

Student Teaching Standard

1a. Student teaching's place as a capstone experience

Student Teaching Experience

Student Teaching is the culminating internship experience for pre-service teachers. During this time they work as full-time teaching interns—assuming assigned responsibilities and duties of the Cooperating Teacher—during a 12-week (minimum) period and under the direction of a College Supervisor. IRSC students complete internships in the appropriate setting for their major (content area, grade level) and with a Cooperating Teacher different from earlier clinical experiences. This assures students have a minimum of three (3) different placements, including student teaching. **Student teaching provides an intensive, long-term experience that develops and advances students' professional knowledge, skills, and dispositions.**

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Middle Grades/Secondary Science majors, clinical experiences include early and structured field experiences, practicum, and student teaching (see Tables 7 and 8) Other than early field, all courses require a specific content area (science), setting (general education or lab), and grade level (5-9 or 6-12). During student teaching, science majors complete their internship in general science or biology, public school classroom, and grade level is either 5-9 or 6-12 for middle grades or secondary teacher preparation, respectively.

Course/ Clinical Experience	EDF3214	SCE3940	SCE4942	SCE4941
Type	Early Field	Practicum	Practicum	Student Teaching/ Internship
Minimum Hours	15	30	30	480
Grade Level	K-12	5-9	6-12	5-9 or 6-12
Content	Any	Science	Science	Science

Area(s)				
Settings	Any	Accredited Science	Accredited Science	Public Science

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1b. Goals to be achieved by the student teacher

GOALS OF THE STUDENT TEACHING EXPERIENCE

The fundamental goals of the student teaching experience are:

1. To prepare teachers who are capable of teaching in today's diverse K-12 schools and who will be able to provide constructive leadership in meeting future challenges in the profession.
2. To provide students with experiences that will make inseparable the various aspects of theory and practice relating to teaching methodology, curriculum and assessment, and the learner.
3. To provide students with the opportunity to become directly involved in public school programs by (a) selecting, training, and collaborating with Cooperating Teachers who will reinforce the behaviors taught to IRSC School of Education students; (b) participating with student teachers and Cooperating Teachers as they enhance the learning of students in K-12 classrooms; and (c) providing College Supervisors who contribute expertise and knowledge to the students' program through their own experience and training.
4. To provide students with a public school classroom setting in which they have an opportunity to learn, practice, and analyze teaching under optimal conditions while making a contribution to K-12 education.

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CONCEPTUAL FRAMEWORK & IRSC TEACHER EDUCATION COMPETENCIES

The following standards were used to develop the core curriculum for Indian River State College – Teacher Education Programs:

The Florida Educator Accomplished Practices (FEAPs) – Pre-professional, for Teachers of the Twenty-First Century, Florida Education Standards Commission, Florida Department of Education, Tallahassee, FL

FEAP	Description
1. Instructional Design and Lesson Planning	<p>Applying concepts from human development and learning theories, the effective educator consistently</p> <ul style="list-style-type: none">a. Aligns instruction with state-adopted standards at the appropriate level of rigor;b. Sequences lessons and concepts to ensure coherence and required prior knowledge;c. Designs instruction for student to achieve mastery;d. Selects appropriate formative assessments to monitor learning;e. Uses a variety of data, independently, and in collaboration with colleague, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons; andf. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.
2. The Learning Environment	<p>To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently</p> <ul style="list-style-type: none">a. Organizes, allocates, and manages the resources of time, space and attention;b. Manages individual and class behaviors through a well-planned management system;c. Conveys high expectations to all students;d. Respects students' cultural, linguistic, and family background;e. Models clear, acceptable oral and written communication skills;f. Maintains a climate of openness, inquiry, fairness, and support;g. Integrates current information and communication technologies;h. Adapts the learning environment to accommodate the differing needs and diversity of students; andi. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.
3. Instructional Delivery and	<p>The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to</p> <ul style="list-style-type: none">a. Deliver engaging and challenging lessons;

Facilitation	<ul style="list-style-type: none"> b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter; c. Identify gaps in students' subject matter knowledge; d. Modify instruction to respond to preconceptions or misconceptions; e. Relate and integrate the subject matter with other disciplines and life experiences; f. Employ higher-order questioning techniques; g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction and to teach for student understanding; h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students; i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and j. Utilize student feedback to monitor instructional needs and to adjust instruction.
4. Assessment	<p>The effective educator consistently</p> <ul style="list-style-type: none"> a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process; b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery; c. Uses a variety of assessment tools to monitor student progress, achievement, and learning gains; d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge; e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and f. Applies technology to organize and integrate assessment information.
5. Continuous Improvement, Responsibility and Ethics	<p>The effective educator consistently</p> <ul style="list-style-type: none"> a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs; b. Examines and uses data-informed research to improve instruction and student achievement; c. Collaborates with the home, school, and larger communities to foster communication and to support student learning and continuous improvement; d. Engages in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues; and

	e. Implements knowledge and skills learned in professional development in the teaching and learning process.
6. Professional Responsibility and Ethical Conduct	Understanding that educators are held to a high moral standard in the community, the effective educator adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession pursuant to State Board of Education Rules 6B-1.001 and 6B-1.006, F.A.C., and fulfills the expected obligations to students, the public, and the teaching profession.

