-out indicators are not scored for Internship I.

Instructional Design and Lesson Planning	Comments
4 3 2 1 Lesson plan aligned to Florida-adopted standards.	
4 3 2 1 Lesson was coherent fit appropriately in sequence of instruction.	
4 3 2 1 Lesson included assessment(s) to demonstrate mastery.	
4 3 2 1 Consistently monitored student progress using formative assessments.	
4 3 2 1 Used specific, diagnostic student data to differentiate instruction.	
4 3 2 1 Developed and implemented experiences that scaffolded student learning.	

The Learning Environment	Comments
4 3 2 1 Created learning environment to ensure implementation of instructional activities.	
4 3 2 1 Established structured learning environment including effective routines and procedures.	
4 3 2 1 Established culture for learning including high expectations for all learners.	
4 3 2 1 Created an environment of respect and rapport that values students' cultural, linguistic, and family background.	
4 3 2 1 Modeled clear, appropriate communication skills (oral and written).	
4 3 2 1 Created a risk-free supportive learning environment.	
4 3 2 1 Integrated use of available resources to enhance students' understanding of content.	
4 3 2 1 Adapted learning environment to meet needs of all students.	
4 3 2 1 Used assistive technologies that encourage student participation.	

Instructional Delivery and Facilitation	Comments
4 3 2 1 Delivered rigorous lesson that engaged all learners.	
4 3 2 1 Used literacy strategies to enhance students' understanding of content.	
4 3 2 1 Used informal assessment(s) to monitor student learning. (Example of informal assessment used:_____)	
4 3 2 1 Adjusted instruction to address students' needs.	
4 3 2 1 Integrated subject matter to facilitate connections within and across disciplines and life experiences. (Example of integration used:_____)	
4 3 2 1 Prompted students to engage in critical thinking by using effective questioning techniques. (Example of questioning used:_____)	
4 3 2 1 Used a variety of instructional strategies to instruct learners. (Example of instructional strategy used:_____)	
4 3 2 1 Differentiated instruction based on assessment to meet students' needs. (Example of differentiation used:_____)	
4 3 2 1 Provided immediate specific feedback in a consistent and positive manner.	
4 3 2 1 Utilized student feedback to monitor instructional needs for future instruction.	

Use the following scale to rate each observed indicator:

4: Exceeds expectations (Comment required)	**3: Meets expectations**
2: Developing expectations	**1: Does not meet expectations**

Assessment	Comments
4 3 2 1 Analyzed multiple assessment data sources to diagnose students' learning needs to inform instruction.	
4 3 2 1 Designed and interpreted formative and/or summative assessments to achieve content mastery.	
4 3 2 1 Used variety of ongoing assessment tools. (Example of assessment tool used: _____ _____)	
4 3 2 1 Implemented and adjusted formative assessments within differentiated instruction.	
4 3 2 1 Shared clear learning goals and outcomes of student assessment with student.	
4 3 2 1 Used technology tools to communicate assessment data with students.	

The indicators below should be scored over time – not lesson-specific
Note: All areas in Professional Responsibility and Ethical Conduct must be at
least 3 by final evaluation to pass Internship I.

Continuous Professional Improvement	Comments
4 3 2 1 Develops purposeful professional goals to strengthen effectiveness of instruction.	
4 3 2 1 Uses data-informed research to improve instruction and student achievement.	
4 3 2 1 Uses variety of data to evaluate learning outcomes, adjust planning, and improve lessons.	
4 3 2 1 Collaborates with home, school, and community.	
4 3 2 1 Engages in reflective practices and/or targeted professional growth.	
4 3 2 1 Implements knowledge and skills learned in professional development.	
Professional Responsibility and Ethical Conduct	Comments
4 3 2 1 Maintains high academic standards for all learners.	
4 3 2 1 Believes all students can learn.	
4 3 2 1 Demonstrates fairness and equity; promotes social justice and democracy.	
4 3 2 1 Values diversity.	
4 3 2 1 Meets deadlines, punctual, exhibits regular attendance.	
4 3 2 1 Works effectively with others; accepts feedback and constructive criticism.	

Signatures:

Observer: _____ Intern: _____ Date: _____

Additional Comments:

College of Education and Human Performance

Internship I Assessment Rubric

Midpoint _____ Final _____   Intern Name: _____

Semester _____ Year _____ County _____   Intern Major: _____

School Placement: _____   Grade(s) Taught: _____Subject(s): _____

Collaborating Teacher: _____   UCF Coordinator: _____

Directions: Use the following rubric to determine ratings for the Midpoint and Final Internship Assessment.

Scale Key:
4 = *Teacher candidate <u>exceeds</u> expectations & demonstrates Accomplished Practice competencies; <u>specific evidence required</u>*
3 = *Teacher candidate <u>meets</u> expectations & demonstrates Accomplished Practice competencies*
2 = *Teacher candidate <u>is developing</u> the expectations & developing the Accomplished Practice competencies*
1 = *Teacher candidate <u>does not meet</u> expectations & does not demonstrates Accomplished Practice competencies; <u>specific evidence required</u>*

Proficiency Expectations:
Undergraduate Students: S/U (A score of at least **2** in all **unshaded** areas and all **3s** in **Professional Responsibility and Ethical Conduct** by Final.)

FEAP	Evaluation System Alignment	4	3	2	1
Instructional Design and Lesson Planning	RE=Routine Events C=Content EOS=Enacted on the spot (M) Marzano (D) Danielson				
1.a.	(M) Domain 1: RE 1, C1 (M) Domain 2: 2.1.1-2.1.3; 2.2.1- 2.2.2 (D) 1a-e	Meets proficient criteria and exceeds it by (must insert evidence here):	Prepares lesson plans aligned to Florida-adopted standards at the appropriate level of rigor to meet all students' needs.	Prepares lesson plans inconsistently aligned to Florida-adopted standards that lack appropriate rigor to meet all students' needs.	Lesson plans do not align to Florida-adopted standards and do not include rigor.
1.b.	(M) Domain 1: RE 1-3 Domain 2: 2.1.1-2.1.3 (D) 1a-c, 1e	Meets proficient criteria and exceeds it by (must insert evidence here):	Sequences coherent lessons and concepts based upon all students' needs, including their prior knowledge.	Inconsistently sequences coherent lessons and concepts based upon all students' needs, including their prior knowledge.	Does not sequence coherent lessons and concepts based upon all students' needs, including their prior knowledge.
1.c.	(M) Domain 1: C 10, C 16 Domain 2: 2.1.1-2.1.3, 2.3.1-2.3.3 (D) 1b, 1e, 1f	Meets proficient criteria and exceeds it by (must insert evidence here):	Designs lessons that include assessments in order for all learners to achieve mastery.	Inconsistently designs lessons that include assessments in order for all learners to achieve mastery.	Does not demonstrate the ability to design lessons that include assessments in order for all learners to achieve mastery.
1.d.	(M) Domain 1: RE 1-2 (D) 1f	Meets proficient criteria and exceeds it by (must insert evidence here):	Consistently (daily) monitors student progress using formative assessments.	Inconsistently monitors student progress using formative assessments.	Does not select formative assessments to monitor student learning.

1.e.	(M) Domain 1: RE 1-3, C11, EOS 16-17 Domain 2: 2.2.1-2.2.2; 2.3.1-2.3.3 (D) 1b, 1e, 1f, 3d	Meets proficient criteria and exceeds it by (must insert evidence here):	Consistently (weekly) uses specific, diagnostic student data to differentiate lessons for all learners.	Inconsistently uses diagnostic data to differentiate lessons for all learners.	Does not use diagnostic student data to differentiate lessons for all learners.
1.f.	(M) Domain 1: C2, C 10, C12-16 Domain 2: 2.2.1- 2.2.2; 2.3.1-2.3.3 (D) 1e	Meets proficient criteria and exceeds it by (must insert evidence here):	Consistently (daily) develops experiences that scaffold all students' learning to demonstrate a variety of skills and competencies.	Inconsistently develops experiences that scaffold all students' learning to demonstrate a variety of skills and competencies.	Does not develop experiences that scaffold all students' learning.

FEAP	Evaluation System Alignment	4	3	2	1
The Learning Environment	RE=Routine Events C=Content EOS=Enacted on the spot (M) Marzano (D) Danielson				
2.a.	(M) Domain 1: RE 4-5, EOS 10, 12, 13, 15 Domain 4: 4.1.2 (D) 2c, 2e	Meets proficient criteria and exceeds it by (must insert evidence here):	Consistently (daily) creates a learning environment that ensures the effective implementation of instructional activities (e.g., organizes, allocates and manages the resources of time and space).	Inconsistently creates a learning environment that ensures the implementation of instructional activities (e.g., organizes, allocates and manages the resources of time and space).	Does not create a learning environment that ensures the implementation of instructional activities.
2.b.	(M) Domain 1: RE 4, 5; EOS 1, 10-12, 15 (D) 2c-d	Meets proficient criteria and exceeds it by (must insert evidence here):	Consistently (daily) establishes a structured learning environment for individual and class behaviors that includes effective routines and procedures.	Inconsistently establishes a structured learning environment for individual and class behaviors that includes effective routines and procedures.	Does not establish a structured learning environment.