IRSC teacher preparation programs are designed to develop these competencies in each student through the sequence of courses and clinical experiences, with mastery and successful demonstration of the competencies during student teaching.

1. **Florida Standards: Sunshine State Standards and Common Core**
(<http://www.cpalms.org/Public/search/Standard>)
2. **Competencies and Skills Required for Teacher Certification in Florida**, Twelfth Edition, Florida Department of Education, Tallahassee, FL, including:
 - a. **Professional Education (section 00)**
<http://www.fldoe.org/asp/ftce/pdf/00ProfessionalEducation.pdf>
 - b. **English to Speakers of Other Languages (ESOL) K-12 (section 47)**
<http://www.fldoe.org/asp/ftce/pdf/47ESOL-rev.pdf>
 - c. **Exceptional Student Education (ESE) K-12 (section 61)**
<http://www.fldoe.org/asp/ftce/pdf/61ExceptionalStudentEducation.pdf>
 - d. **Middle Grades Mathematics 5-9 (section 25)**
<http://www.fldoe.org/asp/ftce/pdf/25MGMath.pdf>
 - e. **Mathematics 6-12 (section 26)**
<http://www.fldoe.org/asp/ftce/pdf/26Math6-12.pdf>
 - f. **Middle Grades General Science 5-9 (section 04)**
<http://www.fldoe.org/asp/ftce/pdf/04MGGenSci-rev.pdf>
 - g. **Biology 6-12 (section 02)**
<http://www.fldoe.org/asp/ftce/pdf/02Biology.pdf>

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1c. Optimal features of student teaching placements

- i. Sufficiently long, particularly in the state in which the student teacher will be certified
- ii. A full-time commitment

- iii. Aligned with the K-12 calendar
- iv. In a high-poverty, high-performing school
- v. In the classroom of an exemplary cooperating teacher

i.-ii. Student Teaching is the culminating internship experience for pre-service teachers. During this time they work as full-time teaching interns—assuming assigned responsibilities and duties of the Cooperating Teacher—during a 60 day (minimum) period and under the direction of a College Supervisor. IRSC students complete internships in the appropriate setting for their major (content area, grade level) and with a Cooperating Teacher different from earlier clinical experiences. This assures students have a minimum of three (3) different placements, including student teaching. Student teaching provides an intensive, long-term experience that develops and advances students' professional knowledge, skills, and dispositions.

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- iii. The School of Education works with approximately 4 different school districts when placing students in student teaching assignments. The schools may be as far away as 45 minutes.

The program faculty, Clinical Experiences Coordinator and administrators in the local school districts in which students are placed jointly determine student teaching placements.

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School district calendars do not always coincide with IRSC's calendar. Student teachers must be present when school is in session, even though IRSC may not be in session. During student teaching, students take any breaks given by the school system but do not take the IRSC's Fall Break or Spring Break if they do not coincide with the district's calendar.

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- iv. School placements are intended to be "varied and diverse," meaning that a student's early field, structured field, and student teaching experiences take place in a variety of assigned schools and settings with various assigned Cooperating Teachers over the course of the program. Diversity of placements, when possible, are based upon other factors, such as rural, urban, suburban, high needs, and schools with diverse populations.

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v. When making placements, IRSC's Teacher Education Clinical Experiences Coordinator balances the needs of individual students, education faculty, and host schools. Since each partnership school district processes requests for placements differently, IRSC's Teacher Education Clinical Experiences Coordinator cannot predict when or if placements will be confirmed. Nevertheless, the following list, although not exhaustive, provides some examples of **factors considered in arranging field placements for students:**

- **Clinical educator training** This training is provided at no charge to districts by IRSC. It provides mentor training that corresponds with the state guidelines as well as specific guidelines for working with IRSC teacher candidates.
- **Successful demonstration of effective classroom management strategies that consistently result in improved student performance** Placements in classrooms with teachers identified as "highly qualified."
- ESOL endorsement or certification (if applicable)
- Subject area certification
- IRSC faculty availability
- Student transportation
- Diversity of setting
- Requests from schools or school districts
- Establishment of student cohort groups
- **Experience/training of Cooperating Teacher**
- Formal partnerships with specific schools

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1d. Roles of personnel involved in overseeing the student teacher

- Field placement coordinators
- Supervisors
- Cooperating teachers
- Other school district personnel

i. CLINICAL EXPERIENCES COORDINATOR RESPONSIBILITIES

- IRSC Teacher Education Clinical Experiences Coordinator who arranges, directs, and oversees clinical experiences for the School of Education and its partnering school districts.

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- Since the requirements for background checks vary from district to district, the IRSC's Teacher Education Clinical Experiences Coordinator and education

faculty are continuing to work with local school divisions to determine their requirements regarding background checks for IRSC's clinical experience students.

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- Each clinical placement requires an application that must be completed by the student and submitted to the IRSC's Teacher Education Clinical Experiences Coordinator.

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- Any deviation from the pacing guide must be approved by IRSC's Clinical Experiences Coordinator.

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- A copy of attendance logs, anecdotal records, parent/guardian contact logs, and all observation forms must be submitted to IRSC's Clinical Experiences Coordinator at the end of the student teaching experience.

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- All student teachers are required to present a minimum of 6 full lessons for formal observation and evaluation (usually, 3 by Cooperating Teacher, 2 by College Supervisor, and 1 by Clinical Experiences Coordinator).

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- In some instances, the performance of a student during the student teaching experience may warrant a Remediation Plan. A Remediation Plan is a formal intervention initiated by the College Supervisor or the Cooperating Teacher, in conjunction with IRSC's Clinical Experiences Coordinator, to address specific areas of concern in the performance of the student teacher.

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ii. COLLEGE SUPERVISOR RESPONSIBILITIES

The College Supervisor should:

- Coordinate the expectations of the School of Education and the school.
- Maintain regular contact with the Cooperating Teacher to discuss the student teacher's performance and progress.
- Make at least three (3) observations in total of the student teacher, and confer with the Cooperating Teacher and the student teacher to offer suggestions for planning and instruction. Feedback should be provided during both pre- and post-observation conferences.
- Serve as a resource person for the student teacher concerning techniques, materials, and curricula.
- Mediate between the student teacher and the Cooperating Teacher when differences arise over any facet of the student teaching experience.
- Keep the student teacher apprised of the degree of satisfaction with which the student teaching activities are being completed, and set appropriate additional expectations.
- Examine and analyze teaching plans, materials, and evaluation instruments prepared by the student teacher as appropriate.
- Evaluate the work of the student teacher and, after consultation with the Cooperating Teacher and the Clinical Experiences Coordinator, the College Supervisor will report a final grade per the procedures required by the College.
- Submit a copy of the final evaluation to the Clinical Experiences Coordinator. The final evaluation becomes part of the student's credential file.
- Evaluate the Cooperating Teacher fairly and honestly to ensure the continuous improvement of our teacher education program.

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iii. COOPERATING TEACHER RESPONSIBILITIES

The main goals of the Cooperating Teacher include modeling, mentoring, providing feedback, observing, and conferencing with the student teacher. Conferencing and feedback should be provided throughout the day and week, and when there are formal observations, there should be a pre-observation and post-observation conference.

The specific role and responsibilities of the Cooperating Teacher include the following:

- Maintain overall responsibility for the instructional and behavioral management programs of students in the classroom.
- Maintain primary responsibility for determining the manner in which the student teacher assumes instructional responsibilities.
- Monitor all aspects of the student teacher's performance, provide the student teacher with professional guidance and assistance, and conduct at least three (3) formal observations of the student's lesson presentation. Feedback should be provided during both pre- and post-observation conferences.

- Assist the College Supervisor and Clinical Experiences Coordinator in planning the student teaching program and any adjustments in the requirements based upon the talents of the student or the needs of the situation.
- Prepare your students in advance for the arrival of the student teacher as a fellow professional and present him or her in such a way as to establish an attitude of respect and cooperation. Recall what it was like for you as a pre-service teacher and generally strive to make your student teacher's experience as productive, meaningful, and rewarding as possible.
- Familiarize your student teacher with the school and its staff, including school policies, rules, and routines. Introduce him or her to administrators, teachers, and other members of the school staff.
- Provide opportunities for the student teacher to observe in other classes under established observation guidelines and at convenient times. Invite the student teacher to participate in appropriate faculty meetings and conferences.
- Provide the student teacher with designated personal space in the classroom.
- Provide opportunities for your student teacher to gradually become involved in your classroom by allowing him or her to assist in planning and conducting learning activities for your students. Share information about the interests and abilities of each pupil and how to establish close rapport.
- Make arrangements for your student teacher to have a range of experiences and exposure to different grade levels and content areas, in the classrooms of your fellow teachers.
- Provide the student teacher with teacher guides, textbooks, and any other aids used in the classroom. Share with the student teacher ideas, discoveries and innovations in education.
- Demonstrate different techniques and procedures of teaching and explain their underlying principles.
- Be present or immediately available when the student teacher is working with the pupils.
- Hold regularly scheduled conferences to discuss concerns and progress.
- Complete a mid-term and final student teaching evaluation form during the twelve-week internship. The College Supervisor and Clinical Experiences Coordinator will also participate in these evaluations and will serve as your face-to-face link to IRSC's School of Education. It would be extremely helpful for you to discuss your evaluation and recommendations with the student teacher. The evaluations will become a part of the student teacher's professional credential file and should be submitted to IRSC's Clinical Experiences Coordinator.
- Evaluate the College Supervisor fairly and honestly to ensure the continuous improvement of our teacher education program.