2.c.	(M) Domain 1: RE 1-3; C 1-2; EOS 16 (D) 2b	Meets proficient criteria and exceeds it by (must insert evidence here):	Consistently (daily) establishes a culture for learning that includes conveying high expectations for all learners.	Inconsistently establishes a culture for learning that includes conveying high expectations for all learners.	Does not establish a culture for learning.
2.d.	(M) Domain 1: RE 1-3; C 1-2; EOS 6, 14, 16-18 (D) 2a	Meets proficient criteria and exceeds it by (must insert evidence here):	Consistently (daily) creates an environment of respect and rapport that values the students' cultural, linguistic, and family background.	Inconsistently creates an environment of respect and rapport that values the students' cultural, linguistic, and family background.	Does not creates an environment of respect and rapport that values the students' cultural, linguistic, and family background.
2.e.	(M) Domain 1: RE 1, 2, 4; EOS 10-12; C 1-4 (D) 3a	Meets proficient criteria and exceeds it by (must insert evidence here):	Consistently (daily) models clear, appropriate communication skills (oral and written) to monitor students' understanding while extending their vocabularies.	Inconsistently models clear, appropriate communication skills (oral and written) to monitor students' understanding while extending their vocabularies.	Does not model clear oral and written communication skills.
2.f.	(M) Domain 1: RE 1-3; EOS 14, 16-18, C 1-2 Domain 4: 4.1.2 (D) 2a-b	Meets proficient criteria and exceeds it by (must insert evidence here):	Consistently (daily) creates a risk-free, supportive learning environment (e.g., reflects openness, inquiry, fairness, and acceptance).	Inconsistently creates a risk-free, supportive learning environment (e.g., reflects openness, inquiry, fairness, and acceptance).	Does not create a risk-free, supportive learning environment.
2.g.	(M) Domain 2: 2.2.1-2.2.2 (D) Reflected in Domains 1, 3 & 4	Meets proficient criteria and exceeds it by (must insert evidence here):	Consistently (daily) integrates use of available resources (e.g., Web 2.0 tools, interactive whiteboards, manipulatives, media, etc...) to enhance students' understanding of content.	Inconsistently integrates use of available resources (e.g., Web 2.0 tools, interactive whiteboards, manipulatives, media, etc...) to enhance students' understanding of content.	Does not integrate use of available resources to enhance students' understanding of content.

2.h.	(M) Domain 1: RE 1-5; C 1-2, 10, 16; EOS 1, 5, 6, 10-18 Domain 2: 2.1.1-2.1.3 (D) Reflected in Domains 1 & 3	Meets proficient criteria and exceeds it by (must insert evidence here):	Consistently (daily) adapts the learning environment to meet the differing needs of all learners (e.g., principles of universal design, multi- tiered system of support, etc...).	Inconsistently adapts the learning environment to meet the differing needs of all learners (e.g., principles of universal design, multi- tiered system of support, etc...) to enhance students understanding of content.	Does not adapt the learning environment to meet the differing needs of all learners.
2.i.	(M) Domain 2: 2.2.1-2.2.2 (D) Reflected in Domains 1, 3 & 4	Meets proficient criteria and exceeds it by (must insert evidence here):	Uses assistive technologies (e.g., pencil grips, highlighters, closed-captioning, alternate keyboards, etc…) that encourage student participation in high-quality communication interactions to ensure mastery of content.	Plans for use of assistive technologies (e.g., pencil grips, highlighters, closed-captioning, alternate keyboards, etc…) that encourage student participation in high-quality communication interactions to ensure mastery of content.	Does not use assistive technologies that encourage student participation in high-quality communication interactions to ensure mastery of content.

FEAP	Evaluation System Alignment	4	3	2	1
Instructional Delivery and Facilitation	RE=Routine Events C=Content EOS=Enacted on the spot (M) Marzano (D) Danielson				
3.a.	(M) Domain 1: EOS 5, 10-12; C 2, 10, 16 Domain 2: 2.1.1-2.1.2, 2.2.2, 2.3.1-2.3.3 (D) 3c	Meets proficient criteria and exceeds it by (must insert evidence here):	Consistently (daily) implements rigorous lessons that engage all learners.	Inconsistently implements rigorous lessons that engage all learners.	Does not implement rigorous lessons.

3.b.	(M) Domain 1: C 2, 10, 16; EOS 10-12 Domain 2: 2.2.1-2.2.2, 2.3.1-2.3.3 (D) 3c	Meets proficient criteria and exceeds it by (must insert evidence here):	Consistently (daily) enhances all students' understanding of content through literacy strategies (e.g., think-aloud, real- world connections, authentic literature, etc…).	Inconsistently enhances all students understanding of content through literacy strategies (e.g., think aloud, real-world connections, authentic literature, etc…).	Does not enhance all students understanding of content.
3.c.	(M) Domain 1: RE 1-3; EOS 3; C 7 (D) 3d	Meets proficient criteria and exceeds it by (must insert evidence here):	Consistently (daily) utilizes a variety of informal assessments to monitor student learning to determine gaps to be addressed and/or retaught.	Inconsistently utilizes a variety of informal assessments to monitor student learning to determine gaps to be addressed and/or retaught.	Does not utilize a variety of assessments.
3.d.	(M) Domain 1: EOS 1, 3, 5, 8, 13 Domain 2: 2.3.1-2.3.3 (D) 3e	Meets proficient criteria and exceeds it by (must insert evidence here):	Consistently (daily) adjusts instruction to address students' needs.	Inconsistently adjusts instruction to address students' needs.	Does not adjust instruction to address students' needs.
3.e.	(M) Domain 1: C 2, 10, 16 Domain 2: 2.1.1-2.1.3, 2.2.1-2.2.2, 2.3.1-2.3.3 (D) 1e, 3c	Meets proficient criteria and exceeds it by (must insert evidence here):	Integrates subject matter to facilitate connections within and across disciplines and life experiences on a daily basis (e.g., real-world application, authentic literature, discussion, hands-on activities, technology, etc.).	Inconsistently integrates subject matter to facilitate connections within and across disciplines and life experiences (e.g., real-world application, authentic literature, discussion, hands-on activities, technology, etc.).	Does not integrate subject matter to facilitate connections within and across disciplines and life experiences.

3.f.	(M) Domain 1: EOS 3, 7; C 5-9, 12-15 (D) 3b	Meets proficient criteria and exceeds it by (must insert evidence here):	Prompts students to engage in critical thinking by using effective questioning techniques on a daily basis.	Inconsistently prompts students to engage in critical thinking by using effective questioning techniques.	Does not prompt students to engage in critical thinking.
3.g.	(M) Domain 1: C 2, 10, 16; EOS 5, 10-12 Domain 2: 2.1.1, 2.1.2; 2.2.1, 2.2.2; 2.3.1-2.3.3 (D) 1a, 1d, 2e, 3c	Meets proficient criteria and exceeds it by (must insert evidence here):	Uses a variety of instructional strategies to instruct learners on a daily basis (e.g., resources, appropriate technology, etc…).	Inconsistently utilizes a variety of instructional strategies to instruct learners (e.g., resources, appropriate technology, etc…).	Does not utilize a variety of instructional strategies to instruct learners.
3.h.	(M) Domain 1: EOS 13 Domain 2: 2.1.1-2.1.3, 2.2.1-.2.2.2, 2.3.1-2.3.3 (D) 1b, 3d, 3c	Meets proficient criteria and exceeds it by (must insert evidence here):	Differentiates instruction based on assessment on a daily basis (e.g., pre and post) to meet all students' learning needs.	Inconsistently differentiates instruction based on assessment (e.g., pre and post) to meet all students' learning needs.	Does not differentiate instruction based on assessment to meet all students' learning needs.
3.i.	(M) Domain 1: RE 1-3; EOS 3; C 7 (D) 2b, 3d	Meets proficient criteria and exceeds it by (must insert evidence here):	Provides immediate, specific feedback in a consistent (multiple times a day) and positive manner to promote student achievement.	Inconsistently provides immediate, specific feedback in a consistent and positive manner to promote student achievement.	Does not provide immediate, specific feedback.

| 3.j. | (M) Domain 1:
RE 1-3, EOS 3;
C 7

(D) 3d, 3e | Meets proficient criteria and exceeds it by (must insert evidence here): | Uses student feedback, on a daily basis, to monitor instructional needs (e.g., adjust and plan) for future instruction. | Inconsistently utilizes student feedback to monitor instructional needs (e.g., adjust and plan) for future instruction. | Does not utilize student feedback to monitor instructional needs for future instruction. |

FEAP	Evaluation System Alignment	4	3	2	1
Assessment	RE=Routine Events C=Content EOS=Enacted on the spot (M) Marzano (D) Danielson				
4.a.	(M) Domain 1: RE 1-4; C 2, 5-10, 12-15; EOS 1-5, 7-10, 13, 15-18; C 16-18 Domain 2: 2.1.1-2.1.2, 2.2.1-2.2.2, 2.3.1-2.3.3 (D) 1b, 1c, 1e, 3d	Meets proficient criteria and exceeds it by (must insert evidence here):	Analyzes multiple assessment data sources to diagnose students' learning needs to inform instruction (weekly).	Inconsistently analyzes multiple assessment data sources to diagnose students' learning needs to inform instruction.	Does not analyze multiple assessment data sources to diagnose students' learning needs to inform instruction.
4.b.	(M) Domain 1: RE 1-3 Domain 2: 2.1.1-2.1.3 (D) 1f	Meets proficient criteria and exceeds it by (must insert evidence here):	Designs and interprets formative (daily) and summative assessments to achieve content mastery.	Inconsistently designs and interprets formative and summative assessments to achieve content mastery.	Does not design or interpret formative and summative assessments.

4.c.	(M) Domain 1: RE 1-3; C5, 7, 12, 17; EOS 2-3, 17-18 (D) 3d	Meets proficient criteria and exceeds it by (must insert evidence here):	Uses a variety of ongoing assessment tools (daily) to monitor student progress and mastery of learning objectives.	Inconsistently uses a variety of ongoing assessment tools to monitor student progress and mastery of learning objectives.	Does not use a variety of ongoing assessment tools to monitor student progress and mastery of learning objectives.
4.d.	(M) Domain 1: EOS 1, 3-5, 8, 13 Domain 2: 2.3.3 (D) 1f, 3d, 3e	Meets proficient criteria and exceeds it by (must insert evidence here):	Implements and adjusts formative assessments (daily) within differentiated instruction to meet the needs of all learners in order to achieve mastery on summative assessments.	Inconsistently implements and adjusts formative assessments within differentiated instruction to meet the needs of all learners in order to achieve mastery on summative assessments.	Does not implement or adjust any assessments.
4.e.	(M) Domain 1: RE 1-3; EOS 3 Domain 4: 4.1.2 (D) 3d, 4c	Meets proficient criteria and exceeds it by (must insert evidence here):	Shares clear learning goals and outcomes of student assessment (daily) by providing continuous feedback to the student and the student's parent(s)/caregiver(s).	Inconsistently shares clear learning goals and outcomes of student assessment by providing continuous feedback to the student and the student's parent(s)/caregiver(s).	Does not share clear learning goals and outcomes of student assessment.
4.f.	(M) Domain 2: 2.2.1, 2.2.2 (D) Reflected in Domains 1, 3 & 4; 4b	Meets proficient criteria and exceeds it by (must insert evidence here):	Uses technology tools (e.g., plan, design, monitor, analyze, etc.) to communicate assessment data with students, parents/caregivers, and colleagues.	Inconsistently utilizes technology tools (e.g., plan, design, monitor, analyze, etc.) to communicate assessment data with students, parents/caregivers, and colleagues.	Does not utilize technology tools to communicate assessment data.