iv. COOPERATING PRINCIPAL RESPONSIBILITIES

The ultimate responsibility for what occurs within the school is borne by the school principal.

On a general basis, **the school principal or his or her designee will:**

- Provide for the student teacher a general orientation to the school.
- Provide information concerning pertinent administrative policy and procedures expected to be followed by faculty members.
- Advise the student teacher as to his or her professional responsibility for the tasks and activities undertaken with the supervision of the Cooperating Teacher.
- Assist in providing for the development of a cooperative and professional attitude toward the teaching profession.
- Complete an evaluation of each student teacher and return it to the student and College Supervisor, who will submit it to IRSC's Clinical Experiences Coordinator.

2. Instituting high standards for student teaching participation and placement

2a. Entrance requirements for student teaching

Students must apply for student teaching during the semester prior to student teaching by completing:

- (1) the Student Teaching Application (see below), which is used by IRSC's School of Education for program and licensure purposes
- (2) required district security clearance and drug screening. The completed Student Teaching Application Package, including verification of current security clearance and drug screening, must be submitted to IRSC's Teacher Education Clinical Experiences Coordinator at the beginning of the semester preceding student teaching.

Applying for student teaching ensures that the student has met the prerequisites for student teaching, as well as graduation, including (but not limited to) the following:

- Program coursework
- General studies coursework
- Background check (Please see "Background Check" section of this handbook for more information.)
- Passing scores in all four sections on the General Knowledge Test of the Florida Teacher Certification Exam.

The application for student teaching not only serves as a measure of the student's successful progress in the program, but it also serves as a means of evaluating the program by the IRSC's School of Education faculty.

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2b. Selection of placement schools

School placements rely on the on-going, positive, and collaborative relationship that exists between IRSC's School of Education and local schools and school divisions. The partnership that IRSC enjoys with local education agencies is the result of many years of successful student placements, a shared expectation of excellence, and a common educational mission. *When Indian State River College students are placed in the schools for early clinical and student teaching experiences, they become part of—and are expected to be positive contributors to—this long-standing partnership.*

When making placements, *IRSC's Teacher Education Clinical Experiences Coordinator* balances the needs of individual students, education faculty, and host schools. Since each partnership school district processes requests for placements differently, *IRSC's Teacher Education Clinical Experiences Coordinator* cannot predict when or if placements will be confirmed. Nevertheless, the following list, although not exhaustive, provides some examples of factors considered in arranging field placements for students:

- Clinical educator training
- Successful demonstration of effective classroom management strategies that consistently result in improved student performance
- ESOL endorsement or certification (if applicable)
- Subject area certification
- IRSC faculty availability
- Student transportation
- Diversity of setting
- Requests from schools or school districts
- Establishment of student cohort groups
- Experience/training of Cooperating Teacher
- Formal partnerships with specific schools

School placements are intended to be “varied and diverse,” meaning that a student's early field, structured field, and student teaching experiences take place in a variety of assigned schools and settings with various assigned Cooperating Teachers over the course of the program. Diversity of placements, when possible, are based upon other factors, such as rural, urban, suburban, high needs, and schools with diverse populations.

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The State of Florida requires all cooperating teachers to take a mentorship training program, Clinical Educator Training. As a result, for placement purposes all cooperating teachers are considered to have acquired mentorship skills. **The districts deny IRSC the role of active participation in the selection of cooperating teachers. However, the Clinical Experiences Coordinator carefully monitors the student/cooperating teacher working relationship and provides support and/or guidance where necessary.** Further, the college offers on-site Clinical Educator Training to perspective cooperating teachers who plan to serve as mentors to our pre-service teachers. The following procedure is followed for student placement.

When students register for courses that require field experience/student teaching the following procedures are followed:

- a. Students complete and submit an application for student teaching during the student teaching meeting the semester before they plan to complete student teaching.
- b. Students make an appointment with the district fingerprinting specialist to complete the Level 2 security clearance if he/she has not already done so.
- c. The Clinical Experience Coordinator compiles a list for each district based on the responses on the applications and sends it to the district contact.
- d. The district contact works with the fingerprint specialist to confirm that students have completed the required Level 2 security clearance.
- e. The district contact assigns placements for students with teachers who have state certification in the field requested, has a minimum of 3 years of teaching experience in that area, and has completed the Clinical Educator Training.
- f. The district contact then sends the list of student names and their placements to the Clinical Experiences Coordinator.
- g. The Clinical Experience Coordinator notifies each student individually and the course instructor of the placement.
- h. The students contact their assigned cooperating teacher at their school to schedule an appointment to meet.
- i. The Clinical Experience Coordinator sends a welcome letter and Student Teacher Manual to the cooperating teachers prior to the start of student teaching.
- j. The IRSC student and the cooperating teacher plan for the observation schedule, transition schedule during week 2, the full-time teaching schedule, and the schedule for transitioning the class back to the cooperating teacher during the first meeting.
- k. Students will work in conjunction with the cooperating teacher to plan lessons based on the adopted curriculum.
- l. Students will complete 60 hours of internship along with all of the required Critical Assignments.

- m. The cooperating teacher will observe 3 lessons and complete the Formal Observation Form. College supervisors will complete the remaining 3 lesson observations and complete the Formal Observation Form.
- n. The cooperating teacher will sign the Attendance Log at the end of each week.

2c. Cooperating teachers

- i. Criteria for cooperating teachers
- ii. Selecting Cooperating Teachers

POLICY FOR IDENTIFYING COOPERATING TEACHERS AND COLLEGE SUPERVISORS

In order to ensure supportive and professionally sound experiences during early clinical and student teaching placements, the following qualifications are sought in Cooperating Teachers and College Supervisors.

Cooperating Teacher

- Clinical educator training **Many of which are trained through IRSC.**
- Successful demonstration of effective classroom management strategies that consistently result in improved student performance
- ESOL endorsement or certification (if applicable)
- Subject Area Certification

Recognition of Clinical Educator

Indian River State College is in collaboration with districts for identification of various forms of Cooperating Teacher/Clinical Educator recognition. At this time, IRSC offers a letter of documentation for teacher certification purposes.

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2d. Supervisors

- i. Selection of Supervisors

ii. Supervisor training

POLICY FOR IDENTIFYING COOPERATING TEACHERS AND COLLEGE SUPERVISORS

In order to ensure supportive and professionally sound experiences during early clinical and student teaching placements, the following qualifications are sought in Cooperating Teachers and College Supervisors.

College Supervisor

- Clinical Educator Training
- Former teacher and/or instructional administrator (i.e., principal, assistant principal, supervisor, coordinator) in a public school division
- Three years of successful, full-time teaching
- Current or former state teacher's license
- Endorsement in the same level and broad-subject area as student teacher;
- Master's degree
- Written or verbal recommendations of former supervisors or administrative colleagues

Recognition of Clinical Educator

Indian River State College is in collaboration with districts for identification of various forms of Cooperating Teacher/Clinical Educator recognition. At this time, IRSC offers a letter of documentation for teacher certification purposes.

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College Supervisors participate in training on the observation instrument that includes practice observations with experienced supervisors and inter-rater reliability scoring opportunities.

3. Providing guidance and evaluation to student teachers

3a. Roles and responsibilities of the student teacher

- i. Guidelines for increasing the student teacher's responsibilities
- ii. Involvement of the student teacher in a full range of activities

STUDENT TEACHING EXPERIENCE--IRSC's Education Department faculty recognizes that the nature of the various teacher education programs, varying placements, and individual skills and experience will affect the pacing of student teaching for different students. The student teacher, Cooperating Teacher, and College Supervisor should follow the plan provided, which is a schedule for taking responsibility for classes **gradually over the course of the student teaching experience**. In most cases, the student teacher should spend the first week of the experience observing, planning,

preparing objectives and materials, learning the achievement levels and behavior patterns of the students, and participating in individual and small group instruction.

Depending on the degree of interaction and responsibility assumed in prior practicum experiences, the student teacher may begin teaching a class or subject as early as the first week of the experience. The student teacher should gradually increase the number of classes for which he or she has responsibility.

By week 3 of the experience, the student teacher should assume full teaching responsibility of the Cooperating Teacher's classes. Plans should also be collaboratively made to handle the transitioning of classes back to the Cooperating Teacher. The student teacher should continue teaching some portion of the Cooperating Teacher's load into the final week of the experience.