FEAP	Evaluation System Alignment	4	3	2	1
B. Continuous Professional Improvement	RE=Routine Events C=Content EOS=Enacted on the spot (M) Marzano (D) Danielson				
1.a.	(M) Domains 1, 2, 3, 4 (D) Domain 4	Meets proficient criteria and exceeds it by (must insert evidence here):	Develops purposeful professional goals to strengthen the effectiveness of instruction based on all students' needs.	Inconsistently develops purposeful goals to strengthen the effectiveness of instruction based on all student's needs.	Does not develop purposeful goals.
1.b.	(M) Domains 2, 3 (D) Domain 4	Meets proficient criteria and exceeds it by (must insert evidence here):	Uses data-informed research to improve instruction **and** student achievement.	Inconsistently utilizes data-informed research to improve instruction and student achievement.	Does not utilize data-informed research.
1.c.	(M) Domains 2, 3 (D) Domain 4	Meets proficient criteria and exceeds it by (must insert evidence here):	Consistently uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of lessons.	Inconsistently utilizes a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of lessons.	Does not utilize a variety of data.
1.d.	(M) Domains 3, 4 (D) Domain 4	Meets proficient criteria and exceeds it by (must insert evidence here):	Consistently collaborates with the home, school and local community to foster communication and to support student learning and continuous improvement.	Inconsistently collaborates with the home, school and local community to foster communications and to support student learning and continuous improvement.	Does not collaborate with the home, school and local community.

1.e.	M) Domain 3 (D) Domain 4	Meets proficient criteria and exceeds it by (must insert evidence here):	Engages in reflective practices and targeted professional growth (daily).	Inconsistently engages in reflective practices and targeted professional growth.	Does not engage in reflective practices and targeted professional growth.
1.f.	(M) Domain 3 (D) Domain 4	Meets proficient criteria and exceeds it by (must insert evidence here):	Implements knowledge and skills learned in professional development in the teaching and learning process (daily).	Inconsistently implements knowledge and skills learned in professional development in the teaching and learning process.	Does not implement knowledge and skills in professional development in the teaching and learning process.

A score of _3_ is required for __each indicator in Professional Responsibility and Ethical Conduct by the final__ evaluation to earn a passing grade.

FEAP	Evaluation System Alignment	4	3	2	1
Professional Responsibility and Ethical Conduct	RE=Routine Events C=Content EOS=Enacted on the spot (M) Marzano (D) Danielson				
2 UCF D1, D2, & D4	(M) Domains 3, 4 (D) Domain 4	Meets proficient criteria and exceeds it by (must insert evidence here):	Maintains high academic standards for all learners.	Maintains high academic standards for some learners.	Does not maintain high academic standards for all learners.

2 UCF D1,D2 & D3	(M) Domains 3, 4 (D) Domain 4	Meets proficient criteria and exceeds it by (must insert evidence here):	Believes all students can learn.	Believes some students can learn.	Does not believe all students can learn.
2 UCF D2, D3	(M) Domain 4 (D) Domain 4	Meets proficient criteria and exceeds it by (must insert evidence here):	Demonstrates fairness and equity for all students; promotes social justice and democracy for all students.	Demonstrates fairness and equity for some students; promotes social justice and democracy for some students.	Does not demonstrates fairness and equity; nor promotes social justice and democracy.
2 UCF D2, D3	(M) Domain 4 (D) Domain 4	Meets proficient criteria and exceeds it by (must insert evidence here):	Values diversity among all populations.	Values diversity among some populations.	Does not value diversity.
2A UCF D4	(M) Domain 4 (D) Domain 4	Meets proficient criteria and exceeds it by (must insert evidence here):	Demonstrates professional commitment by: • Meeting deadlines, and • Being punctual, and • Exhibiting regular attendance	Demonstrates professional commitment by: • Meeting deadlines, or • Being punctual, or • Exhibiting regular attendance	Does not demonstrate professional commitment by: • Meeting deadlines, and • Being punctual, and • Exhibiting regular attendance
2A UCF D4	(M) Domain 4 (D) Domain 4	Meets proficient criteria and exceeds it by (must insert evidence here):	Demonstrates professional commitment by: • Wearing appropriate professional attire, and • Exhibiting appropriate professional attitude	Demonstrates professional commitment by: • Wearing appropriate professional attire, or • Exhibiting appropriate professional attitude	Does not demonstrate professional commitment by: • Wearing appropriate professional attire, and • Exhibiting appropriate professional attitude

2B UCF D4,D5 & D6	(M) Domain 4 (D) Domain 4	Meets proficient criteria and exceeds it by (must insert evidence here):	Consistently (daily) works effectively with others; accepts feedback and constructive criticism.	Inconsistently works effectively with others; accepts feedback and constructive criticism.	Does not work effectively with others nor accept feedback and constructive criticism.

Intern Signature: _____   Date: _____

Collaborating Teacher Signature: _____   Date: _____

UCF Coordinator Signature: _____   Date: _____

ESOL Performance Profile/TESOL Notebook Complete*   Yes_____ No _____
*Elementary Ed., Early Childhood, ESE, and English Ed.

Additional Comments:

1. *Professional Development Plan*: To be created by the **third week** of internship. The plan will be checked by the UCF coordinator during the first observation and signed off by the UCF coordinator, collaborating teacher, and intern by the final point in the semester to indicate the plan has been completed. The plan will be turned into UCF.

2. *Internship Assessment Rubric:* A reflection of the intern's performance progress at the midpoint and at the final point of the internship semester. The rubric scores are translated to Live Text by the UCF coordinator to capture the progress at both midpoint and final. The midpoint and final assessment rubrics are signed by the intern, the collaborating teacher, and the UCF Coordinator. Interns are to submit both the midpoint and final assessment rubrics to Webcourses by deadlines noted each semester.

3. *Internship Observation Instrument:* Used to reflect the level of performance during formal observations. A minimum of **5 formal observations** should be conducted by the collaborating teacher by the end of the internship semester. Additionally, a minimum of **3 formal observations** should be completed by the UCF coordinator throughout the semester. The observation instrument is used by the collaborating teacher and UCF coordinator to give constructive feedback on performance. Interns are to submit signed observations to Webcourses as they are completed throughout the semester.

4. *Teacher Work Sample:* The Teacher Work Sample rubric will be used by the UCF coordinator to determine the rating for each component. The Teacher Work Sample is required to demonstrate the intern's impact on P-12 student learning.

5. *ESOL Performance Profile/TESOL Notebook*:* Interns with majors in Elementary Education, Early Childhood Development & Education, Exceptional Education, and English Language Arts Education must demonstrate proficiency with all ESOL Standards by the end of the semester. The collaborating teacher will initial and date each standard on the ESOL Performance Profile once satisfactorily demonstrated by the intern. The UCF coordinator will sign off on the ESOL Performance Profile after having reviewed it. Interns are to submit the ESOL Performance Profile to Webcourses by deadlines noted each semester.

*TESOL Notebook required only for catalog years prior to Summer 2016.

Grading

Undergraduate Interns: A final grade of S or U will be assigned. To earn a grade of S, all indicators must reflect a level 3 performance.

Graduate Interns: A final grade of A, B or F will be assigned. To earn a grade of B, all indicators must reflect a level 3 performance. An A grade will be assigned only when the majority of indicators are reflected at a level 4 performance.

College of Education & Human Performance
INTERNSHIP II/GRADUATE Observation Instrument

Intern: _____ Supervising Teacher: _____ Grade: _____

School: _____ Date Observed: _____ Observer: _____

Lesson Description: _____

Pre-Teaching Preparation: *Please check all that apply.*

_____ Intern met with teacher prior to implementation to review lesson plan and assessment.
_____ Intern revised plan according to meeting with teacher.
_____ Materials for lesson were prepared prior to lesson.

Use the following scale to rate each observed indicator:

4: Exceeds expectations (Comment required)   **3: Meets expectations**
2: Developing expectations   **1: Does not meet expectations**

Note: All FEAPs must be scored at least at 3 by Final Evaluation to pass Internship II.

Instructional Design and Lesson Planning	Comments
4 3 2 1 Lesson plan aligned to Florida-adopted standards.	
4 3 2 1 Lesson was coherent and fit appropriately in sequence of instruction.	
4 3 2 1 Lesson included assessment(s) to demonstrate mastery.	
4 3 2 1 Consistently monitored student progress using formative assessments.	
4 3 2 1 Used specific, diagnostic student data to differentiate instruction.	
4 3 2 1 Developed and implemented experiences that scaffolded student learning.	

The Learning Environment	Comments
4 3 2 1 Created learning environment to ensure implementation of instructional activities.	
4 3 2 1 Established structured learning environment including effective routines and procedures.	
4 3 2 1 Established culture for learning including high expectations for all learners.	
4 3 2 1 Created an environment of respect and rapport that values students' cultural, linguistic, and family background.	
4 3 2 1 Modeled clear, appropriate communication skills (oral and written).	
4 3 2 1 Created a risk-free supportive learning environment.	
4 3 2 1 Integrated use of available resources to enhance students' understanding of content.	
4 3 2 1 Adapted learning environment to meet needs of all students.	
4 3 2 1 Used assistive technologies that encourage student participation.	

Instructional Delivery and Facilitation	Comments
4 3 2 1 Delivered rigorous lesson that engaged all learners.	
4 3 2 1 Used literacy strategies to enhance students' understanding of content.	
4 3 2 1 Used informal assessment(s) to monitor student learning. (Example of informal assessment used: _____)	
4 3 2 1 Adjusted instruction to address students' needs.	
4 3 2 1 Integrated subject matter to facilitate connections within and across disciplines and life experiences. (Example of integration used: _____)	
4 3 2 1 Prompted students to engage in critical thinking by using effective questioning techniques. (Example of questioning used: _____)	
4 3 2 1 Used a variety of instructional strategies to instruct learners. (Example of instructional strategy used: _____)	
4 3 2 1 Differentiated instruction based on assessment to meet students' needs. (Example of differentiation used: _____)	
4 3 2 1 Provided immediate specific feedback in a consistent and positive manner.	
4 3 2 1 Used student feedback to monitor instructional needs for future instruction.	