The number of classes that constitutes 100% responsibility of teaching varies from program to program and from setting to setting. A full load for a secondary student teacher may be four or five classes, plus participation in responsibilities such as homeroom and/or study hall. A special education student teacher's full load may include all subject/class preparations, as well as supervisory and homeroom duties.

Since individual situations vary among student teaching experiences, it is important that the participants in the experience work collaboratively to ensure a successful transition of responsibilities both to and from the student teacher during the experience.

In the pacing guide (see below), the student gradually assumes responsibility for the full load of classes by the third week, carries the full load for nine weeks, and then gradually returns responsibility for classes during the final week of the experience.

The pacing guide is an outline of the expected student teaching timeline required for IRSC student teachers for developing a successful student teaching experience. During an individual student's experience, consideration should be given to the teaching load, the student's previous experiences and abilities, the needs of the PreK-12 students, and the required contact/instructional hours.

STUDENT TEACHING PACING GUIDE

Week 1 (Days 1-5): Observation, review curriculum, faculty handbook, complete Student Teaching Schedule, acclimate to school building, emergency procedures, individual student health, diet, behavioral issues, school schedule, learn students' names, begin working with students under cooperating teacher's guidance.

Week 2 (Days 6-10): Gradually assume responsibility for teaching groups of students including lesson preparation. You must have the teacher's approval before implementing any/all lessons; you must provide the teacher with the lessons at least three (3) days to one (1) week in advance. Have your teacher observe at least one lesson this week.

Week 3 (Days 11-15): You should be at 100% teaching responsibility by week 3, including lesson preparation. Be prepared to identify three (3) FEAPs for your Professional Development Plan.

Week 4 (Days 16-20): Continue with 100% teaching responsibility. Have another formal lesson observation by your teacher or supervisor. Work on your Live Text Professional Portfolio. See the due dates for this semester for LiveText. You should have two (2) observations by week 4.

Week 5 (Days 21-25): Continue with 100% teaching responsibility.

Week 6 (Days 26-30): Continue with 100% teaching responsibility. You should have your Midterm evaluation completed around this time and three (3) of your formal observations completed.

Week 7 (Days 31-35): Continue with 100% teaching responsibility and begin your Learning Unit. Remember to administer the pretest before you start teaching lessons. Don't forget that one of your observations should be at the beginning of the Learning Unit and one at the end of Learning Unit.

Week 8 (Days 36-40): Continue with 100% teaching responsibility and, if appropriate, administer the post-test for your Learning Unit. Work on your Live Text Professional Portfolio. Have another formal lesson observation.

Week 9 (Days 41-45): Continue with 100% teaching responsibility, attend professional development opportunities at your school, continue with your Professional Development Plan, and evaluate the results of your Learning Unit. Remember to include the impact on your students' learning. Use the information to guide the teaching/learning process and submit your formal write-up for the Learning Unit.

Week 10 (Days 46-50): Continue with 100% teaching responsibility, attend professional development opportunities at your school and submit your Professional Development Plan. Have another lesson formally observed. You should have five (5) observations by week 10.

Week 11 Days (51-55): Continue with 100% teaching responsibility.

Week 12 (Days 56-60): You are nearing the end of your student teaching experience. You should gradually return teaching responsibility back to your teacher, and have completed your critical assignments. Submit the remaining sections of your Live Text Professional Portfolio. The final observation should be completed by the end of week 12. You will be observing in other classrooms in your school this week. Be sure to express your gratitude to your teacher, supervisor, and others you've worked with at the school, say good-bye to your students, and make sure you completed the

evaluations on your teacher and supervisor. All documentation must be submitted to IRSC's Clinical Experiences Coordinator in order to pass the course. This includes the Attendance Logs, a minimum of six (6) observation forms, anecdotal records, parent/guardian contact logs, LiveText visitor's pass, Learning Unit, and your FTCE score reports indicating that you've passed the General Knowledge, Professional Education, and subject area for your degree program.

3b. A consistent, goal-based evaluation system for the student teacher

- i. Goals and the process by which they will be evaluated are communicated in writing at the beginning of the experience.
- ii. Evaluations are consistent with each other and provide feedback on individual goals

CRITICAL ASSIGNMENTS

Student Teaching Critical Assignment Evaluation Rubrics

The Student Teaching/Internship experience requires four (4) Critical Assignments. See appendix for details. Critical Assignment rubrics are used by College Supervisors, Cooperating Teachers, Faculty, the Clinical Experiences Coordinator, and students in evaluating student performance in the student teaching internship. Rubrics are aligned with the Department of Education program requirements and the Florida Department of Education, and Florida Educator Accomplished Practices – Pre-professional Teaching Competencies. Although not exhaustive, these rubrics provide a detailed evaluation and description to differentiate performance that either demonstrates/fulfills, demonstrates with remediation/fulfills, or does not demonstrate/emerging or bridging - falls below established program and state standards expected of pre-professional teachers.