4: Exceeds expectations (Comment required)	**3: Meets expectations**
2: Developing expectations	**1: Does not meet expectations**

Assessment	Comments
4 3 2 1 Analyzed multiple assessment data sources to diagnose students' learning needs to inform instruction.	
4 3 2 1 Designed and interpreted formative and/or summative assessments to achieve content mastery.	
4 3 2 1 Used variety of ongoing assessment tools. (Example of assessment tool used:)	
4 3 2 1 Implemented and adjusted formative assessments within differentiated instruction.	
4 3 2 1 Shared clear learning goals and outcomes of student assessment with student.	
4 3 2 1 Used technology tools to communicate assessment data with students.	

The indicators below should be scored over time – not lesson-specific

Continuous Professional Improvement	Comments
4 3 2 1 Develops purposeful professional goals to strengthen effectiveness of instruction.	
4 3 2 1 Uses data-informed research to improve instruction and student achievement.	
4 3 2 1 Uses variety of data to evaluate learning outcomes, adjust planning, and improve lessons.	
4 3 2 1 Collaborates with home, school, and community.	
4 3 2 1 Engages in reflective practices and targeted professional growth.	
4 3 2 1 Implements knowledge and skills learned in professional development.	

Professional Responsibility and Ethical Conduct	Comments
4 3 2 1 Maintains high academic standards for all learners.	
4 3 2 1 Believes all students can learn.	
4 3 2 1 Demonstrates fairness and equity; promotes social justice and democracy.	
4 3 2 1 Values diversity.	
4 3 2 1 Meets deadlines, punctual, exhibits regular attendance.	
4 3 2 1 Works effectively with others; accepts feedback and constructive criticism.	

Signatures:

Observer:_____ Intern: _____ Date: _____

Additional Comments:

Internship II/Graduate Assessment Rubric

Midpoint_____Final_____   Intern Name: _____

Semester_____Year_____County_____   Intern Major: _____

School Placement:_____   Grade(s) Taught:_____Subject(s): _____

Collaborating Teacher:_____   UCF Coordinator: _____

Directions: Use the following rubric to determine ratings for the Midpoint and Final Internship Assessment.

Scale Key:
4 = *Teacher candidate <u>exceeds</u> expectations & demonstrates Accomplished Practice competencies; <u>specific evidence required</u>*
3 = *Teacher candidate <u>meets</u> expectations & demonstrates Accomplished Practice competencies*
2 = *Teacher candidate <u>is developing</u> the expectations & developing the Accomplished Practice competencies*
1 = *Teacher candidate <u>does not meet</u> expectations & does not demonstrates Accomplished Practice competencies; <u>specific evidence required</u>*

Proficiency Expectations:
Undergraduate Students: S/U (A score of at least **3** in **all areas** by **Final.**)
Graduate Students: A/B/F (A score of at least 3 in all areas by final is required for a B. A majority of scores at a 4 are required for an A.)

FEAP	Evaluation System Alignment	4	3	2	1
Instructional Design and Lesson Planning	RE=Routine Events C=Content EOS=Enacted on the spot (M) Marzano (D) Danielson				
1.a.	(M) Domain 1: RE 1, C1 (M) Domain 2: 2.1.1-2.1.3; 2.2.1-2.2.2 (D) 1a-e	Meets proficient criteria and exceeds it by (must insert evidence here):	Prepares lesson plans aligned to Florida-adopted standards at the appropriate level of rigor to meet all students' needs.	Prepares lesson plans inconsistently aligned to Florida-adopted standards that lack appropriate rigor to meet all students' needs.	Lesson plans do not align to Florida-adopted standards and do not include rigor.
1.b.	(M) Domain 1: RE 1-3 Domain 2: 2.1.1-2.1.3 (D) 1a-c, 1e	Meets proficient criteria and exceeds it by (must insert evidence here):	Sequences coherent lessons and concepts based upon all students' needs, including their prior knowledge.	Inconsistently sequences coherent lessons and concepts based upon all students' needs, including their prior knowledge.	Does not sequence coherent lessons and concepts based upon all students' needs, including their prior knowledge.
1.c.	(M) Domain 1: C 10, C 16 Domain 2: 2.1.1-2.1.3,2.3.1-2.3.3 (D) 1b, 1e, 1f	Meets proficient criteria and exceeds it by (must insert evidence here):	Designs lessons that include assessments in order for all learners to achieve mastery.	Inconsistently designs lessons that include assessments in order for all learners to achieve mastery.	Does not demonstrate the ability to design lessons that include assessments in order for all learners to achieve mastery.
1.d.	(M) Domain 1: RE 1-2 (D) 1f	Meets proficient criteria and exceeds it by (must insert evidence here):	Consistently (daily) monitors student progress using formative assessments.	Inconsistently monitors student progress using formative assessments.	Does not select formative assessments to monitor student learning.

1.e.	(M) Domain 1: RE 1-3, C11, EOS 16-17 Domain 2: 2.2.1-2.2.2; 2.3.1- 2.3.3 (D) 1b, 1e, 1f, 3d	Meets proficient criteria and exceeds it by (must insert evidence here):	Consistently (weekly) uses specific, diagnostic student data to differentiate lessons for all learners.	Inconsistently uses diagnostic data to differentiate lessons for all learners.	Does not use diagnostic student data to differentiate lessons for all learners.
1.f.	(M) Domain 1: C2, C 10, C12-16 Domain 2: 2.2.1-2.2.2; 2.3.1-2.3.3 (D) 1e	Meets proficient criteria and exceeds it by (must insert evidence here):	Consistently (daily) develops experiences that scaffold all students' learning to demonstrate a variety of skills and competencies.	Inconsistently develops experiences that scaffold all students' learning to demonstrate a variety of skills and competencies.	Does not develop experiences that scaffold all students' learning.

FEAP	Evaluation System Alignment	4	3	2	1
The Learning Environment	RE=Routine Events C=Content EOS=Enacted on the spot (M) Marzano (D) Danielson				
2.a.	(M) Domain 1: RE 4-5, EOS 10, 12, 13, 15 Domain 4: 4.1.2 (D) 2c, 2e	Meets proficient criteria and exceeds it by (must insert evidence here):	Consistently (daily) creates a learning environment that ensures the effective implementation of instructional activities (e.g., organizes, allocates and manages the resources of time and space).	Inconsistently creates a learning environment that ensures the implementation of instructional activities (e.g., organizes, allocates and manages the resources of time and space).	Does not create a learning environment that ensures the implementation of instructional activities.
2.b.	(M) Domain 1: RE 4, 5; EOS 1, 10-12, 15 (D) 2c-d	Meets proficient criteria and exceeds it by (must insert evidence here):	Consistently (daily) establishes a structured learning environment for individual and class behaviors that includes effective routines and procedures.	Inconsistently establishes a structured learning environment for individual and class behaviors that includes effective routines and procedures.	Does not establish a structured learning environment.

2.c.	(M) Domain 1: RE 1-3; C 1-2; EOS 16 (D) 2b	Meets proficient criteria and exceeds it by (must insert evidence here):	Consistently (daily) establishes a culture for learning that includes conveying high expectations for all learners.	Inconsistently establishes a culture for learning that includes conveying high expectations for all learners.	Does not establish a culture for learning.
2.d.	(M) Domain 1: RE 1-3; C 1-2; EOS 6, 14, 16-18 (D) 2a	Meets proficient criteria and exceeds it by (must insert evidence here):	Consistently (daily) creates an environment of respect and rapport that values the students' cultural, linguistic, and family background.	Inconsistently creates an environment of respect and rapport that values the students' cultural, linguistic, and family background.	Does not creates an environment of respect and rapport that values the students' cultural, linguistic, and family background.
2.e.	(M) Domain 1: RE 1, 2, 4; EOS 10-12; C 1-4 (D) 3a	Meets proficient criteria and exceeds it by (must insert evidence here):	Consistently (daily) models clear, appropriate communication skills (oral and written) to monitor students' understanding while extending their vocabularies.	Inconsistently models clear, appropriate communication skills (oral and written) to monitor students' understanding while extending their vocabularies.	Does not model clear oral and written communication skills.
2.f.	(M) Domain 1: RE 1-3; EOS 14, 16-18, C 1-2 Domain 4: 4.1.2 (D) 2a-b	Meets proficient criteria and exceeds it by (must insert evidence here):	Consistently (daily) creates a risk-free, supportive learning environment (e.g., reflects openness, inquiry, fairness, and acceptance).	Inconsistently creates a risk-free, supportive learning environment (e.g., reflects openness, inquiry, fairness, and acceptance).	Does not create a risk-free, supportive learning environment.
2.g.	(M) Domain 2: 2.2.1-2.2.2 (D) Reflected in Domains 1, 3 & 4	Meets proficient criteria and exceeds it by (must insert evidence here):	Consistently (daily) integrates use of available resources (e.g., Web 2.0 tools, interactive whiteboards, manipulatives, media, etc...) to enhance students' understanding of content.	Inconsistently integrates use of available resources (e.g., Web 2.0 tools, interactive whiteboards, manipulatives, media, etc...) to enhance students' understanding of content.	Does not integrate use of available resources to enhance students' understanding of content.

2.h.	(M) Domain 1: RE 1-5; C 1-2, 10, 16; EOS 1, 5, 6, 10-18 Domain 2: 2.1.1-2.1.3 (D) Reflected in Domains 1 & 3	Meets proficient criteria and exceeds it by (must insert evidence here):	Consistently (daily) adapts the learning environment to meet the differing needs of all learners (e.g., principles of universal design, multi-tiered system of support, etc...).	Inconsistently adapts the learning environment to meet the differing needs of all learners (e.g., principles of universal design, multi- tiered system of support, etc...) to enhance students understanding of content.	Does not adapt the learning environment to meet the differing needs of all learners.
2.i.	(M) Domain 2: 2.2.1-2.2.2 (D) Reflected in Domains 1, 3 & 4	Meets proficient criteria and exceeds it by (must insert evidence here):	Uses assistive technologies (e.g., pencil grips, highlighters, closed-captioning, alternate keyboards, etc…) that encourage student participation in high-quality communication interactions to ensure mastery of content.	Plans for use of assistive technologies (e.g., pencil grips, highlighters, closed- captioning, alternate keyboards, etc…) that encourage student participation in high- quality communication interactions to ensure mastery of content.	Does not use assistive technologies that encourage student participation in high-quality communication interactions to ensure mastery of content.

FEAP	**Evaluation System Alignment**	**4**	**3**	**2**	**1**
Instructional Delivery and Facilitation	RE=Routine Events C=Content EOS=Enacted on the spot (M) Marzano (D) Danielson				
3.a.	(M) Domain 1: EOS 5, 10-12; C 2, 10, 16 Domain 2: 2.1.1-2.1.2, 2.2.2, 2.3.1-2.3.3 (D) 3c	Meets proficient criteria and exceeds it by (must insert evidence here):	Consistently (daily) implements rigorous lessons that engage all learners.	Inconsistently implements rigorous lessons that engage all learners.	Does not implement rigorous lessons.

3.b.	(M) Domain 1: C 2, 10, 16; EOS 10-12 Domain 2: 2.2.1-2.2.2, 2.3.1-2.3.3 (D) 3c	Meets proficient criteria and exceeds it by (must insert evidence here):	Consistently (daily) enhances all students' understanding of content through literacy strategies (e.g., think-aloud, real- world connections, authentic literature, etc…).	Inconsistently enhances all students understanding of content through literacy strategies (e.g., think aloud, real-world connections, authentic literature, etc…).	Does not enhance all students understanding of content.
3.c.	(M) Domain 1: RE 1-3; EOS 3; C 7 (D) 3d	Meets proficient criteria and exceeds it by (must insert evidence here):	Consistently (daily) utilizes a variety of informal assessments to monitor student learning to determine gaps to be addressed and/or retaught.	Inconsistently utilizes a variety of informal assessments to monitor student learning to determine gaps to be addressed and/or retaught.	Does not utilize a variety of assessments.
3.d.	(M) Domain 1: EOS 1, 3, 5, 8, 13 Domain 2: 2.3.1-2.3.3 (D) 3e	Meets proficient criteria and exceeds it by (must insert evidence here):	Consistently (daily) adjusts instruction to address students' needs.	Inconsistently adjusts instruction to address students' needs.	Does not adjust instruction to address students' needs.
3.e.	(M) Domain 1: C 2, 10, 16 Domain 2: 2.1.1-2.1.3, 2.2.1-2.2.2, 2.3.1-2.3.3 (D) 1e, 3c	Meets proficient criteria and exceeds it by (must insert evidence here):	Integrates subject matter to facilitate connections within and across disciplines and life experiences on a daily basis (e.g., real-world application, authentic literature, discussion, hands-on activities, technology, etc.).	Inconsistently integrates subject matter to facilitate connections within and across disciplines and life experiences (e.g., real-world application, authentic literature, discussion, hands-on activities, technology, etc.).	Does not integrate subject matter to facilitate connections within and across disciplines and life experiences.

3.f.	(M) Domain 1: EOS 3, 7; C 5-9, 12-15 (D) 3b	Meets proficient criteria and exceeds it by (must insert evidence here):	Prompts students to engage in critical thinking by using effective questioning techniques on a daily basis.	Inconsistently prompts students to engage in critical thinking by using effective questioning techniques.	Does not prompt students to engage in critical thinking.
3.g.	(M) Domain 1: C 2, 10, 16; EOS 5, 10-12 Domain 2: 2.1.1, 2.1.2; 2.2.1, 2.2.2; 2.3.1-2.3.3 (D) 1a, 1d, 2e, 3c	Meets proficient criteria and exceeds it by (must insert evidence here):	Uses a variety of instructional strategies to instruct learners on a daily basis (e.g., resources, appropriate technology, etc…).	Inconsistently utilizes a variety of instructional strategies to instruct learners (e.g., resources, appropriate technology, etc…).	Does not utilize a variety of instructional strategies to instruct learners.
3.h.	(M) Domain 1: EOS 13 Domain 2: 2.1.1-2.1.3, 2.2.1-.2.2.2, 2.3.1-2.3.3 (D) 1b, 3d, 3c	Meets proficient criteria and exceeds it by (must insert evidence here):	Differentiates instruction based on assessment on a daily basis (e.g., pre and post) to meet all students' learning needs.	Inconsistently differentiates instruction based on assessment (e.g., pre and post) to meet all students' learning needs.	Does not differentiate instruction based on assessment to meet all students' learning needs.
3.i.	(M) Domain 1: RE 1-3; EOS 3; C 7 (D) 2b, 3d	Meets proficient criteria and exceeds it by (must insert evidence here):	Provides immediate, specific feedback in a consistent (multiple times a day) and positive manner to promote student achievement.	Inconsistently provides immediate, specific feedback in a consistent and positive manner to promote student achievement.	Does not provide immediate, specific feedback.

3.j.	(M) Domain 1: RE 1-3, EOS 3; C 7 (D) 3d, 3e	Meets proficient criteria and exceeds it by (must insert evidence here):	Uses student feedback, on a daily basis, to monitor instructional needs (e.g., adjust and plan) for future instruction.	Inconsistently utilizes student feedback to monitor instructional needs (e.g., adjust and plan) for future instruction.	Does not utilize student feedback to monitor instructional needs for future instruction.

FEAP	Evaluation System Alignment	4	3	2	1
Assessment	RE=Routine Events C=Content EOS=Enacted on the spot (M) Marzano (D) Danielson				
4.a.	(M) Domain 1: RE 1-4; C 2, 5-10, 12-15; EOS 1-5, 7-10, 13, 15-18; C 16-18 Domain 2: 2.1.1-2.1.2, 2.2.1-2.2.2, 2.3.1-2.3.3 (D) 1b, 1c, 1e, 3d	Meets proficient criteria and exceeds it by (must insert evidence here):	Analyzes multiple assessment data sources to diagnose students' learning needs to inform instruction (weekly).	Inconsistently analyzes multiple assessment data sources to diagnose students' learning needs to inform instruction.	Does not analyze multiple assessment data sources to diagnose students' learning needs to inform instruction.
4.b.	(M) Domain 1: RE 1-3 Domain 2: 2.1.1-2.1.3 (D) 1f	Meets proficient criteria and exceeds it by (must insert evidence here):	Designs and interprets formative (daily) and summative assessments to achieve content mastery.	Inconsistently designs and interprets formative and summative assessments to achieve content mastery.	Does not design or interpret formative and summative assessments.

4.c.	(M) Domain 1: RE 1-3; C5, 7, 12, 17; EOS 2-3, 17-18 (D) 3d	Meets proficient criteria and exceeds it by (must insert evidence here):	Uses a variety of ongoing assessment tools (daily) to monitor student progress and mastery of learning objectives.	Inconsistently uses a variety of ongoing assessment tools to monitor student progress and mastery of learning objectives.	Does not use a variety of ongoing assessment tools to monitor student progress and mastery of learning objectives.
4.d.	(M) Domain 1: EOS 1, 3-5, 8, 13 Domain 2: 2.3.3 (D) 1f, 3d, 3e	Meets proficient criteria and exceeds it by (must insert evidence here):	Implements and adjusts formative assessments (daily) within differentiated instruction to meet the needs of all learners in order to achieve mastery on summative assessments.	Inconsistently implements and adjusts formative assessments within differentiated instruction to meet the needs of all learners in order to achieve mastery on summative assessments.	Does not implement or adjust any assessments.
4.e.	(M) Domain 1: RE 1-3; EOS 3 Domain 4: 4.1.2 (D) 3d, 4c	Meets proficient criteria and exceeds it by (must insert evidence here):	Shares clear learning goals and outcomes of student assessment (daily) by providing continuous feedback to the student and the student's parent(s)/caregiver(s).	Inconsistently shares clear learning goals and outcomes of student assessment by providing continuous feedback to the student and the student's parent(s)/caregiver(s).	Does not share clear learning goals and outcomes of student assessment.
4.f.	(M) Domain 2: 2.2.1, 2.2.2 (D) Reflected in Domains 1, 3 & 4; 4b	Meets proficient criteria and exceeds it by (must insert evidence here):	Uses technology tools (e.g., plan, design, monitor, analyze, etc.) to communicate assessment data with students, parents/caregivers, and colleagues.	Inconsistently utilizes technology tools (e.g., plan, design, monitor, analyze, etc.) to communicate assessment data with students, parents/caregivers, and colleagues.	Does not utilize technology tools to communicate assessment data.

FEAP	Evaluation System Alignment	4	3	2	1
B. Continuous Professional Improvement	RE=Routine Events C=Content EOS=Enacted on the spot (M) Marzano (D) Danielson				
1.a.	(M) Domains 1, 2, 3, 4 (D) Domain 4	Meets proficient criteria and exceeds it by (must insert evidence here):	Develops purposeful professional goals to strengthen the effectiveness of instruction based on all students' needs.	Inconsistently develops purposeful goals to strengthen the effectiveness of instruction based on all student's needs.	Does not develop purposeful goals.
1.b.	(M) Domains 2, 3 (D) Domain 4	Meets proficient criteria and exceeds it by (must insert evidence here):	Uses data-informed research to improve instruction **and** student achievement.	Inconsistently utilizes data-informed research to improve instruction and student achievement.	Does not utilize data-informed research.
1.c.	(M) Domains 2, 3 (D) Domain 4	Meets proficient criteria and exceeds it by (must insert evidence here):	Consistently uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of lessons.	Inconsistently utilizes a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of lessons.	Does not utilize a variety of data.
1.d.	(M) Domains 3, 4 (D) Domain 4	Meets proficient criteria and exceeds it by (must insert evidence here):	Consistently collaborates with the home, school and local community to foster communication and to support student learning and continuous improvement.	Inconsistently collaborates with the home, school and local community to foster communications and to support student learning and continuous improvement.	Does not collaborate with the home, school and local community.