Critical Assignment 1: Formal Observation & Professional Behavior

Description: All student teachers are required to present a minimum of 6 full lessons for formal observation and evaluation (usually, 3 by Cooperating Teacher, 2 by College Supervisor, and 1 by Clinical Experiences Coordinator). For all formal lesson presentations, student teachers will be evaluated using the Formal Observation and Professional Behavior Observation Form. All student teachers are required to have a Midterm Evaluation by the Clinical Experiences Coordinator and a Final Evaluation by the College Supervisor. If, at Midterm the student teacher is not making adequate progress, then a Remediation Plan will be initiated by the Clinical Experiences Coordinator, in collaboration with the Cooperating Teacher and the College Supervisor. The student teacher must complete the Remediation Plan with 100% proficiency by final evaluation in order to receive a fulfilled/demonstrated rating on this critical assignment. All evaluation forms are linked directly to Florida Educator Accomplished Practices – Pre Professional (FEAPs). **By the Final evaluation, all FEAPs and indicators must be fulfilled (demonstrated) in order to pass the Student**

Teaching/Internship. Midterm and final evaluations as well as remediation process is found later in this document.

Critical Assignment 2: Professional Development Plan

Description: All student teachers are required to identify a minimum of three (3) FEAPs in which to demonstrate continuous improvement through a Professional Development Plan (PDP). **Objectives must be fulfilled (demonstrated) within the Student Teaching/Internship semester in order to pass the Student Teaching/Internship.** (FEAP 5: Continuous Improvement, Responsibility, and Ethics)

Critical Assignment 3: Learning Unit and Lesson Plans

Description: All students must design and implement a Learning Unit during the Student Teaching/Internship. The Learning Unit must

- be taught to either whole or small group (5 or more students);
- linked directly to assigned curriculum;
- include task analysis and/or pre/posttest;
- be a sequence of 7-10 lessons;
- provide a summary of results with error analysis, impact on learning, and implications for future instruction; and
- include student reflection on future application.
- The Learning Unit must be maintained and organized in a binder with clearly labeled sections.
- Two (2) lessons from The Learning Unit must be formally observed (by either the Cooperating Teacher and/or College Supervisor).

The first lesson observation should be at the beginning of the unit and the second lesson observation should be at the end. **The Learning Unit must be fulfilled (demonstrated) within the Student Teaching/Internship semester in order to pass the Student Teaching/Internship.** (FEAP 1: Instructional Design and Lesson Planning; FEAP 2: The Learning Environment; FEAP 3: Instructional Delivery and Facilitation; FEAP 4: Assessment; FEAP 5: Continuous Improvement, Responsibility and Ethics; FEAP 6: Professional Responsibility and Ethical Conduct). A copy of the Learning Unit must be submitted to IRSC's Clinical Experiences Coordinator at the end of the student teaching experience.

Critical Assignment 4: Electronic Professional Portfolio – Live Text

Description:

In an effort to bring a greater sense of coherence to the academic and field experiences of students in IRSC's School of Education teacher preparation programs, faculty members work with students in developing electronic professional portfolios of their pre-

service training and development. The purpose of the professional portfolios is three-fold: (1) to serve as an instructional aide in the development of teaching competencies during the course of the program, (2) to provide IRSC Education faculty with data for program evaluation and accreditation, and (3) to provide students with documentation of their professional competencies for interviews and post-graduate development. Electronic portfolios provide students the opportunity to demonstrate technology competency as well as teaching expertise. Beginning with the initial technology class, e-portfolios are developed and maintained throughout the program. A final presentation at the end of the student teaching experience provides an opportunity to synthesize experiences and showcase pre-service work. All students must develop an electronic professional portfolio of their pre-service training and development. Each course in IRSC's BS in Education programs provides students with Critical Assignments linked directly to the FEAPs and other elements of the core curriculum. Students must successfully demonstrate their proficiency on these assignments in each course. Additionally, students develop an electronic Pre-Professional Program Portfolio throughout the program using LiveText®. More information on the pre-professional portfolio is provided later in this handbook. The portfolio will be submitted in sections during the course of the student teaching experience. Due dates will be determined by the Clinical Experiences Coordinator at the start of each semester. **The LiveText® Portfolio must be completed and submitted within the Student Teaching/Internship semester in order to pass the Student Teaching/Internship.** (FEAPS 3: Instructional Delivery and 5: Continuous Improvement, Responsibility, and Ethics).