1.e.	(M) Domain 3 (D) Domain 4	Meets proficient criteria and exceeds it by (must insert evidence here):	Engages in reflective practices and targeted professional growth (daily).	Inconsistently engages in reflective practices and targeted professional growth.	Does not engage in reflective practices and targeted professional growth.
1.f.	(M) Domain 3 (D) Domain 4	Meets proficient criteria and exceeds it by (must insert evidence here):	Implements knowledge and skills learned in professional development in the teaching and learning process (daily).	Inconsistently implements knowledge and skills learned in professional development in the teaching and learning process.	Does not implement knowledge and skills in professional development in the teaching and learning process.

A score of <u>3</u> is required for <u>each indicator in Professional Responsibility and Ethical Conduct by the final</u> evaluation to earn a passing grade.

FEAP	**Evaluation System Alignment**	**4**	**3**	**2**	**1**
Professional Responsibility and Ethical Conduct	RE=Routine Events C=Content EOS=Enacted on the spot (M) Marzano (D) Danielson				
2 UCF D1, D2, & D4	(M) Domains 3, 4 (D) Domain 4	Meets proficient criteria and exceeds it by (must insert evidence here):	Maintains high academic standards for all learners.	Maintains high academic standards for some learners.	Does not maintain high academic standards for all learners.

2 UCF D1,D2 & D3	(M) Domains 3, 4 (D) Domain 4	Meets proficient criteria and exceeds it by (must insert evidence here):	Believes all students can learn.	Believes some students can learn.	Does not believe all students can learn.
2 UCF D2, D3	(M) Domain 4 (D) Domain 4	Meets proficient criteria and exceeds it by (must insert evidence here):	Demonstrates fairness and equity for all students; promotes social justice and democracy for all students.	Demonstrates fairness and equity for some students; promotes social justice and democracy for some students.	Does not demonstrates fairness and equity; nor promotes social justice and democracy.
2 UCF D2, D3	(M) Domain 4 (D) Domain 4	Meets proficient criteria and exceeds it by (must insert evidence here):	Values diversity among all populations.	Values diversity among some populations.	Does not value diversity.
2A UCF D4	(M) Domain 4 (D) Domain 4	Meets proficient criteria and exceeds it by (must insert evidence here):	Demonstrates professional commitment by: • Meeting deadlines, and • Being punctual, and • Exhibiting regular attendance	Demonstrates professional commitment by: • Meeting deadlines, or • Being punctual, or • Exhibiting regular attendance	Does not demonstrate professional commitment by: • Meeting deadlines, and • Being punctual, and • Exhibiting regular attendance
2A UCF D4	(M) Domain 4 (D) Domain 4	Meets proficient criteria and exceeds it by (must insert evidence here):	Demonstrates professional commitment by: • Wearing appropriate professional attire, and • Exhibiting appropriate professional attitude	Demonstrates professional commitment by: • Wearing appropriate professional attire, or • Exhibiting appropriate professional attitude	Does not demonstrate professional commitment by: • Wearing appropriate professional attire, and • Exhibiting appropriate professional attitude

2B UCF D4,D5 & D6	(M) Domain 4 (D) Domain 4	Meets proficient criteria and exceeds it by (must insert evidence here):	Consistently (daily) works effectively with others; accepts feedback and constructive criticism.	Inconsistently works effectively with others; accepts feedback and constructive criticism.	Does not work effectively with others nor accept feedback and constructive criticism.

Intern Signature: _____ Date: _____

Collaborating Teacher Signature: _____ Date: _____

UCF Coordinator Signature: _____ Date: _____

ESOL Performance Profile/TESOL Notebook Complete*   Yes_____No _____

*Elementary Ed., Early Childhood, ESE, and English Ed.

Additional Comments:

College of Education & Human Performance
First semester, 3 hr GRADUATE/OTJ Observation Instrument

Intern:_____ Supervising Teacher:_____ Grade: _____

School:_____ Date Observed:_____ Observer: _____

Lesson Description: _____

Pre-Teaching Preparation: *Please check all that apply.*
_____ Intern met with teacher prior to implementation to review lesson plan and assessment.
_____ Intern revised plan according to meeting with teacher.
_____ Materials for lesson were prepared prior to lesson.

Use the following scale to rate each observed indicator:
4: Exceeds expectations (Comment required) **3: Meets expectations**
2: Developing expectations **1: Does not meet expectations**
Note: All scored FEAPs must be at least 3 by Final Evaluation to pass internship.
Greyed-out indicators are not scored for first semester students.

Instructional Design and Lesson Planning	Comments
4 3 2 1 Lesson plan aligned to Florida-adopted standards.	
4 3 2 1 Lesson was coherent fit appropriately in sequence of instruction.	
4 3 2 1 Lesson included assessment(s) to demonstrate mastery.	
4 3 2 1 Consistently monitored student progress using formative assessments.	
4 3 2 1 Used specific, diagnostic student data to differentiate instruction.	
4 3 2 1 Developed and implemented experiences that scaffolded student learning.	

The Learning Environment	Comments
4 3 2 1 Created learning environment to ensure implementation of instructional activities.	
4 3 2 1 Established structured learning environment including effective routines and procedures.	
4 3 2 1 Established culture for learning including high expectations for all learners.	
4 3 2 1 Created an environment of respect and rapport that values students' cultural, linguistic, and family background.	
4 3 2 1 Modeled clear, appropriate communication skills (oral and written).	
4 3 2 1 Created a risk-free supportive learning environment.	
4 3 2 1 Integrated use of available resources to enhance students' understanding of content.	
4 3 2 1 Adapted learning environment to meet needs of all students.	
4 3 2 1 Used assistive technologies that encourage student participation.	

Instructional Delivery and Facilitation	Comments
4 3 2 1 Delivered rigorous lesson that engaged all learners.	
4 3 2 1 Used literacy strategies to enhance students' understanding of content.	
4 3 2 1 Used informal assessment(s) to monitor student learning. (Example of informal assessment used: _____)	
4 3 2 1 Adjusted instruction to address students' needs.	
4 3 2 1 Integrated subject matter to facilitate connections within and across disciplines and life experiences. (Example of integration used: _____)	
4 3 2 1 Prompted students to engage in critical thinking by using effective questioning techniques. (Example of questioning used: _____)	
4 3 2 1 Used a variety of instructional strategies to instruct learners. (Example of instructional strategy used: _____)	
4 3 2 1 Differentiated instruction based on assessment to meet students' needs. (Example of differentiation used: _____)	
4 3 2 1 Provided immediate specific feedback in a consistent and positive manner.	
4 3 2 1 Utilized student feedback to monitor instructional needs for future instruction.	

Use the following scale to rate each observed indicator:

| 4: Exceeds expectations (Comment required) | 3: Meets expectations |
| 2: Developing expectations | 1: Does not meet expectations |

Assessment	Comments
4 3 2 1 Analyzed multiple assessment data sources to diagnose students' learning needs to inform instruction.	
4 3 2 1 Designed and interpreted formative and/or summative assessments to achieve content mastery.	
4 3 2 1 Used variety of ongoing assessment tools. (Example of assessment tool used: _____ _____)	
4 3 2 1 Implemented and adjusted formative assessments within differentiated instruction.	
4 3 2 1 Shared clear learning goals and outcomes of student assessment with student.	
4 3 2 1 Used technology tools to communicate assessment data with students.	

The indicators below should be scored over time – not lesson-specific
Note: All areas in Professional Responsibility and Ethical Conduct must be at least
3 by final evaluation to pass Internship I.

Continuous Professional Improvement	Comments
4 3 2 1 Develops purposeful professional goals to strengthen effectiveness of instruction.	
4 3 2 1 Uses data-informed research to improve instruction and student achievement.	
4 3 2 1 Uses variety of data to evaluate learning outcomes, adjust planning, and improve lessons.	
4 3 2 1 Collaborates with home, school, and community.	
4 3 2 1 Engages in reflective practices and/or targeted professional growth.	
4 3 2 1 Implements knowledge and skills learned in professional development.	
Professional Responsibility and Ethical Conduct	Comments
4 3 2 1 Maintains high academic standards for all learners.	
4 3 2 1 Believes all students can learn.	
4 3 2 1 Demonstrates fairness and equity; promotes social justice and democracy.	
4 3 2 1 Values diversity.	
4 3 2 1 Meets deadlines, punctual, exhibits regular attendance.	
4 3 2 1 Works effectively with others; accepts feedback and constructive criticism.	

Signatures:

Observer: _____ Intern: _____ Date: _____

Additional Comments:

First semester, 3hr. Graduate/OTJ Assessment Rubric

Midpoint _____ Final _____   Intern Name: _____

Semester _____ Year _____ County _____   Intern Major: _____

School Placement: _____   Grade(s) Taught: _____ Subject(s): _____

Collaborating Teacher: _____   UCF Coordinator: _____

Directions: Use the following rubric to determine ratings for the Midpoint and Final Internship Assessment. 3s are required in each <u>unshaded</u> indicator by the final evaluation to earn a passing grade.

Scale Key:
4 = *Teacher candidate <u>exceeds</u> expectations & demonstrates Accomplished Practice competencies; <u>specific evidence required</u>*
3 = *Teacher candidate <u>meets</u> expectations & demonstrates Accomplished Practice competencies*
2 = *Teacher candidate <u>is developing</u> the expectations & developing the Accomplished Practice competencies*
1 = *Teacher candidate <u>does not meet</u> expectations & does not demonstrates Accomplished Practice competencies; <u>specific evidence required</u>*

Proficiency Expectations:
Graduate Students: A/B/F (A score of at least **3 in all unshaded areas** by final is required for a **B**. A majority of scores at a 4 in all unshaded areas required for an A.)

FEAP	Evaluation System Alignment	4	3	2	1
Instructional Design and Lesson Planning	RE=Routine Events C=Content EOS=Enacted on the spot (M) Marzano (D) Danielson				
1.a.	(M) Domain 1: RE 1, C1 (M) Domain 2: 2.1.1-2.1.3; 2.2.1-2.2.2 (D) 1a-e	Meets proficient criteria and exceeds it by (must insert evidence here):	Prepares lesson plans aligned to Florida-adopted standards at the appropriate level of rigor to meet all students' needs.	Prepares lesson plans inconsistently aligned to Florida-adopted standards that lack appropriate rigor to meet all students' needs.	Lesson plans do not align to Florida-adopted standards and do not include rigor.
1.b.	(M) Domain 1: RE 1-3 Domain 2: 2.1.1-2.1.3 (D) 1a-c, 1e	Meets proficient criteria and exceeds it by (must insert evidence here):	Sequences coherent lessons and concepts based upon all students' needs, including their prior knowledge.	Inconsistently sequences coherent lessons and concepts based upon all students' needs, including their prior knowledge.	Does not sequence coherent lessons and concepts based upon all students' needs, including their prior knowledge.
1.c.	(M) Domain 1: C 10, C 16 Domain 2: 2.1.1-2.1.3, 2.3.1-2.3.3 (D) 1b, 1e, 1f	Meets proficient criteria and exceeds it by (must insert evidence here):	Designs lessons that include assessments in order for all learners to achieve mastery.	Inconsistently designs lessons that include assessments in order for all learners to achieve mastery.	Does not demonstrate the ability to design lessons that include assessments in order for all learners to achieve mastery.
1.d.	(M) Domain 1: RE 1-2 (D) 1f	Meets proficient criteria and exceeds it by (must insert evidence here):	Consistently (daily) monitors student progress using formative assessments.	Inconsistently monitors student progress using formative assessments.	Does not select formative assessments to monitor student learning.

1.e.	(M) Domain 1: RE 1-3, C11, EOS 16-17 Domain 2: 2.2.1-2.2.2; 2.3.1-2.3.3 (D) 1b, 1e, 1f, 3d	Meets proficient criteria and exceeds it by (must insert evidence here):	Consistently (weekly) uses specific, diagnostic student data to differentiate lessons for all learners.	Inconsistently uses diagnostic data to differentiate lessons for all learners.	Does not use diagnostic student data to differentiate lessons for all learners.
1.f.	(M) Domain 1: C2, C 10, C12-16 Domain 2: 2.2.1-2.2.2; 2.3.1-2.3.3 (D) 1e	Meets proficient criteria and exceeds it by (must insert evidence here):	Consistently (daily) develops experiences that scaffold all students' learning to demonstrate a variety of skills and competencies.	Inconsistently develops experiences that scaffold all students' learning to demonstrate a variety of skills and competencies.	Does not develop experiences that scaffold all students' learning.

FEAP	**Evaluation System Alignment**	**4**	**3**	**2**	**1**
The Learning Environment	RE=Routine Events C=Content EOS=Enacted on the spot (M) Marzano (D) Danielson				
2.a.	(M) Domain 1: RE 4-5, EOS 10, 12, 13, 15 Domain 4: 4.1.2 (D) 2c, 2e	Meets proficient criteria and exceeds it by (must insert evidence here):	Consistently (daily) creates a learning environment that ensures the effective implementation of instructional activities (e.g., organizes, allocates and manages the resources of time and space).	Inconsistently creates a learning environment that ensures the implementation of instructional activities (e.g., organizes, allocates and manages the resources of time and space).	Does not create a learning environment that ensures the implementation of instructional activities.
2.b.	(M) Domain 1: RE 4, 5; EOS 1, 10-12, 15 (D) 2c-d	Meets proficient criteria and exceeds it by (must insert evidence here):	Consistently (daily) establishes a structured learning environment for individual and class behaviors that includes effective routines and procedures.	Inconsistently establishes a structured learning environment for individual and class behaviors that includes effective routines and procedures.	Does not establish a structured learning environment.

2.c.	(M) Domain 1: RE 1-3; C 1-2; EOS 16 (D) 2b	Meets proficient criteria and exceeds it by (must insert evidence here):	Consistently (daily) establishes a culture for learning that includes conveying high expectations for all learners.	Inconsistently establishes a culture for learning that includes conveying high expectations for all learners.	Does not establish a culture for learning.
2.d.	(M) Domain 1: RE 1-3; C 1-2; EOS 6, 14, 16-18 (D) 2a	Meets proficient criteria and exceeds it by (must insert evidence here):	Consistently (daily) creates an environment of respect and rapport that values the students' cultural, linguistic, and family background.	Inconsistently creates an environment of respect and rapport that values the students' cultural, linguistic, and family background.	Does not creates an environment of respect and rapport that values the students' cultural, linguistic, and family background.
2.e.	(M) Domain 1: RE 1, 2, 4; EOS 10-12; C 1-4 (D) 3a	Meets proficient criteria and exceeds it by (must insert evidence here):	Consistently (daily) models clear, appropriate communication skills (oral and written) to monitor students' understanding while extending their vocabularies.	Inconsistently models clear, appropriate communication skills (oral and written) to monitor students' understanding while extending their vocabularies.	Does not model clear oral and written communication skills.
2.f.	(M) Domain 1: RE 1-3; EOS 14, 16-18, C 1-2 Domain 4: 4.1.2 (D) 2a-b	Meets proficient criteria and exceeds it by (must insert evidence here):	Consistently (daily) creates a risk-free, supportive learning environment (e.g., reflects openness, inquiry, fairness, and acceptance).	Inconsistently creates a risk-free, supportive learning environment (e.g., reflects openness, inquiry, fairness, and acceptance).	Does not create a risk-free, supportive learning environment.
2.g.	(M) Domain 2: 2.2.1-2.2.2 (D) Reflected in Domains 1, 3 & 4	Meets proficient criteria and exceeds it by (must insert evidence here):	Consistently (daily) integrates use of available resources (e.g., Web 2.0 tools, interactive whiteboards, manipulatives, media, etc...) to enhance students' understanding of content.	Inconsistently integrates use of available resources (e.g., Web 2.0 tools, interactive whiteboards, manipulatives, media, etc...) to enhance students' understanding of content.	Does not integrate use of available resources to enhance students' understanding of content.

2.h.	(M) Domain 1: RE 1-5; C 1-2, 10, 16; EOS 1, 5, 6, 10-18 Domain 2: 2.1.1-2.1.3 (D) Reflected in Domains 1 & 3	Meets proficient criteria and exceeds it by (must insert evidence here):	Consistently (daily) adapts the learning environment to meet the differing needs of all learners (e.g., principles of universal design, multi- tiered system of support, etc...).	Inconsistently adapts the learning environment to meet the differing needs of all learners (e.g., principles of universal design, multi- tiered system of support, etc...) to enhance students understanding of content.	Does not adapt the learning environment to meet the differing needs of all learners.
2.i.	(M) Domain 2: 2.2.1-2.2.2 (D) Reflected in Domains 1, 3 & 4	Meets proficient criteria and exceeds it by (must insert evidence here):	Uses assistive technologies (e.g., pencil grips, highlighters, closed-captioning, alternate keyboards, etc…) that encourage student participation in high-quality communication interactions to ensure mastery of content.	Plans for use of assistive technologies (e.g., pencil grips, highlighters, closed-captioning, alternate keyboards, etc…) that encourage student participation in high-quality communication interactions to ensure mastery of content.	Does not use assistive technologies that encourage student participation in high-quality communication interactions to ensure mastery of content.

FEAP	**Evaluation System Alignment**	**4**	**3**	**2**	**1**
Instructional Delivery and Facilitation	RE=Routine Events C=Content EOS=Enacted on the spot (M) Marzano (D) Danielson				
3.a.	(M) Domain 1: EOS 5, 10-12; C 2, 10, 16 Domain 2: 2.1.1-2.1.2, 2.2.2, 2.3.1-2.3.3 (D) 3c	Meets proficient criteria and exceeds it by (must insert evidence here):	Consistently (daily) implements rigorous lessons that engage all learners.	Inconsistently implements rigorous lessons that engage all learners.	Does not implement rigorous lessons.

3.b.	(M) Domain 1: C 2, 10, 16; EOS 10-12 Domain 2: 2.2.1-2.2.2, 2.3.1-2.3.3 (D) 3c	Meets proficient criteria and exceeds it by (must insert evidence here):	Consistently (daily) enhances all students' understanding of content through literacy strategies (e.g., think-aloud, real- world connections, authentic literature, etc…).	Inconsistently enhances all students understanding of content through literacy strategies (e.g., think aloud, real-world connections, authentic literature, etc…).	Does not enhance all students understanding of content.
3.c.	(M) Domain 1: RE 1-3; EOS 3; C 7 (D) 3d	Meets proficient criteria and exceeds it by (must insert evidence here):	Consistently (daily) utilizes a variety of informal assessments to monitor student learning to determine gaps to be addressed and/or retaught.	Inconsistently utilizes a variety of informal assessments to monitor student learning to determine gaps to be addressed and/or retaught.	Does not utilize a variety of assessments.
3.d.	(M) Domain 1: EOS 1, 3, 5, 8, 13 Domain 2: 2.3.1-2.3.3 (D) 3e	Meets proficient criteria and exceeds it by (must insert evidence here):	Consistently (daily) adjusts instruction to address students' needs.	Inconsistently adjusts instruction to address students' needs.	Does not adjust instruction to address students' needs.
3.e.	(M) Domain 1: C 2, 10, 16 Domain 2: 2.1.1-2.1.3, 2.2.1-2.2.2, 2.3.1-2.3.3 (D) 1e, 3c	Meets proficient criteria and exceeds it by (must insert evidence here):	Integrates subject matter to facilitate connections within and across disciplines and life experiences on a daily basis (e.g., real-world application, authentic literature, discussion, hands-on activities, technology, etc.).	Inconsistently integrates subject matter to facilitate connections within and across disciplines and life experiences (e.g., real-world application, authentic literature, discussion, hands-on activities, technology, etc.).	Does not integrate subject matter to facilitate connections within and across disciplines and life experiences.