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3b. A consistent, goal-based evaluation system for the student teacher

TEACHER OBSERVATION REPORT Student Teacher Critical Assignment 1 Rating Scale/Directions

Instructions: The Cooperating Teacher, College Supervisor, and/or Clinical Experiences Coordinator complete the Teacher Observation. The Interns are observed a total of **six times** (three by cooperating teacher and three by IRSC). Use the Evaluation Scale, according to the Developmental Model, to rate the student's performance. NOTE: Please fill out your observation report in a Word file using the instrument below. Be sure to make many comments. Save the file as .pdf and send it to the student in email.

Developmental Model: Learning to teach is a developmental process. Consequently, students should not expect to fulfill each indicator and accomplished practice on their

first observation. Rather, most students will proceed along a continuum, moving from Emerging, to Bridging, and finally to Fulfilled level of proficiency.

Evaluation Scale:

0 – Not Fulfilled: The intern is unsuccessful in demonstrating this Accomplished Practice

1 – Emerging: The intern is developing some skills and knowledge, but inconsistently demonstrating this accomplished practice; much more improvement is needed. Please note specific examples.

3c. Guidance for cooperating teachers and supervisors on their roles as evaluators

- i. Supervisors' observations provide written and oral feedback and occur at least five times
- ii. Evaluations integrate feedback from supervisors and cooperating teachers

COLLEGE SUPERVISOR RESPONSIBILITIES

The College Supervisor should:

- Coordinate the expectations of the School of Education and the school.
- Maintain regular contact with the Cooperating Teacher to discuss the student teacher's performance and progress.
- Make **at least three (3) observations** in total of the student teacher, and confer with the Cooperating Teacher and the student teacher to offer suggestions for planning and instruction. Feedback should be provided during both pre- and post-observation conferences.
- Serve as a resource person for the student teacher concerning techniques, materials, and curricula.
- Mediate between the student teacher and the Cooperating Teacher when differences arise over any facet of the student teaching experience.
- Keep the student teacher apprised of the degree of satisfaction with which the student teaching activities are being completed, and set appropriate additional expectations.
- Examine and analyze teaching plans, materials, and evaluation instruments prepared by the student teacher as appropriate.
- Evaluate the work of the student teacher and, after consultation with the Cooperating Teacher and the Clinical Experiences Coordinator, the College Supervisor will report a final grade per the procedures required by the College.
- Submit a copy of the final evaluation to the Clinical Experiences Coordinator. The final evaluation becomes part of the student's credential file.
- Evaluate the Cooperating Teacher fairly and honestly to ensure the continuous improvement of our teacher education program.

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EVALUATION

Evaluation Criteria: Student Teaching

Evaluation of IRSC students during the final internship/student teaching is completed in three ways: (1) during the experience through observation visits and written and/or oral feedback; (2) formally at the mid-point of the experience and at the end of student teaching; and (3) through the successful completion of Critical Assignments.

1. Students are evaluated throughout the student teaching semester by the Cooperating Teacher, College Supervisor, and Clinical Experiences Coordinator.

2. The mid-term evaluation is intended to be formative in nature, providing student teachers formal feedback on their performance in order to promote their continuing development during the latter half of the experience. **A Mid-term observation is completed by the Clinical Experiences Coordinator followed by the Cooperating Teacher, the College Supervisor, the Clinical Experiences Coordinator, and the student teacher discussing the student's performance, progress, and areas for improvement.** If

a student is not progressing as expected (e.g., overall ratings of emerging, when student should be at the level of bridging to fulfilled) then remediation is indicated and the Remediation Plan must be completed. The student must complete the plan with 100% proficiency by the end of the student teaching experience (e.g., achieve fulfilled on all areas assessed).

3. A final observation is completed by the College Supervisor during the final weeks of the experience. Again, **all four participants discuss the student teacher's performance, progress, and areas for improvement**. While any written/oral evaluations by the Cooperating Teacher, the Clinical Experiences Coordinator, and the College Supervisor are factored into the final grade, the responsibility for determination of the final grade in student teaching rests primarily with the College Supervisor.

4. Ratings on the Mid-Term and Final Evaluation Forms are fulfilled, bridging, and emerging. Ratings are based on expectations for initial teachers, not master teachers. The standard of fulfilled is a high standard, and it is the standard that students must demonstrate in their performance in order to pass student teaching.

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4. Gathering feedback on student teaching placements

4a. Student teacher evaluation of cooperating teachers, site supervisors and schools

4b. Cooperating teacher evaluation of supervisors

4c. Supervisor evaluation of cooperating teachers and schools

http://nctq.org/dmsView/Key_Ingredients_Strong_Student_Teaching_pdf