3.f.	(M) Domain 1: EOS 3, 7; C 5-9, 12-15 (D) 3b	Meets proficient criteria and exceeds it by (must insert evidence here):	Prompts students to engage in critical thinking by using effective questioning techniques on a daily basis.	Inconsistently prompts students to engage in critical thinking by using effective questioning techniques.	Does not prompt students to engage in critical thinking.
3.g.	(M) Domain 1: C 2, 10, 16; EOS 5, 10-12 Domain 2: 2.1.1, 2.1.2; 2.2.1, 2.2.2; 2.3.1-2.3.3 (D) 1a, 1d, 2e, 3c	Meets proficient criteria and exceeds it by (must insert evidence here):	Uses a variety of instructional strategies to instruct learners on a daily basis (e.g., resources, appropriate technology, etc…).	Inconsistently utilizes a variety of instructional strategies to instruct learners (e.g., resources, appropriate technology, etc…).	Does not utilize a variety of instructional strategies to instruct learners.
3.h.	(M) Domain 1: EOS 13 Domain 2: 2.1.1-2.1.3, 2.2.1-.2.2.2, 2.3.1-2.3.3 (D) 1b, 3d, 3c	Meets proficient criteria and exceeds it by (must insert evidence here):	Differentiates instruction based on assessment on a daily basis (e.g., pre and post) to meet all students' learning needs.	Inconsistently differentiates instruction based on assessment (e.g., pre and post) to meet all students' learning needs.	Does not differentiate instruction based on assessment to meet all students' learning needs.
3.i.	(M) Domain 1: RE 1-3; EOS 3; C 7 (D) 2b, 3d	Meets proficient criteria and exceeds it by (must insert evidence here):	Provides immediate, specific feedback in a consistent (multiple times a day) and positive manner to promote student achievement.	Inconsistently provides immediate, specific feedback in a consistent and positive manner to promote student achievement.	Does not provide immediate, specific feedback.

3.j.	(M) Domain 1: RE 1-3, EOS 3; C 7 (D) 3d, 3e	Meets proficient criteria and exceeds it by (must insert evidence here):	Uses student feedback, on a daily basis, to monitor instructional needs (e.g., adjust and plan) for future instruction.	Inconsistently utilizes student feedback to monitor instructional needs (e.g., adjust and plan) for future instruction.	Does not utilize student feedback to monitor instructional needs for future instruction.

FEAP	**Evaluation System Alignment**	**4**	**3**	**2**	**1**
Assessment	RE=Routine Events C=Content EOS=Enacted on the spot (M) Marzano (D) Danielson				
4.a.	(M) Domain 1: RE 1-4; C 2, 5-10, 12-15; EOS 1-5, 7-10, 13, 15-18; C 16-18 Domain 2: 2.1.1-2.1.2, 2.2.1-2.2.2, 2.3.1-2.3.3 (D) 1b, 1c, 1e, 3d	Meets proficient criteria and exceeds it by (must insert evidence here):	Analyzes multiple assessment data sources to diagnose students' learning needs to inform instruction (weekly).	Inconsistently analyzes multiple assessment data sources to diagnose students' learning needs to inform instruction.	Does not analyze multiple assessment data sources to diagnose students' learning needs to inform instruction.
4.b.	(M) Domain 1: RE 1-3 Domain 2: 2.1.1-2.1.3 (D) 1f	Meets proficient criteria and exceeds it by (must insert evidence here):	Designs and interprets formative (daily) and summative assessments to achieve content mastery.	Inconsistently designs and interprets formative and summative assessments to achieve content mastery.	Does not design or interpret formative and summative assessments.

4.c.	(M) Domain 1: RE 1-3; C5, 7, 12, 17; EOS 2-3, 17-18 (D) 3d	Meets proficient criteria and exceeds it by (must insert evidence here):	Uses a variety of ongoing assessment tools (daily) to monitor student progress and mastery of learning objectives.	Inconsistently uses a variety of ongoing assessment tools to monitor student progress and mastery of learning objectives.	Does not use a variety of ongoing assessment tools to monitor student progress and mastery of learning objectives.
4.d.	(M) Domain 1: EOS 1, 3-5, 8, 13 Domain 2: 2.3.3 (D) 1f, 3d, 3e	Meets proficient criteria and exceeds it by (must insert evidence here):	Implements and adjusts formative assessments (daily) within differentiated instruction to meet the needs of all learners in order to achieve mastery on summative assessments.	Inconsistently implements and adjusts formative assessments within differentiated instruction to meet the needs of all learners in order to achieve mastery on summative assessments.	Does not implement or adjust any assessments.
4.e.	(M) Domain 1: RE 1-3; EOS 3 Domain 4: 4.1.2 (D) 3d, 4c	Meets proficient criteria and exceeds it by (must insert evidence here):	Shares clear learning goals and outcomes of student assessment (daily) by providing continuous feedback to the student and the student's parent(s)/caregiver(s).	Inconsistently shares clear learning goals and outcomes of student assessment by providing continuous feedback to the student and the student's parent(s)/caregiver(s).	Does not share clear learning goals and outcomes of student assessment.
4.f.	(M) Domain 2: 2.2.1, 2.2.2 (D) Reflected in Domains 1, 3 & 4; 4b	Meets proficient criteria and exceeds it by (must insert evidence here):	Uses technology tools (e.g., plan, design, monitor, analyze, etc.) to communicate assessment data with students, parents/caregivers, and colleagues.	Inconsistently utilizes technology tools (e.g., plan, design, monitor, analyze, etc.) to communicate assessment data with students, parents/caregivers, and colleagues.	Does not utilize technology tools to communicate assessment data.

FEAP	Evaluation System Alignment	4	3	2	1
B. Continuous Professional Improvement	RE=Routine Events C=Content EOS=Enacted on the spot (M) Marzano (D) Danielson				
1.a.	(M) Domains 1, 2, 3, 4 (D) Domain 4	Meets proficient criteria and exceeds it by (must insert evidence here):	Develops purposeful professional goals to strengthen the effectiveness of instruction based on all students' needs.	Inconsistently develops purposeful goals to strengthen the effectiveness of instruction based on all student's needs.	Does not develop purposeful goals.
1.b.	(M) Domains 2, 3 (D) Domain 4	Meets proficient criteria and exceeds it by (must insert evidence here):	Uses data-informed research to improve instruction **and** student achievement.	Inconsistently utilizes data-informed research to improve instruction and student achievement.	Does not utilize data-informed research.
1.c.	(M) Domains 2, 3 (D) Domain 4	Meets proficient criteria and exceeds it by (must insert evidence here):	Consistently uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of lessons.	Inconsistently utilizes a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of lessons.	Does not utilize a variety of data.
1.d.	(M) Domains 3, 4 (D) Domain 4	Meets proficient criteria and exceeds it by (must insert evidence here):	Consistently collaborates with the home, school and local community to foster communication and to support student learning and continuous improvement.	Inconsistently collaborates with the home, school and local community to foster communications and to support student learning and continuous improvement.	Does not collaborate with the home, school and local community.

1.e.	(M) Domain 3 (D) Domain 4	Meets proficient criteria and exceeds it by (must insert evidence here):	Engages in reflective practices and targeted professional growth (daily).	Inconsistently engages in reflective practices and targeted professional growth.	Does not engage in reflective practices and targeted professional growth.
1.f.	(M) Domain 3 (D) Domain 4	Meets proficient criteria and exceeds it by (must insert evidence here):	Implements knowledge and skills learned in professional development in the teaching and learning process (daily).	Inconsistently implements knowledge and skills learned in professional development in the teaching and learning process.	Does not implement knowledge and skills in professional development in the teaching and learning process.

FEAP	Evaluation System Alignment	4	3	2	1
Professional Responsibility and Ethical Conduct	RE=Routine Events C=Content EOS=Enacted on the spot (M) Marzano (D) Danielson				
2 UCF D1, D2, & D4	(M) Domains 3, 4 (D) Domain 4	Meets proficient criteria and exceeds it by (must insert evidence here):	Maintains high academic standards for all learners.	Maintains high academic standards for some learners.	Does not maintain high academic standards for all learners.

2 UCF D1,D2 & D3	(M) Domains 3, 4 (D) Domain 4	Meets proficient criteria and exceeds it by (must insert evidence here):	Believes all students can learn.	Believes some students can learn.	Does not believe all students can learn.
2 UCF D2, D3	(M) Domain 4 (D) Domain 4	Meets proficient criteria and exceeds it by (must insert evidence here):	Demonstrates fairness and equity for all students; promotes social justice and democracy for all students.	Demonstrates fairness and equity for some students; promotes social justice and democracy for some students.	Does not demonstrates fairness and equity; nor promotes social justice and democracy.
2 UCF D2, D3	(M) Domain 4 (D) Domain 4	Meets proficient criteria and exceeds it by (must insert evidence here):	Values diversity among all populations.	Values diversity among some populations.	Does not value diversity.
2A UCF D4	(M) Domain 4 (D) Domain 4	Meets proficient criteria and exceeds it by (must insert evidence here):	Demonstrates professional commitment by: • Meeting deadlines, and • Being punctual, and • Exhibiting regular attendance	Demonstrates professional commitment by: • Meeting deadlines, or • Being punctual, or • Exhibiting regular attendance	Does not demonstrate professional commitment by: • Meeting deadlines, and • Being punctual, and • Exhibiting regular attendance
2A UCF D4	(M) Domain 4 (D) Domain 4	Meets proficient criteria and exceeds it by (must insert evidence here):	Demonstrates professional commitment by: • Wearing appropriate professional attire, and • Exhibiting appropriate professional attitude	Demonstrates professional commitment by: • Wearing appropriate professional attire, or • Exhibiting appropriate professional attitude	Does not demonstrate professional commitment by: • Wearing appropriate professional attire, and • Exhibiting appropriate professional attitude

2B UCF D4,D5 & D6	(M) Domain 4 (D) Domain 4	Meets proficient criteria and exceeds it by (must insert evidence here):	Consistently (daily) works effectively with others; accepts feedback and constructive criticism.	Inconsistently works effectively with others; accepts feedback and constructive criticism.	Does not work effectively with others nor accept feedback and constructive criticism.

Intern Signature: _____ Date: _____

Collaborating Teacher Signature: _____ Date: _____

UCF Coordinator Signature: _____ Date: _____

Additional Comments:

Professional Development Plan

Name: _____   School: _____   Coordinator: _____

Objectives	Activities/Resources to Meet Objectives

Rationale for Objectives:

_____
_____
_____
_____

Date Plan Initiated: _____

Reflection of Completed Plan:

_____
_____
_____
_____

Intern Signature:_____   **Collaborating Teacher Signature:**_____

UCF Coordinator Signature:_____   **Date Completed**:_____